



French for Development Studies

FREN 2003-2503 (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

This language course focuses on the acquisition of French lexicon used in the areas of development and social change in Cameroon. The objective is to equip students with the language tools needed to work with NGOs and development associations. The course also focuses on enhancing the student's oral skills so as to facilitate their immersion into the *joie de vivre* of everyday life in Cameroon, where French remains largely dominant. In achieving these objectives, students are immersed in course materials designed to build their capacity in comprehension, speaking, reading, and writing to support the course's focus on engaging students with discourses, vocabularies, discussions, and readings centered on development issues in Cameroon. This intensive course is taught by a team of Cameroonian language teachers from area schools, the University of Dschang, and Peace Corps Cameroon. Further language learning is facilitated through practice in homestays, lectures, and site visits. 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 “intermediate low,” students successfully completing the course should achieve “intermediate high” in oral language assessments;
- Engage effectively with organizations and individuals on issues of social and economic development in the French language;
- Demonstrate understanding of the colonial and post-colonial experiences in the context of Cameroon and its diaspora;
- Identify local nuances of French verbal and written expressions in Cameroon;
- Use French more confidently in formal and informal settings.

Course Requirements

Readings

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 the classroom during organized field excursions.

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

Mbia, Guillaume Oyono. (2001). *Jusqu'a Novel Avis*. Yaoundé: Editions CLE.

Nlend, Chantal Julie.(2010) *Le 3ème Congrès*. Yaoundé: Editions Ifrikiya, 2010.

Themes:

Introduction
Participatory development
Development organizations
Gender roles
Cultural heritage
Culture and development
Family
Religion and colonization
Bargaining at the market
Microfinance and women's empowerment

Excursions

University campuses
NGOs
Art market
Food market

Grammar

Adjectifs possessifs
Les compléments d'objet direct et indirect
Les interrogatifs
Les connecteurs de discours
Passé simple
Les pronoms relatifs
La comparaison
Les prépositions suivies des verbes ou des noms
L'impératif
Le contraste passé-composé et 'imparfait de l'indicatif
« Si » et conditionnel
Les prépositions

La negation

PLEASE NOTE: COURSE CONTENTS, READINGS AND LECTURERS MAY BE MODIFIED AS NEEDED. SHOULD ANY CHANGE OF CLASS TOPICS 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 the program:

- **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 grammar 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 2-3 pages in response to a question that requires comparisons using one or two works from our syllabus. You should use at least two 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.