

Syllabus

1	Course title	Intensive French – Oral skills
2	Course number	2202099
3	Credit hours	3 hours
	Contact hours (theory, practical)	3 hours
4	Prerequisites/corequisites	--
5	Program title	Bachelor's Degree in French Language and Literature
6	Program code	2202
7	Awarding institution	University of Jordan
8	School	School of Foreign Languages
9	Department	Department of French Language and Literature
10	Level of course	Obligatory or compulsory course
11	Year of study and semester (s)	Summer/2022
12	Final Qualification	BA
13	Other department (s) involved in teaching the course	-
14	Language of Instruction	French
15	Teaching methodology	<input checked="" type="checkbox"/> in class --Online
16	Electronic platform(s)	e-learning --Microsoft Teams <input type="checkbox"/> Skype <input type="checkbox"/> Zoom <input type="checkbox"/> Others.....
17	Date of production/revision	07/ 2022

18 Course Coordinator:

Name:

Office number:

Phone number:

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Email:

Office Hours:

19 Other instructors:

Name:

Office number:-

Phone number:

Email:

Name:

Office number:

Phone number:

Email:

20 Course Description:

As stated in the approved study plan.

This course is a required one for the second-year students. It give the students the ability to train and apply all the language rules and skills in supplementary exercises that aim at enhancing the language skills namely speaking as well as improving their pronunciation of French

21 Course aims and outcomes:



1. Develop French language skills and engage effectively in a wide range of communicative tasks and activities in academic and non-academic contexts.
2. Analyze, evaluate, and critique French literary works and texts in relation to genres, historical periods, and criticism approaches used in analyzing literary texts and works.
3. Analyze and discuss general issues in relation to the nature and function of natural human language and develop his/her abilities and skills in phonetics, phonology, morphology, syntax, semantics, discourse analysis, and pragmatics.
4. Discuss general issues concerning nature and function of French language with reference to relevant acquisition principles and implications for teaching and learning.
5. Translate professionally from French into Arabic and vice versa employing translation theories and principles.
6. Show respect of cultural diversity, ethics, and professional behavior and appreciate the aesthetic and rhetorical aspects in literary works from a variety of cultures.
7. Use information and communication technology to access global databases and information to develop his/her knowledge and skills and use them in generating new knowledge in French and English literary and linguistic texts.
8. Identify scientific research principles and use higher order thinking skills and critical and creative thinking in analyzing and observing issues related to the knowledge and skills of the French language and literature, and to work within a team.

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No.	Course Learning Outcomes	Program Outcomes										Assessment Tools									
		1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
1	Have a good and solid knowledge about the vocabulary and the grammatical rules of French.	X										X	X				X				
2	Listen attentively to French authentic and simplified language documents or extracts and understand them.	X		X								X	X			X					
3	Express themselves in simple and correct sentences and in further compound sentences.	X											X			X	X				
4	Analyze the syntax structure of a simple French sentence.			X								X	X	X							
5	Know the basic vocabulary and communication skills	X											X			X	X				

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- **Teaching methods include:** Synchronous lecturing/meeting; Asynchronous lecturing/meeting, discussion, and forums.
- **Assessment methods include:** 1. quizzes, 2. assignments, 3. midterm, 4. projects, 5. interview, 6. presentation, 7. filed study 8. term papers, 9. student portfolio, 10. final exam

22. Topic Outline and Schedule:

Week	Lecture	Topic	Course Learning Outcomes	Teaching Methods*/p latform	Evaluation Methods**	References
1	1.1	Présentation.	1-5	In class	In-class tasks	Main textbook
	1.2	Présentation	1	In class	In-class tasks	Main textbook
	1.3	Unité 2 : Se déplacer Leçon 1 : Situer dans l'espace	1	In-class	assignment	Main textbook
2	2.1	Unité 2 : Se déplacer	4-5	In class	In-class tasks	Main textbook

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		Leçon 1 : Situer dans l'espace					
	2.2	Unité 2 : Se déplacer Leçon 2 : S'orienter	4-5	In class	In-class tasks	Main textbook	
	2.3	Unité 2 : Se déplacer Leçon 2 : S'orienter	2-4-5	In-class	presentation + Assignment	Main textbook	
3	3.1	Unité 2 : Se déplacer Leçon 2 : S'orienter	4-5	In class	In-class tasks	Main textbook	
	3.2	Unité 2 : Se déplacer Leçon 2 : S'orienter	4-5	In class	In-class tasks	Main textbook	
	3.3	Unité 2 : Se déplacer Leçon 2 : S'orienter	1-5	In-class	assignment	Main textbook	
4	4.1	Unité 2 : Se déplacer Leçon 3 : Voyager	1-5	In class	In-class tasks	Main textbook	
	4.2	Unité 2 : Se déplacer Leçon 3 : Voyager	1-5	In class	In-class tasks	Main textbook	
	4.3	Unité 2 : Se déplacer Leçon	1-5	In-class	In-class tasks	Main	

