

Syllabus for
FRE 305 French Civilization and Culture
3 Credit hours
Fall 2021

Coronavirus: All faculty members and students are expected to be face-to-face in the classroom except under conditions provided in the ORU Fall 2020 Coronavirus Response Plan, which can be found at <https://oru.edu/campus-health/>.

I. COURSE DESCRIPTION

A study of the historical, political, and cultural development of France with emphasis on contemporary aspects. (Taught in French.)

Prerequisite: FRE 204 or equivalent.

Lab fee: None

This course is a study of the French people and their accomplishments. This course is based on the nation that has figured enormously in the development of Europe, and takes into consideration the extent of its influence throughout the world. The development of France will be traced through the study of historical documents, literature and the arts and sciences. While the student will cultivate an appreciation for the history of this great country and the works of the past, considerable attention will be given to the country today through current events.

II. COURSE GOALS

The general goal of French Civilization and Culture is to help the student gain an understanding of the distinctive nature of the French people. Information will be followed by appreciation, and it is hoped that the student will be able to relate with the people who have such a different background. The highest attainment would be that the student could enter into the French cultural context unobtrusively and move freely in it, while at the same time not lose their own unique identity.

For some students, this course could represent one of the preliminary steps to helping change France from the inside by bringing individuals to Jesus Christ (all the while recognizing the unique nature of the French people as a gift from God). For all students a heightened respect for these people should be one of the logical outcomes.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

A. Terminal Objectives

As a result of successfully completing this course, through class lectures, student presentations and subsequent discussions, and special assignments, the student will be able to do the following:

1. Discuss both orally and in writing the geography, history, political aspects, economic conditions, social aspects, cultural movements, and artistic and intellectual periods of France as encountered in research and as presented in the texts and readings, as well as its spiritual heritages and present spiritual condition.
2. Exhibit sufficient command of French to read with understanding the assigned

3. text material as well as understand presentations given in the language.
Interact with the local French-speaking community.

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

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

A. Required Textbook

Edmiston, William., et. al. *La France Contemporaine*, 5th ed., Boston: Heinle, 2010. ISBN: 9781428231238

V. POLICIES AND PROCEDURES

A. University Policies and Procedures.

1. 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.
2. 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.
3. Students are to be in compliance with university, school, and departmental policies regarding Whole Person Assessment requirements
 - 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.

3. **Evaluation Procedures**

The evaluation of the student's grade is determined by the following factors:

Participation	20%
Homework/quizzes	20%
Midterm Project	20%
Final Project	25%
Final exam	15%
WPA requirements	<u>0%</u>
Total	100%

2. **Whole Person Assessment Requirements**

- a. The following competency applies to this course or the student must consult with the professor: **(2) Global and Historical Competency**
- b. To be "compliant" the student correctly submits electronically the artifact for assessment. To be "noncompliant" the student either does submit or incorrectly submits the artifact electronically. Noncompliance results 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.

3. **Intercultural Experience Assignment** (GO Course Requirement)

- a. This course addresses the criteria under the GO Designation Rubric at the end of this syllabus.
- b. Following instructor guidelines, students create and give a presentation comparing and contrasting aspects of their culture with those of the Francophone world.

VI. COURSE CALENDAR

La Semaine

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16

Les Matières à Préparer

Introduction
La France physique
Paris et la vie urbaine
Les Régions et les provinces
Présentations
Les langues de la France
La Vie politique
La Vie politique
La Vie sociale
Présentations
La Vie sociale
La Vie culturelle
La Vie culturelle
Révision/Présentations
Révision/Présentations
Final Exam

Course Inventory for ORU's Student Learning Outcomes
FRE 305 French Civilization and Culture
Spring 2022

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.

For information on the ORU Student Learning Outcomes, please see
<http://www.oru.edu/academics/resources/whole-person-assessment.php>.

OUTCOMES & Proficiencies/Capacities		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
1	Outcome #1 – Spiritually Alive Proficiencies/Capacities				
1A	Biblical literacy			x	
1B	Spiritual Formation			x	
2	Outcome #2 – Intellectually Alert Proficiencies/Capacities				
2A	Critical thinking, creativity, and aesthetics		x		
2B	Global & historical perspectives	x			
2C	Information literacy				x
2D	Knowledge of the physical and natural world		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	Ethical reasoning and behavior			x	
4B	Intercultural knowledge and engagement	x			
4C	Written and oral communication	x			
4D	Leadership capacity		x		

(Revised Spring 2021:lm)

GO Designation Rubric

	4.0 Exemplary	3.0 Competent	2.0 Acceptable	1.0 Unacceptable	0.0 Not Attempted
Intercultural Engagement	Evidence of an intentional interaction with individual(s) from a different cultural background with a comparative analysis of the various and diverse viewpoints experienced.	Evidence of an intentional interaction with individual(s) from a different cultural background with summary of the various and diverse viewpoints experienced.	Evidence of an intentional interaction with individual(s) from a different cultural background with an intent to understand various diverse viewpoints.	Minimal evidence of engagement with individual(s) from a different cultural background resulting in an enhancement of conflicting viewpoints.	No evidence of engagement with individual(s) from a different cultural background with intent to understand various diverse viewpoints.
Cross-Cultural Communication	Evidence of cross-cultural communication with a compare and contrast analysis of the two cultures.	Evidence of cross-cultural communication skills with a summary of the novel experience(s).	Evidence of cross-cultural communication .	Evidence of cross-cultural communication resulting in conflict.	No attempt made at cross-cultural communication .
Global Perspectives	Evidence of global perspective using clear, accurate and relevant examples in a comparative analysis of a different global perspective on a cultural issue(s).	Evidence of a global perspective based on a compare and contrast analysis of examples from one or more cultural issues.	Evidence of a global perspective describing examples from one or more cultural issues.	Evidence of a lack of global perspective, through nationalistic expression.	No evidence of cultural sensitivity, effective global perspectives, and global citizenship.
Transformative Experience	Evidence in a compare and contrast analysis of the student previous paradigm, thinking, belief or feeling toward another culture(s) and the new student experience in alignment with the ORU vision and mission.	Evidence that summarizes the student's paradigm shift or change in thinking, belief or feeling toward another culture(s) in alignment with the ORU vision and mission.	Evidence that the student experienced a paradigm shift or change in thinking, belief or feeling toward another culture(s) in alignment with the ORU vision and mission.	Evidence that the student experienced a paradigm shift or change in thinking, belief or feeling toward another culture(s) away from the ORU vision and mission.	No attempt made to experience a paradigm shift or change in thinking, belief or feeling toward another culture(s).