School for International Training | 1 Kipling Road, PO Box 676 | Brattleboro, VT 05302-0676 USA
Tel 888 272-7881 | Fax 802 258-3296 | studyabroad.sit.edu

French for Media and Communications: Intermediate High French

FREN 2503 (3 credits)

Morocco: Field Studies in Journalism and New Media

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.

Description

This intensive course aims to develop sophisticated skills in speaking, understanding, reading, and writing French, through regular classroom instruction, field-based activities, and continuing homestay practice. While emphasis is placed primarily upon oral comprehension and developing conversational competencies (i.e., listening and speaking), reading and writing are also highlighted as crucial to the reinforcement of those skills. Thus the course is designed to help the student acquire French language and to grasp cultural practices in the Francophone world. Moroccan and North African cultural context is built into the course and introduced through audiovisual materials and experiential activities accompanying the textbook that has been specifically prepared by SIT program instructors. This fairly advanced level of language gives the students a more in-depth background into everyday life, enabling the mastery of critical language skills necessary for performing a variety of activities. The objective of the course is to review and expand on topics including travel, relationships, ceremonies, services (especially public administration), speaking about one's career (personal achievements), talking about oneself (autobiography), and cultural and literary subjects (films, books, favorite TV programs).

Language Levels and Placement

Non-beginning participants are placed into appropriate language course levels based on ACTFL oral proficiency interviews conducted during orientation in Morocco.

Course Objectives

The *French for Media and Communications: Intermediate High French* has an interdisciplinary and experiential focus (3 credits). Its main objectives are:

- To enhance proficiency in spoken French;
- To develop strong oral/written comprehension and writing skills;
- To employ French confidently and effectively in everyday situations and addressing a broad range of topics;
- To acquire insight into the role of French language within Moroccan and North African life and culture.

Learning Outcomes

By the end of the program, students will have mastered the following linguistic competencies in French:

- Explain in detail what they are studying and their life in general in Morocco

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- Order in a café or restaurant and take a complicated message on the phone
- Speak about themselves and their friends and families
- Use idiomatic expressions spontaneously in connection with specific situations
- Give a fairly detailed description of their hometown and their neighborhood
- Talk about their ISPJ
- Describe, in a fairly detailed fashion, a public or religious event or ceremony
- Conduct an interview in French
- Understand weather reports and news items on French TV
- Formulate requests to SIT staff and members of host families
- Narrate an event and summarize a film or novel
- Detail an episode from an educational excursion
- Analyze an article from a Morocco daily newspaper

Course Requirements
Students will be placed in small groups according to the results of the in-country placement test. Each group will be assigned specific reading materials corresponding to its level.

Readings
Readings will serve as the basis for oral presentations in class and written commentary to be submitted periodically to the language instructor.

Students are responsible for all required readings and should be prepared to bring them to bear on discussions in class. The readings will help you place the class in context, challenge and engage lecturers, generate questions for class discussions, and deepen your knowledge of particular aspects discussed in class. Students will be sent out to perform field-based exercises and activities and will be required to give oral presentations or write detailed narrative accounts of these experiential drills. Students will also be assigned newspaper and magazine articles and short stories for explication and comment either in class or as individual homework.

Required Readings:
In addition to a Reading Packet prepared by the program's French instructors, you are **required to purchase** the following level-appropriate French textbook once you arrive in Morocco.

Saint Exupery, A. (1993). *Le Petit Prince.* Paris, France. ISBN: 978-0318635767. Gallon, F., Hiber, C., & Rastellode, *C.* (2007). *Le Mag' 3 et 4.* Paris, France.

Supplementary learning resources include:
- Films, television, and other audiovisual materials
- Magazines and newspapers

Evaluation and Grading Criteria
Evaluation takes into account the combined testing results from regular homework assignments, oral tests, and regular oral and written presentations of field activities and assigned readings.

Timely completion of all French assignments is expected. Late hand-ins will be penalized. All assignments are evaluated according to organization, analytical quality, depth of understanding, argumentation, and presentation of evidence. Tests will not be repeated for absentees. Only certifiable and verifiable absences from tests will be accepted.

Description of Assignments:

Attendance: Class attendance is mandatory and absences are penalized by reducing the language grade, except for illness cases, when the student is expected to provide a medical

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certificate. In addition, two repetitive and unjustified delays are also counted as an absence and may impact the student's participation grade.

Homework: Reinforcement exercises are assigned daily, with students expected to spend an average of two hours of homework every day. Exercises will consist of written and oral assignments and may include finding new vocabulary items and expressions and listening to and watching TV programs with the aim of rehearsing strategies of picking up and understanding sounds. Participants are supposed to submit the exercises within the indicated deadlines; otherwise, the exercise is not accepted, which will affect the course grade.

