Creighton University
French 411

Course: Advanced Spoken French
Instructor: Erin Hart Johnston
Office: Hitchcock 110B

Course Description:
This course is designed to help students develop an advanced level of proficiency of communication in French. Reviewing practical structures and building practical vocabulary will help students to speak French articulately and largely free of grammar errors.

Prerequisite: FRN 311, FRN 312, or IC.

Course Objectives:
1. Students will speak French with increased fluidity, ease, and accurate pronunciation.
2. Students will broaden their lexical knowledge to better express themselves in a variety of contexts.
3. Students will clearly express ideas and opinions and support their arguments.
4. Students will accurately summarize information orally and present information largely free of errors.
5. Students will further refine grammatical elements studied in previous French courses.
6. Students will broaden their cultural knowledge through text, film, historical and current events.
7. Students will increase awareness of the French-speaking world through text, videos, and face-to-face interaction with members of the Francophone community.

Core Objectives:
1. Students will effectively design a formal oral presentation appropriate for a specific disciplinary audience, e.g. topic, purpose, supporting material, organization, and language
2. Students will effectively deliver a formal oral presentation appropriate for a specific disciplinary audience, e.g. vocal variety, articulation, and physical behaviors
3. Students will review their own work critically, employing creative thinking and problem solving in the process of revision and editing.
4. Students will demonstrate quality writing appropriate for a specific disciplinary audience.
5. Students will use computers and/or related technology effectively for three of the following: research/creative production, analysis, communication, or collaborative work as appropriate for their discipline
6. Students will recognize that technology and the digitization of knowledge are powerful tools and will identify potential dangers concerning reliability, privacy, security, and/or equity.

Academic Service Learning objectives:
1. Students will integrate learning of disciplinary knowledge, gained through classroom exercises, with experiential knowledge, gained through direct contact with the everyday problems of real people;
2. Students will encounter, serve, and form relationships through structured opportunities with individuals and communities that might otherwise remain outside their personal experience;
3. Students will develop skills of critical thinking and reflection about self, moral values, and social reality, within the institutional context of commitment to diversity, social justice, and the common good;
4. Students will foster the habit of community building and responsible citizenship.

Fit to Core and Mission:
This advanced language course focuses on the refinement and expansion of advanced listening, speaking, and writing skills in the target language (French). The course is built around themes dealing with practical aspects of life in a French-speaking region to facilitate conversation. Students are provided with the tools necessary to enhance their speaking skills while developing their active vocabulary. Students also learn about culturally relevant topics of interest such as the French national health care system, sustainable energy in France, and immigration.

To eloquently express in writing and in speaking is a formative goal of Jesuit education, and the goal of this course is to improve and refine the students' ability to express a precise argument, even in a foreign language, and by perfecting their *eloquentia perfecta*, students become better citizens and leaders in the future.

Students will have the opportunity to work with a French-speaking member of the Omaha community. They will examine their own language acquisition as well as their partner's and reflect on the relationship between language and equitable access to information. Understanding the power and limitations of computers and technology that facilitate communication in our ever-connected world is a formative goal of the Jesuit tradition of education. Students will address issues regarding the impact of this technology on their lives, our society as a whole, and the impact on French-speaking citizens and their countries around the globe. As we see in the Magis Core Curriculum Plan, students should possess a "basic understanding of the power and limitations" of technology as well as an understanding of the "impact of technology on their lives and on society as a whole" (p. 66). In this course, students will use technology to solve problems and to overcome communication barriers and will reflect on the impact of technology not only on their society but on that of their French-speaking partner.

Course Text/Materials:
Required and ancillary documents will be distributed in class and available on Blueline.
A good French-English dictionary is encouraged (www.wordreference.com is good, too).

Course Requirements:

This course will be divided into four "units" : topics of discussion and corresponding vocabulary. Documents will be provided in class and on Blueline; you are encouraged to keep and reference these documents throughout the semester and throughout your language study at Creighton.

