



French for Development Studies

FREN 3003-3503 (3 Credits / 45 hours)

SIT Study Abroad Program:
Cameroon: Development and Social Change

PLEASE NOTE: This syllabus represents a recent 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

French for Development Studies focuses on the acquisition of French lexicon used in the area of development and social change. The objective is to equip students with the language tools needed to work with NGOs and development associations. The course also focuses on enhancing students' oral skills, so as to facilitate their immersion into the *joie de vivre* of everyday Cameroonian life, where French remains largely dominant. In achieving these objectives, students are immersed in course materials designed to build comprehension, speaking, reading, and writing skills. The course focuses on engaging students with discourses, vocabularies, discussions and readings centered on developmental issues in Cameroon. This intensive course is taught by a team of Cameroonian language teachers from area schools, including the University of Dschang as well as Peace Corps Cameroon. Further language learning is facilitated through practice in homestays, lectures, and during excursions. Student language levels are determined through an oral exam at the beginning of the semester, after which they are placed into the level of instruction appropriate to their abilities.

Learning Outcomes

By the end of the course, students will:

- Increase proficiency in French by two sublevels – i.e., if entry level is determined at “advanced low,” students successfully completing the course should achieve “advanced high”;
- Engage effectively with organizations and individuals on issues of social and economic development in the French language;
- Understand colonial and post-colonial experiences in the context of Cameroon and its diaspora;
- Identify local nuances of French verbal and written expressions in Cameroon.

Course Requirements

You are responsible for all the required readings, and should be prepared to bring them to bear on discussions in class. The readings will help you place the classes in their context, to challenge and engage lecturers, to generate questions for class discussions and to deepen your knowledge of particular aspects discussed in class. They are tailor-made for each and every class.

In addition to the required readings listed below, the program will draw on other textual sources and grammar lessons to support the program objectives. Students also get the opportunity to practice their French outside of the formal classroom during organized field trips.

Required Texts

In addition to a *Reading Packet* of Cameroon-specific selections prepared by the program's French instructors, readings for this level include:

Beti, Mongo. (2003). *Main basse sur le Cameroun: Autopsie d'une decolonization*. Paris: La Découverte.

Coffman Crocker, Mary E. (2009). *French Grammar*. New York: McGraw-Hill.

Kelman, Gaston.(2004). *Je suis noir et je n'aime pas le manioc*. Paris: Editions Max Milo.

Oyonon, F. (2009). *Une vie de Boy*. France: CPI Bussière.

Themes studied

International commerce

Globalization

Employment and Education

Women in development

Millenium Development Goals

The spectrum of development organizations

Cameroonian food

Using images in development

Urbanization and rural development

Excursions

University campuses

NGOs

Art markets

Food markets

Grammar

L'impératif

Les pronoms relatifs

La clause « Si » et conditionnel passé –

Les prépositions

Les adjectifs qualificatifs

Les connecteurs de discours

Comparatif et superlatif irrégulier

Le futur antérieur

Le subjonctif

Les pronoms « y », « en », « lui » et « leur »

Le contraste passé-composé et imparfait

PLEASE NOTE: COURSE CONTENTS, READINGS AND LECTURERS MAY BE MODIFIED AS NEEDED. SHOULD ANY CHANGE OF CLASS TOPICS OR LECTURERS BE NECESSARY, STUDENTS WILL BE PROMPTLY NOTIFIED.

Evaluation and Grading Criteria

Assignments

Timely completion of all French for Development Studies 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.

There are five types of evaluation in this course:

- **Bi-weekly monitoring and evaluation:** Bi-weekly monitoring and evaluation is not graded, but provides continual feedback on individual student progress.
- **Participation:** The participation grade is assessed bi-weekly by your language teachers.
- **In-class essay:** The in-class essay covers the salient themes dealt with in the assigned readings.
- **Midterm exam:** The midterm covers core written and comprehension skills.
- **Use of French** in other class sessions, outside of class, and in interacting with staff members and program partners. Speaking, breathing and dreaming in French are the best ways to improve your language skills. We recognize that language learning can be exhausting and frustrating, but we also recognize that the best way to learn is to focus on using the target language as much as possible. The extent to which you will use French inside and outside the classroom setting will be assessed by the Academic Director and, to encourage you to only speak French, full immersion areas will be identified within the program.
- **Final Essay:** The take-home final will ask you to write 4-5 pages in response to a question that requires comparisons using one or two works from our syllabus. You should use at least 3 published sources in addition to the works themselves; no more than one source can be a website. For the final, we will give out the general topics ahead of time, and students will notify us which two works, with some alternates, they would like to focus on. If you wish, you may form mini-discussion groups to discuss the works together, just as you might study together for an in-class exam. However, each of you is strictly responsible for developing your own ideas and for writing your paper alone, and the expectations of academic integrity must be carefully observed.

Evaluation:

Midterm Exam	30%
Final Essay	40%

Participation	10%
Use of language outside of classroom setting	20%
Total	100%

Grading Criteria

All grades assigned will take into account the students' special circumstances and challenges they face as foreign students. 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 where appropriate. In terms of Class Participation, an "A" grade refers to full attendance, punctuality, attentive listening and active engagement in all lectures, discussions, field trips and other activities. It also means polite and respectful behavior. The level, frequency, and quality of the students' participation will be monitored and taken into account.

Grading Scale: The grading scale for all classes is as follows:

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

Student Expectations

Class Participation

Participation in class refers to attendance, punctuality, attentive listening and active engagement in all conversations, discussions, field trips and other activities. It also means polite and respectful behavior.

Completion of assignments

Students are expected to put much effort in completing their assignments on time, and seek assistance when necessary. Assignments handed in late will be penalized.

Use French

Speaking, breathing and dreaming in French are the best ways to improve your language skills. We recognize that language learning can be exhausting and frustrating, but we also recognize that the best way to learn is to focus on using the target language as much as possible. The extent to which you will use French inside and outside the classroom setting will be assessed by the Academic Director and to encourage you to only speak French, full immersion areas will be identified within the office.

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 website at <http://studyabroad.sit.edu/disabilityservices>.

Please refer to the SIT Study Abroad handbook for policies on academic integrity, ethics, warning and probation, diversity and disability, sexual harassment and the academic appeals process. Also, refer to the specific information available in the Student Handbook and the Program Dossier given to you at orientation.