

Madagascar: French Language for Health Sciences: Intermediate & Advanced (Online)

FREN-2003-3503 (3 credits)

This syllabus is representative of a typical semester. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester.

Course Description

This course focuses on oral proficiency in the context of public health and health sciences, including the critical thematic areas of healthcare in the public and private sectors in Madagascar. The objective of this course is to provide a linguistic groundwork to understand the issues and challenges of public health and the organization of the health system in Madagascar. This linguistic groundwork helps to enhance students' oral proficiency so that they are better prepared to lead discussions in French during the (optional) onsite term in December-January with a range of professionals working in the field of healthcare. The online French for Health Sciences course uses a virtual classroom and thematic discussions to achieve these aims, in addition to improving students' oral, reading, and writing skills. Levels of language instruction are based on students' language capacity determined through an oral test done at the beginning of the term. For both intermediate and advanced students, the aim is to enable them to improve their ability to handle a larger and more complicated communicative tasks, in both formal and informal settings, with ease and confidence. Various methods will be used to assess student performance including oral interviews, written tests, quizzes, class participation, and oral presentations.

Learning Outcomes

By the end of the course, students will be able to:

- Engage in themes and challenges in public health and health sciences through the French language;
- Conduct independent research or work in formal and informal healthcare settings in a French-speaking country; and
- Read, understand and produce healthcare discourses in a variety of media in the French language.

Language of Instruction

Reading are predominantly in French. Presentations and student led discussions are undertaken in French. The academic director and the local staff will help translate and interpret when students are exposed to vocabulary related to course content.

Instructional Methods

This course will use the cognitive method to develop student strategies of identification, comparison, interpretation, elaboration of hypotheses of meaning in a precise context, synthesis, and analysis. Reflective activities will increase French language oral and reading comprehension. This cognitive approach will simplify the acquisition of linguistic skills, both lexical and grammatical, in communication situations that are varied enough to generate interaction strategies that gradually make the learner an independent speaker (Huong, 2010).

Required Texts

Ministère de la santé publique. 2017. *Politique National de santé communautaire à Madagascar* Repoblikan'i Madagasikara.

Course Schedule

**Please be aware that topics and excursions may vary to take advantage of any emerging events, to accommodate changes in our lecturers' availability, and to respect any changes that would affect student safety. Students will be notified if this occurs*

Module 1: Oral Comprehension, Reading and Writing

This unit is designed to improve students' French oral, comprehension, reading, and writing skills by focusing on general pronunciation, grammar, vocabulary acquisition, sentence structure and specific local nuances of French as is spoken and written in Madagascar.

Readings:

Stuby, P. 2014. *Les usages de la langue française à Madagascar*. Mémoire de Masters. Haute école pédagogique Vaud. 60pp.

Module 2: French for Health Sciences

Through a range of methods including class discussions, assigned readings, lectures and seminar, students increase their capacity to speak, read and write French through its study in the context of the program theme including the study of public health. In so doing, students build capacity and increased proficiency in spoken and written French to facilitate the ability to handle routine healthcare with ease and confidence. At the end, you should be able to critically analyze scientific information concerning public health in French and identify research questions and hypotheses.

Readings: Broquet C., Budry S., Kouakou A.L. & Meyer N. 2012. *Aperçu du système de santé malgache et de la prise en charge de la femme*. Rapport de stage. Université de Genève, Faculté de médecine.

Assignments and Evaluation

Assignment Descriptions and Grading Criteria

1) Research Documentation on Public Health (30%)

This assignment is designed to have students engage with journals and other online publications on a topic of their choosing. This online research will lead to two outcomes (1) a report that discusses (in 8-10 pages) the global healthcare system established on the island, and (2) a proposal for a mini field study project on a topic of the student's choosing to be pursued during the (optional) in-country portion of the program (4-5 pages). For instance, students may choose to do a mini-research project on Madagascar's health challenges, or on the health of women and children in Madagascar. Students will be expected to demonstrate their knowledge and understanding of the healthcare system in Madagascar and discuss the challenges that local people are facing to have access to healthcare.

2) Presentation & Lead Discussion (20%)

Each student is expected to present once during the term for 10 minutes to the whole class and lead the discussion. Students are encouraged to ask questions or make comments during the discussion session following the presentation. Your participation will be scored (see below).

3) Seminar and participation (30%)

Online seminars will introduce students to a range of key policies and practices for the public health system in Madagascar. Using conceptual approaches drawn from national politics, students explore the issues and challenges of public health and the organization of the health system in Madagascar, to define and master the concepts of public health, and to appropriate population-based approaches to public health.

Participation in class is an effective way to practice French. It also helps the teachers to identify the strengths and weaknesses of each student:

- Attendance - promptness to class and positive presence in online class.
- Active Listening - paying attention in class, asking appropriate questions, showing interest and enthusiasm (this includes body language), entertaining contradictory perspectives, and taking notes.
- Involvement in Class Discussions - either in small or large groups, sharing knowledge. This means challenging yourself to speak up if you usually don't, and also means allowing others to speak if you are a person who tends to dominate class discussions.
- Group Accountability – positive participation in the group during field classes; not keeping others waiting.
- Displaying Respect – culturally appropriate interaction with SIT program staff, SIT lecturers.

