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French for Media and Communications: Advanced French

FREN 3003-3503 (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 extend and strengthen previously acquired complex competencies necessary for French speech, comprehension, reading, and writing through integrating regular classroom instruction, field-based activities, and homestay practice. The course is primarily designed to develop student's communicative proficiency in French. 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.

The bilingual cultural contexts of Morocco and the North African region are built into the course and introduced through audiovisual materials and experiential activities. These materials and exercises augment the course textbook, which has been specifically designed for the program by SIT Morocco language instructors. While the lower language levels focus on daily life through an emphasis on conversational and communicative approaches, Advanced French addresses increasingly complex issues related to journalism, culture, literature, politics, society, religion, and gender, among other topics. The structural and grammatical usages of French are, at this level, emphasized as necessary linguistic tools enabling students to critically analyze French and Francophone texts and discourses and to express ideas in French at an appropriate level.

An integrative focus on textual readings from magazines and newspapers, fiction and poetry, music, and film/television aims to foster an enlightened, sophisticated, and sensitive understanding of the bilingual phenomenon in the postcolonial culture of Morocco and North Africa.

Language Levels and Placement

Students are placed into appropriate language course levels based on ACTFL oral proficiency interviews (placement test) conducted during orientation in Morocco.

Course Objectives

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

- To gain advanced proficiency in spoken French;
- To explore a variety of media and their specific usage of French;
- To employ French confidently and effectively in everyday situations and in reading sophisticated prose in literature and the media;

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- To acquire insight into the role of French language within Morocco and North African life and culture.

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

- Read a short story or novella in French with ease and confidence
- Read and comprehend complete news items from the written press
- Compose an elaborate personal letter to relatives and friends
- Write at some length and about one's personal experiences in Morocco
- Write suitably and at some length about hobbies, interests, and academic plans
- Meaningfully discuss one's ISPJ
- Describe in a fairly detailed fashion homestay and SIT neighborhoods
- Conduct full-fledged interviews in French
- Understand TV weather reports, news, and chat-shows
- Initiate conversation with the AD and SIT staff
- Narrate an intricate event of daily life
- Summarize a film, a play, or a novel
- Narrate a day at school from an educational excursion
- Tell a joke in French

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 classes in context, to challenge and engage lecturers, to generate questions for class discussions and to 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, readings for the Advanced French level include the following level-appropriate textbook, which students are **required to purchase** after arriving in Morocco:

Alter Ego 5 (Book + CD). Publisher: Hachette. Authors: Catherine Dollez, Michel Guillou, Cécile Herry, Sylvie Pons, Lucile Chapiro.

Students will take a placement test to confirm their level after arriving during orientation week. The textbooks are available in bookstores on Mohammed V Avenue and Allal Ben Abdellah Avenue near the program center.

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

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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 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:

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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:
An “A” grade for an assignment entails superior (not just “very good”) performance in terms of structure and organization of assignments, analysis, logical argumentation and consistency, and the provision of factual, numerical, and/or historical evidence. In terms of class participation, an “A” grade refers to full attendance, punctuality, attentive listening, and active engagement in all academic seminar lectures, discussions, 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

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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
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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