

**COURSE:** FREN 3320: French Oral Expression  
**TIME/PLACE:** TBA West Hall Room 132  
**PROFESSEUR:** M. Hardin  
**OFFICE:** WH 132  
**PHONE:** (229) 333-5948  
**OFFICE HOURS:** TR 11:00am-12:30pm; MW 12:00-1:00pm  
**Or by appointment**

Required Texts:

1. Williams, Ann; Carmen, Grace; Christian, Roche, *BIEN VU, BIEN DIT*, 2008, McGraw-Hill.
2. a good French-English/English-French dictionary (Harrap's recommended)

**Course Objectives:** Students learn how the French interact while discussing ideas, exchanging opinions, and giving advice or information. Practical spoken vocabulary is stressed.

**Course Outcomes:** This course is designed to refine the student's ability to Speak in French. Students will practice, expand and perfect their ability to perform certain functions and will demonstrate improvement in Circumlocution.

During this course, each student must successfully demonstrate (in spoken French) the ability to:

- Express preferences, opinions, feelings and reactions
- Discuss ideas, exchange opinions and give advice
- Ask and answer questions
- Narrate in the present, past and future

At the end of this course, students should also be able to communicate orally with the professor and fellow students on selected topics and in appropriate situations at the intermediate-low to intermediate-mid level proficiency. The student should demonstrate varying degrees of mastery of selected grammatical structures, concepts, and vocabulary. Proficiency will be measured according to the **ACTFL GUIDELINES**.

## **ACTFL GUIDELINES: INTERMEDIATE**

### **SPEAKING**

#### **INTERMEDIATE-LOW**

Able to handle successfully a limited number of interactive, task-oriented, and social situations. Can ask and answer questions, initiate and respond to simple statements, and maintain face-to-face conversation, although in a highly restricted manner and with much linguistic inaccuracy. Within these limitations, can perform such tasks as introducing self, ordering a meal, asking directions, and making purchases. Vocabulary is adequate to express only the most elementary needs. Strong interference from native language may occur. Misunderstandings frequently arise, but with repetition, the Intermediate-Low speaker can generally be understood by sympathetic interlocutors.

### **INTERMEDIATE-MID**

Able to handle successfully a variety of uncomplicated, basic, and communicative tasks and social situations. Can talk simply about self and family members. Can ask and answer questions and participate in simple conversations on topics beyond the most immediate needs; e.g., personal history and leisure time activities. Utterance length increases slightly, but speech may continue to be characterized by frequent long pauses, since the smooth incorporation of even basic conversational strategies is often hindered as the speaker struggles to create appropriate language forms. Pronunciation may continue to be strongly influenced by first language and fluency may still be strained. Although misunderstandings still arise, the Intermediate-Mid speaker can generally be understood by sympathetic interlocutors.

### **INTERMEDIATE-HIGH**

Able to handle successfully most uncomplicated communicative tasks and social situations. Can initiate, sustain, and close a general conversation with a number of strategies appropriate to a range of circumstances and topics, but errors are evident. Limited vocabulary still necessitates hesitation and may bring about slightly unexpected circumlocution. There is emerging evidence of connected discourse, particularly for simple narration and/or description. The Intermediate-High speaker can generally be understood even by interlocutors not accustomed to dealing with speakers at this level, but repetition may still be required.

## **LISTENING**

### **INTERMEDIATE-LOW**

Able to understand sentence-length utterances which consist of recombinations of learned elements in a limited number of content areas, particularly if strongly supported by the situational context. Content refers to basic personal background and needs, social conventions and routine tasks, such as getting meals and receiving simple instructions and directions. Listening tasks pertain primarily to spontaneous face-to-face conversations. Understanding is often uneven; repetition and rewording may be necessary. Misunderstandings in both main ideas and details arise frequently.

### **INTERMEDIATE-MID**

Able to understand sentence-length utterances which consist of recombinations of learned utterances on a variety of topics. Content continues to refer primarily to basic personal background and needs, social conventions and somewhat more complex tasks, such as lodging, transportation, and shopping. Additional content areas include some personal interests and activities, and a greater diversity of instructions and directions. Listening tasks not only pertain to spontaneous face-to-face conversations but also to short routine telephone conversations and some deliberate speech, such as simple announcements and reports over the media. Understanding continues to be uneven.

## **INTERMEDIATE-HIGH**

Able to sustain understanding over longer stretches of connected discourse on a number of topics pertaining to different times and places; however, understanding is inconsistent due to failure to grasp main ideas and/or details. Thus, while topics do not differ significantly from those of an Advanced level listener, comprehension is less in quantity and poorer in quality.