Student work:

Presentations: 20%
ACSL: 20%
Test: 10%
Online Discussions: 10%
Participation: 40%

1. **Presentations:** Students will present three times in French during the semester on a variety of topics pertaining to current events and cultural happenings in the Francophone world. Students will prepare new vocabulary and grammar relevant to the subject and display their acquisition of advanced grammatical structures and idioms. Students will use technology to research their topics and find artifacts from the Francophone world to support their presentations.

2. **Academic Service Learning:** Students will work with members of the French-speaking community through the organization Learning for All. Students will help with tutoring and translation while also improving communication skills in French and English. Students will complete 10 journal entries (one for each time they meet with their ACSL partner) and a final presentation to reflect on their linguistic and personal growth. Students will have opportunities to revise and edit self-reflections to accurately express themselves in French. Edited work should display complex grammatical structures and idioms. Students will also help organize one 'Conversation Clinic' at Learning for All. Details forthcoming. Students must complete a minimum of 20 hours with their ACSL partner. Students will use technology to communicate and collaborate with their French-speaking adult partners.

Final ACSL presentation: Students will prepare a final presentation during which they will reflect on their tutoring experience with a French-speaking adult learning English. They will examine their own language acquisition as well as their partner's and reflect on the relationship between language and equitable access to information. Students will turn in a written component to their final oral presentation.

3. **Test:** Students will take an oral midterm.

4. **Online Discussions:** Students will contribute to written and oral discussion forums on Blueline, FlipGrid, and Extempore about topics relating to the units studied. Many of these discussions will be group discussions, giving students the opportunity to collaborate in French.

5. **Participation:** Students should come to class ready to use vocabulary. I need to hear you speak in French <u>every</u> time we meet. French should be used at all times within the classroom, both with classmates and the instructor. See participation/attendance policy below. Students will also present once throughout the semester for the "discussion d'ouverture" or opening discussion. Details forthcoming.

Late Work Policy: Late work is **NOT** accepted.
Life Happens Policy: I understand that extenuating circumstances do occur. The student and instructor will work together to determine the best course of action. ⌊SEP⌋

Grading Scale

A	93-100%	B+	87-89%	B-	80-82%	C	73-76%	D	60-69%
A-	90-92%	B	83-86%	C+	77-79%	C-	70-72%	F	0-59%

Class attendance and participation:

Students are expected to actively and appropriately participate in class discussions and exercises. Students should be on time and prepared for class and conduct themselves in a professional manner. Professionalism includes: refraining from looking at, creating, or responding to text messages while in class; addressing the instructor in a formal manner (this includes in emails); addressing fellow students in a respectful manner.

Attendance is mandatory, as it is in all language classes at Creighton, although this is especially true in a conversation course. Students will be allotted **ONE** excused absence for the semester (this IS your sick day). Five percent (5%) will be deducted from the participation grade for each absence thereafter. It is the student's responsibility to contact the instructor and make arrangements for any foreseeable absences.
Absence policy: No make-ups will be given without a documented excuse.

Use of Technology in the Classroom:

It is forbidden to record all or any part of lecture or activities in class without the written consent of the instructor. Use of laptop, tablet, or smartphone in class is permitted only for class-related activities, such as taking notes or using an online dictionary such as WordReference.

Student Conduct

According to the Creighton University Student Handbook, all Creighton students are to uphold the following standards of conduct:

1. Act with professional, academic, and personal integrity.

2. Respect and promote the dignity of all persons.

3. Respect the policies and procedures of the Creighton University community and the

   rights of its members both on and off campus, as well as the just laws of the civic

   community and the rights of its members.

4. Support the personal, professional, academic, and vocational development of the

   members of the Creighton University Community.

Upon the first violation of this standard of conduct, you will be notified in writing (via university email) or via a face-to-face meeting with the instructor. If the behavior continues, you will be asked to leave class and referred to the Office of Community Standards and Well-Being. You will not be permitted to return to class without instructor permission.

