



## Course Syllabus

### **FRE 102 ADV - Elementary French II**

4 Credit hours

#### **I. COURSE DESCRIPTION**

A course for those desiring to begin a second language. A continuation of FRE 101. Includes oral practice and covers certain functions of language such as describing and narrating past events, using future and imperfect tenses, expressing opinions and emotions, and giving advice. Covers most activities listed in the ACTFL novice high competencies.

**Prerequisite:** FRE 101 with a grade of "C" or higher or demonstrated proficiency

#### **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 the following outcomes.

- 1 Spiritual Integrity
- 2 Personal Resilience
- 3 Intellectual Pursuit
- 4 Global Engagement
- 5 Bold Vision

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.

#### **III. PROGRAM OUTCOMES**

This course is offered by the School of Liberal Arts under ORU's College of Arts and Cultural Studies. It supports the program outcomes of ORU's General Education program, a common core curriculum required for every ORU undergraduate major. The outcomes of General Education reflect ORU's founding commitment to comprehensive whole-person liberal arts education. General Education has five program outcomes, listed below. This course supports the item marked in bold text below and with an asterisk (\*).

1. **Core Literacy:** Have a breadth of knowledge essential to a classical Spirit-empowered liberal arts education.\*
2. **Intercultural Knowledge and Engagement:** Have an understanding of, and demonstrate sensitivity towards, cultural differences from an historical and global Christian worldview with engagement through intercultural experiences and by using effective oral and written communication techniques.\*
3. **Lifelong Wellness:** Have the theoretical and practical knowledge and skills to lead a life-long physically active and healthy lifestyle – spirit, mind, and body.
4. **Global Issues, Critical Thinking, and Creativity:** Have the ability to lead, collaborate, and serve as part of a team in order to ethically, critically, and creatively solve big problems by applying bold innovative solutions from a diverse set of perspectives.

#### IV. COURSE GOALS

This intermediate 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

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:** *NOTE – You will also use this textbook for FRE 203.*

Wong, W., Stacey Weber-Fève, S., & VanPatten, B (2020). *Liaisons, Student Edition: An Introduction to French* (3<sup>rd</sup> ed.). Cengage Learning. Print ISBN: 9780357041741 - eText ISBN: 9781337905848.

This course uses courseware, so you cannot opt-out of the ACCESS program.

##### **Other required materials:**

##### **Optional Materials**

**Textbooks:** None

Other: None

## VII. POLICIES AND PROCEDURES

### A. University Policies and Procedures

1. **Plagiarism:** The ORU Catalog explicitly addresses the issue of plagiarism. Make sure you know [ORU's policy on plagiarism](#) and [what is considered plagiarism](#).
2. **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 University Catalog](#), 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.
3. **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. **Participation:** Participation in each online class through discussion forums, assignments, and all other course activities count as your attendance in the course. Lack of participation can reduce a student's grade or deny credit for the course.
2. **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.
3. **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.
4. **Incompletes**

On rare occasions, the grade of "I" may be given for work that is incomplete at the time grades are given. It is given only after the instructor and the department chair or college dean approve a petition submitted by the student that his or her work is incomplete for good cause. Good cause typically consists of a catastrophic event in which the student is prevented from completing the course requirements. It is the responsibility of the student to initiate the petition through <http://petitions.oru.edu>, make up any incomplete work, and ask the instructor to submit a grade change to the registrar. If the work is not completed by the end of the subsequent session, the incomplete will automatically convert to an "F." For graduating seniors, the degree will be awarded in the term that the student completes his or her course work, not the final term of enrollment.
5. **Citations**

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.

**C. Online Programs Policies and Procedures**

1. **Communicating with your Instructor:** All email communication between students and faculty will be through their ORU.edu emails.
2. **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.
3. **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, <https://goo.gl/dLHnnM>
  - Desire2Learn (D2L) Accessibility Guidelines and Checklist: <https://goo.gl/Ck4RwY>
  - D2L Accessibility Policy: <https://www.d2l.com/accessibility/>
4. **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:** The final grade will be based on forum discussions, projects, and a final exam. The weight of each item is included in the Course Calendar. Extra credit items are not offered in this course.

**Grade Weight Category**

a.