### **EVALUATION:**

1. *Class Participation.* Assessment of the student's class performance will be based on the frequency, relevance, and quality of his/her participation in activities in class (individual and group/pair).
2. *Quizzes/Presentations.* Each student is required to complete an oral QUIZ as each lesson is completed and make oral presentations as required by the professor.
3. *Oral Test/interview* As a final exam, each student is required to complete an oral test—interview style. The test will include narration (in French) in the present, past and future.
4. *Written test* Each student must complete a written test.
5. *Oral resums* (one per chapter—11).

**GRADE DISTRIBUTION:** -- Participation = 20%; Oral Quizzes and oral presentations = 10%; Oral interview / Test = 40%; Written Test = 10%; Oral Resums (11) = 20%

**GRADING STANDARD:**A = 90-100 percent; B = 80-89 percent; C = 70-79 percent; D = 60-69 percent; F = 0-59 percent

### **MINIMUM REQUIREMENTS FOR SATISFACTORY COMPLETION OF THE COURSE:**

1. Learn all vocabulary and use it as you participate in classroom discussions.
2. Attend class everyday.
3. Accurate completion of ALL activities (when due)
4. Studying textbook often (before and after doing classroom activities)
5. Satisfactory completion of all tests, quizzes, etc.
6. Ownership of required textbooks

STUDENTS MAY BE REQUIRED TO: Do research in preparation for classroom presentations.

**CLASS ATTENDANCE:** All students are required to attend class everyday. Any student who is absent more than 20% of class meeting time (6 days) is subject to receiving a failing grade in this course (even with an "A" average).

**SPECIAL SERVICE:** Students requiring classroom accommodations or modifications because of a documented disability should discuss this need with the professor at the beginning of the semester. Students not registered with the Special

**Services Program must contact the Special Services Office in Nevins Hall, Room 1115 (this room number may have changed). The phone number is 245-2498.**

## **College of Education Conceptual Framework**

The College of Education is committed to using standards as a conceptual framework to ensure that all aspects of its operation contribute significantly to developing professionals of the highest caliber who are prepared to meet the challenges of providing services to enrich the lives of a diverse population. Mutually agreed upon and adopted, sets of standards are used by faculty members and administrators to develop a shared vision of professional practice. Standards guide the College of Education mission and goals as well as planning for continuous improvement.

### **Conceptual Framework: Guiding Principles**

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to, and assume responsibility for, the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

### **College of Education Conceptual Framework Standards for Teachers (CFS)**

- I. **CONTENT AND CURRICULUM**: Teachers demonstrate a strong content knowledge of content area(s) that are appropriate for their certification levels.

- II. **KNOWLEDGE OF STUDENTS AND THEIR LEARNING:** Teachers support the intellectual, social, physical, and personal development of all students.
- III. **LEARNING ENVIRONMENTS:** Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.
- IV. **ASSESSMENT:** Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.
- V. **PLANNING AND INSTRUCTION:** Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.
- VI. **PROFESSIONALISM:** Teachers recognize, participate in, and contribute to teaching as a profession.

#### Introduction

chapitre 1: **LES GENS DE CANAL 7** ; Les études pp. 2-5

Chapitre 1 : Présentations orales / Discussions / Quiz

Chapitre 1: **LES GENS DE CANAL 7** ; La vie professionnelle pp. 3-7

Chapitre 1: **LES GENS DE CANAL 7** ; Allons au cinéma pp. 7-11

Chapitre 1 : Présentations orales / Discussions / Quiz

Chapitre 1: **LES GENS DE CANAL 7** ; Structures pour communiquer 1 pp. 11-23

Chapitre 1: **LES GENS DE CANAL 7** ; Structures pour communiquer 2 pp. 24-35 /  
retournons au cinéma 35-39

Chapitre 1 : Présentations orales / Discussions / Quiz

#### **TEST**

Chapitre 2 : **A CHACUN SON SECRET** ; La famille et les moments importants de la vie

Chapitre 3 : **CAMILLE POSE DES QUESTIONS** ; La sphère publique et la sphère privée

Chapitre 4 : **DANS L'ENTOURAGE DE CAMILLE** ; Des activités pour s'amuser et des moments à partager

Chapitre 5 : **DES HISTOIRES DE FAMILLE** ; Des histoires personnelles et l'histoire collective pp. 148-151

Chapitre 6 : **LES RECHERCHES S'ORGANISENT**

Chapitre 7: **CAMILLE NE SE DÉCOURAGE PAS**

Chapitre 8 : **CAMILLE PREND DES RISQUES**

Chapitre 9 : **ON PARLE ENFIN À CAMILLE**

Chapitre 10 : **UNE PISTE MÉDITERRANÉENNE**

Chapitre 11 : **CAMILLE APPREND LA VÉRITÉ**