For any conduct perceived to pose an immediate threat to the well-being of others in the classroom, Public Safety (402-280-2911) shall be contacted immediately for assistance, at the instructor's discretion.

Disruption of Normal Activities:

Creighton University may modify, suspend, or postpone any and all activities and services immediately and without notice because of force majeure causes beyond Creighton's control and occurring without its fault or negligence including, but not limited to, acts of god, fire, war, governmental action, terrorism, epidemic, pandemic, weather, national emergencies, or other threats to the safety of students or staff. Creighton may, at its option, alter the academic schedule or provide alternate instruction modalities to meet course objectives and competencies and program outcomes, including, but not limited to, distance or remote learning, until such time as Creighton determines normal operations may resume safely.

Academic Honesty:

Any evidence of plagiarism or academic dishonesty is unacceptable and will be dealt with in accordance with Creighton policy. Unless otherwise stipulated, all work turned in by the student must be his/her own. **Use of Google Translate is considered plagiarism.** Any student found plagiarizing will receive a failing grade for that particular assignment and almost certainly for the course itself. Please consult Creighton's policy on Academic
Honesty: https://www.creighton.edu/fileadmin/user/CCAS/curriculum/CCAS_Academic_Honesty_Policy_.pdf (Links to an external site.)

Learning takes place in the face to face and virtual classrooms through a variety of means, including lectures, discussions, activities, etc. For learning to take place, these environments need to be a safe space. As part of that safe space, we should speak respectfully to and with each other. That is not to suggest that any of us will never misspeak. To learn from these conversations, we need to ensure that what happens in our face to face and virtual classrooms stays in the classroom.

For this reason *all* course materials, including handouts, problem sets (and solutions), and lecture and discussion materials (powerpoint slides, videos, lecture and discussion recordings, etc.) that are posted on the course BlueLine site are considered to be copyrighted and are intended to be used only by students enrolled in that class, for the purposes of fulfilling the course objectives. Only the instructor may record common class sessions. Only the instructor may distribute any and all recorded materials, including individual student discussion posts. Sharing any of these materials with others outside of the course will be considered "misuse of academic resources," as defined in the *Creighton University Student Handbook* as an act of academic misconduct, and students can be penalized, up to and including failure of the course.

There are additional consequences for cyberbullying or otherwise using a recording in violation of our code of conduct or Title IX policies.

Office of Accommodations:

*If you need special accommodations because of a documented disability or medical condition, please inform your instructor during the first week of class so that appropriate assistance can be provided as soon as possible. **All such discussions will be confidential.***

Office of Disability
Accommodations: http://www.creighton.edu/eop/disabilitysupportservices/

Course Calendar: French 411

Semaine	Unité	À remettre

Semaine 1	Syllabus/révision	
Semaine 2	La musique	*Discussion 1*
Semaine 3	La musique	*Présentation 1*
Semaine 4	À la une	*Réflexion 1* *Discussion 2*
Semaine 5	À la une	*Réflexion 2* *Discussion 3*
Semaine 6	À la une	*Réflexion 3* *Discussion 4*
Semaine 7	À la une	*Réflexion 4* *Présentation 2*
Semaine 8	Révision	**Midterm**
SPRING BREAK		
Semaine 10	Télé-réalité	*Réflexion 5* *Discussion 5*
Semaine 11	Télé-réalité	*Réflexion 6* *Discussion 6*
Semaine 12	Télé-réalité	*Réflexion 7* *Discussion 7*
Semaine 13	Télé-réalité	*Réflexion 8* *Présentation 3*
Semaine 14	La publicité	*Réflexion 9* *Discussion 9*
Semaine 15	La publicité	*Réflexion 10* *Discussion 10*
Semaine 16	La publicité / présentations	**Présentation ACSL**