Grade Weight	Category
30.5%	7 Forum Discussions
10%	5 Quizzes
45.5%	7 MindTap Units
4%	1 Project
10%	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. **\*\*\*This Advantage course is structured in 7 Units. Each Unit lasts 2 weeks, or 14 days. Unless otherwise noted, the Projects and Quizzes are due on Day 14, at the end of each Unit, while the Forums are due at the end of Day 7 or the end of week 1.\*\*\*** Further descriptions for activities and assessments are in their respective weeks in D2L. † indicates this is a faith integration item tracked by the program.

Unit 1	Bienvenue et Révisions	Hours	Weight	CO
	Read/View/Listen	5	--	--
	Forum 1: Ma Vidéo Biographie (Video) †	4	4%	1
	MindTap: Unit 1	10	6.5%	1, 2, 4
	Quiz 1: Chapitres 0-4	2	2%	1, 2, 3, 4
Unit 2	Les Plaisirs de la Table	Hours	Weight	CO
	Read/View/Listen	5	--	--
	Forum 2: Blog de Cuisine (Video)	4	4.5%	1
	MindTap: Unit 2	10	6.5%	1, 2, 4
	Quiz 2: Chapter 5	2	2%	1, 2, 3, 4
Unit 3	Du Marché à la Table	Hours	Weight	CO
	Read/View/Listen	5	--	--
	Forum 3: Description D'un Etablissement	4	4%	1
	MindTap Unit 3	10	6.5%	1, 2, 4
	Quiz 3: Chapter 6	2	2%	1, 2, 3, 4
Unit 4	La Vie Professionnelle	Hours	Weight	CO
	Read/View/Listen	5	--	--
	Forum 4: Votre Future Profession	4	4%	1
	MindTap Unit 4	10	6.5%	1, 2, 4
	Quiz 4: Chapter 7	2	2%	1, 2, 3, 4
Unit 5	Les Événements Marquants	Hours	Weight	CO
	Read/View/Listen	5	--	--
	Forum 5: Mes Vacances Récentes (Video)	4	4.5%	1
	MindTap Unit 5	10	6.5%	1, 2, 4
	Quiz 5: Chapter 8	2	2%	1, 2, 3, 4
Unit 6	Le Film Liaisons	Hours	Weight	CO
	Read/View/Listen	4	--	--
	Forum 6: Movie Critic (Video)	4	4.5%	1
	MindTap Unit 6	8	6.5%	1, 2, 4
	Project 6: Analyse Des Personnages	5	4%	1, 2, 3, 4
Unit 7	Culture et Lecture	Hours	Weight	CO
	Read/View/Listen	7	--	--
	Forum 7: Mon Apprentissage † (Video)	5	4.5%	1
	MindTap Unit 7	5	6.5%	1, 2, 4
	Quiz 7: Final Exam	3	10%	1, 2, 3, 4
Course Total	Total estimated hours based upon 21 hours per week for 7 weeks	146	100%	

**IX. COURSE INVENTORY**

For ORU's Course Objectives

**FRE 102 ADV**

This inventory indicates the extent to which this Course's Objectives contribute to the Outcomes of its primary Program, and aligned upward to one or more of ORU's University Outcomes (in grey 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.

OUTCOMES	Significant	Moderate	Minimal
<b>1. Spiritual Integrity</b>			
<b>2. Personal Resilience</b>			
<b>3. Intellectual Pursuit</b>			
PO1. Core Literacy: Have a breadth of knowledge essential to a classical Spirit-empowered liberal arts education.		X	
<ul style="list-style-type: none"> <li>• CO1. Converse in the target language using common vocabulary, phrases, and topics, such as discussing hobbies, school, professions, family structures, and daily routine (BL3, PO3)</li> </ul>		X	
<ul style="list-style-type: none"> <li>• CO2. Respond in complete sentences in French in present tense, futur proche tense, and imperative tense (BL3, PO3)</li> </ul>		X	
<ul style="list-style-type: none"> <li>• CO3. Express oneself in written and spoken French at the beginner level. (BL3, PO3)</li> </ul>		X	
<ul style="list-style-type: none"> <li>• CO4. Use essential grammatical structures. (BL3, PO3)</li> </ul>		X	
<b>4. Global Engagement</b>			
<b>5. Bold Vision</b>			

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

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