4) Evaluation (20%)

Teachers evaluate student performance at each class meeting. Planned lessons are tailored to students grouped according to learning pace and individual strengths and weaknesses. At the end of the three weeks, students are evaluated, taking into account both classroom performance as well as the use of and improvement in language skills over the duration of the

class; and the clarity, organization, grammar and syntax of each oral presentation. The oral evaluation will be focused on the presentation of the individual mini-project that students elaborate through reading for further field work in Madagascar. For the oral presentation, the following will be taken into consideration:

- Clarity of the presentation,
- Organization,
- Development of theme,
- Grammar and syntax,
- Use of appropriate visual aids,
- Volume and clarity of voice,
- Pronunciation and articulation,
- Style and fluency.

Attendance and Participation

Due to the nature of SIT Study Abroad programs, and the importance of student and instructor contributions in each class session, attendance at all classes is required. Criteria for evaluation of student performance include attendance and participation in program activities. Students must fully participate in all program components and courses. Students may not voluntarily opt out of required program activities. Valid reasons for absence – such as illness – must be discussed with the academic director or other designated staff person. Absences impact academic performance, may impact grades, and could result in dismissal from the program.

Late Assignments

SIT Study Abroad programs integrate traditional classroom lectures and discussion with field-based experiences, site visits and debriefs. The curriculum is designed to build on itself and progress to the culmination (projects, ISP, case studies, internship, etc.). It is critical that students complete assignments in a timely manner to continue to benefit from the sequences in assignments, reflections and experiences throughout the program.

Example: Students may request a justified extension for one paper/assignment during the term. Requests must be made in writing to the AD and at least 12 hours before the posted due date and time. If reason for request is accepted, an extension of up to one week may be granted at that time. Any further requests for extensions will not be granted. Students who fail to submit the assignment within the extension period will receive an 'F' for the assignment.

Grading Scale

94-100%	A
90-93%	A-
87-89%	B+
84-86%	B
80-83%	B-
77-79%	C+
74-76%	C
70-73%	C-
67-69%	D+

64-66%	D
below 64	F

Program Expectations

- Show up prepared. Be on time, have your readings completed and points in mind for discussion or clarification. Complying with these elements raises the level of class discussion for everyone.
- Have assignments completed on schedule, printed, and done accordingly to the specified requirements. This will help ensure that your assignments are returned in a timely manner.
- Ask questions in class. Engage the lecturer. These are often very busy professionals who are doing us an honor by coming to speak.
- Comply with academic integrity policies (no plagiarism or cheating, nothing unethical).
- Respect differences of opinion (classmates', lecturers, local constituents engaged with on the visits). You are not expected to agree with everything you hear, but you are expected to listen across difference and consider other perspectives with respect.
- Storing Your Work: Keep several copies of your work as back up and keep one copy accessible to you through an online forum, such as an attachment in your email, the course learning management system, or cloud-based storage. This way your work will always be available to despite technical issues. Lost files, deleted drives, or computer crashes are not excuses for late, missing work.
- Personal Technology Use: Cell phones and other personal electronics can be used for taking notes and other class activities. Off-task usage is not acceptable. You may be marked as absent for habitually using them for something other than classroom activities.
- Course Communication: Course documents and assignments will be posted on the learning management system, Moodle. Although the course calendar provides a broad overview and the general sequence of work and assignments for the course, what we accomplish in class will vary, and revisions to the calendar will be posted at the course site. You will need to check the course site regularly. You are responsible for letting me know about any network-related problems that prevent you from accessing or submitting assignments.
- Content Considerations: Some texts and activities you will encounter in this course delve into sensitive topics that may be emotionally and intellectually challenging. Our classroom is a space where we can engage with challenging ideas, question assumptions, and navigate difficult topics with respect and maturity. As possible, I will flag content and activities that are especially graphic or intense, so we are prepared to address them soberly and sensitively. If you are struggling to keep up with the work or participate in the course because of the nature of the content and activities, you should speak with me and/or seek help from counseling services.
- Classroom recording policy: To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use.]

SIT Policies and Resources

Please refer to the SIT Study Abroad Handbook and the Policies section of the SIT website for all academic and student affairs policies. Students are accountable for complying with all published policies. Of particular relevance to this course are the policies regarding: academic integrity, Family Educational Rights and Privacy Act (FERPA), research and ethics in field study and internships, late assignments, academic status, academic appeals, diversity and disability, sexual harassment and misconduct, and the student code of conduct.

Please refer to the SIT Study Abroad Handbook and SIT website for information on important resources and services provided through our central administration in Vermont, such as Library resources and research support, Disability Services, Counseling Services, Title IX information, and Equity, Diversity, and Inclusion resources.