Participation: The aim of class participation is to: 1) Express your views; 2) Ask questions; 3) Make suggestions; 4) Read the assigned lessons ahead of class time to familiarize yourself with the specific vocabulary and content of the course and thus be able to follow class discussions and rehearse your vocabulary.

Written examination: The course includes a midterm and a final assessment that last one hour and a half each. Each week, around 20 minutes are devoted to reviewing the vocabulary and grammar covered.

Oral presentations: Two oral presentations are scheduled during the program. Students are given the choice of subjects with total awareness to use vocabulary and linguistic skills acquired in their language class. The time of this presentation ranges from 10 to 20 minutes. The students can have the option to present individually or in a group, where they are free to join students from other levels. Oral presentations are moments of celebration as students perform and engage in creative activities.

Assessment:

Oral Grade

Final oral exam	25%
In-class presentation of field assignments	10%
In-class presentation of assigned readings	10%
Class participation	5%

Written Grade

Final written exam	25%
Written skills in regular class tests	10%
Written skills in *rédaction* test	10%
In-class *dictée*	5%

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

Grading Criteria:

Grades are assigned fairly, rigorously, and in accordance with the system charted below. French instructors also take into account the student's efforts expended to achieve specific

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learning goals and outcomes specified at the start of the semester by the academic director, the language instructor, and the student. An “A” letter grade reflects superior or exceptional work, indicating mastery of the competencies expected in that particular assignment. A “B” grade demonstrates that the student has some possession of the required competencies but is not entirely in control of them. A grade of “C” reflects work that is satisfactory, while a “D” reflects insufficiency. In terms of class participation, an “A” grade refers to full attendance, punctuality, attentive listening, and active engagement in all discussions, classroom exercises, field trips, and other activities. It also means polite and respectful behavior. The level, frequency, and quality of student participation will be monitored and taken into account.

Our French instructors prefer to give numerical grades on a scale of 1 to 20. They generally tend to be more conservative in their grade assignments than US teachers. The following chart shows the equivalencies between the instructors’ numerical grades and their alphabetical counterparts:

A = 19 or 20/20	B- = 12/20	D+ = 8/20
A- = 17 or 18/20	C+ = 11/20	D = 7/20
B+ = 15 or 16/20	C = 10/20	D- = 6/20
B = 13 0r 14/20	C- = 9/20	F = 5/20

*Note that all written assignments should be presented in typed format. Assignments submitted by email will not be accepted.

Additional Information

Homestays

As a complement to the language classes, homestays provide students with the opportunity to learn from different people and to use their language skills continually in a multilingual learning environment. Our goal is to help students develop the necessary communication tools which they can use with their host families, neighbors, and Moroccans on the street.

Office Hours

Office hours are scheduled for one hour per week. The teacher may also have additional office hours for students who need further support. For the most effective and constructive management of the language course, students have the opportunity to give their feedback on course content and methodology through written and oral assessments scheduled throughout the semester.

Written Assessment

First week evaluation: The purpose of this first evaluation is to make sure the students are placed in the appropriate level and that they understand the teaching methodology to be used for the semester.

Mid-term evaluation: This assessment first checks whether the methodology used was effective and helped the participant progress and improve language skills. Second, the purpose is to implement the participants’ suggestions and recommendations in the rest of the semester for better quality teaching.

Final evaluation: This evaluation assesses the language program as a whole and checks to what extent it met the intended learning objectives of participants.

Oral Assessment

This is based on the students’ feedback either in class or during the office hours. It is the teacher’s responsibility to maintain a daily channel of communication with students to find out about their needs and concerns.

Student Expectations

Class Participation

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Participation in class refers to attendance, punctuality, attentive listening, and active engagement in all lectures, discussions, educational excursions, assignments, and other activities. It also means polite and respectful behavior. An absent student is responsible for contacting the instructor, the tutor, and/or fellow students to be prepared for the assignments s/he missed and the ones scheduled for the next class.

Academic Policies: SIT prides itself on providing students with an experientially based program; we hold ourselves, and our students, to the highest of academic standards. Students are asked to refer to the **SIT Study Abroad Handbook** for policies on academic integrity, ethics, academic warning and probation, diversity and disability, sexual harassment and the academic appeals process.

Disability Services: Students with disabilities are encouraged to contact Disability Services at disabilityservices@sit.edu for information and support in facilitating an accessible educational experience. Additional information regarding SIT Disability Services, including a link to the online request form, can be found on the Disability Services page on our website.

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