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		3 : Voyager			+assignment	textbook	
5	5.1	Unité 2 : Se déplacer Leçon 3 : Voyager	1-2-5	In class	In-class tasks	Main textbook	
	5.2	Unité 3 : Vivre ensemble Leçon 1 : Prendre contact	1-2-4	In class	In-class tasks	Main textbook	
	5.3	Unité 3 : Vivre ensemble Leçon 1 : Prendre contact	4-5	In-class	In class	Main textbook	
6	6.1	Unité 3 : Vivre ensemble Leçon 1 : Prendre contact	1-2	In class	In-class tasks+ assignment	Main textbook	
	6.2	Unité 3 : Vivre ensemble Leçon 1 : Prendre contact	1-2	In class	In-class tasks	Main textbook	
	6.3	Unité 3 : Vivre ensemble Leçon 1 : Prendre contact	1-2	In-class	assignment	Main textbook	
7	7.1	Unité 3 : Vivre ensemble	3	In class	In-class tasks	Main textbook	

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		Leçon 2 : Parler de soi et des autres				
	7.2	Unité 3 : Vivre ensemble Leçon 2 : Parler de soi et des autres	3	In class	In-class tasks	Main textbook
	7.3	Unité 3 : Vivre ensemble Leçon 2 : Parler de soi et des autres	3	In-class	In-class tasks	Main textbook
8	8.1	Unité 3 : Vivre ensemble Leçon 2 : Parler de soi et des autres	1-5	In class	In-class tasks	Main textbook
	8.2	Unité 3 : Vivre ensemble Leçon 2 : Parler de soi et des autres	1-5	In class		
	8.3	Unité 4 : Aller en ville Leçon 2 : Au restaurant	1-5	In-class	In-class tasks	Main textbook
9	Final exam					

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23 Evaluation Methods:

Opportunities to demonstrate achievement of the ILOs are provided through the following assessment methods and requirements:

Evaluation Activity	Mark	Topic(s)	Intended Learning outcome	Period (Week)	Platform
Assignments	10	Multilingual speech communities, dictation, reading, conversation.	1-5	1-15	Microsoft Team+ E-Learning+ in-class
presentation	5	By choice depending on the units titles	1-4-5	9	In-class
project	5	Dialogue in groups	3	14	In-class
Midterm Exam	30	Multilingual speech communities	1-5	8	On campus
Final Exam	50	Multilingual speech communities, language variation (focus on users), language variation (focus on uses)	1-5	15	On campus

24 Course Requirements

Students should have a computer, internet connection, webcam, and account on a Microsoft Teams.

25 Course Policies:

A- Attendance policies:

As per the University Regulations.

B- Absences from exams and submitting assignments on time:

As per the University Regulations.

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C- Health and safety procedures:

Please attend all exercise and follow the safety instructions on the walls and the student's booklet.

D- Honesty policy regarding cheating, plagiarism, misbehavior:

As per the University Regulations.

E- Grading policy:

As explained above in 23.

F- Available university services that support achievement in the course:

Please ask me or your academic advisor for any help or support.

26 References:

A- Required book(s), assigned reading and audio-visuals:

Michèle Barféty et Patricia Beaujouin, *Expression orale 1, niveau A1, A2+*, Paris, CIE international

B- Recommended books, materials and media:

Internet sites :

You tube

Le Point du FLE

Internet access to News channels

Songs and movies, poetry...

27. Additional information:

28. Rubrics

Rubric for Oral Presentation

Category	Weight	Unacceptable	Satisfactory	Good	Score
Identify & Explain Errors	30%	The topic and research questions	There is some explanation provided by the	Topic and research questions are	

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		presented by the student are not explained clearly.	student of the topic and research questions presented, but it is not enough.	identified and fully explained in great detail by the student. Appropriate vocabulary is used in explanations.	
Correct Work/Solution	30%	No work is shown by the student that correctly provides a solution to the problem identified.	The work presented to solve this problem is insufficient.	Work presented fully explains the correct procedure to provide a solution for the problem. Appropriate vocabulary is used in explanations.	
Problem Solving Strategy	30%	Strategy, tools and procedures to deal with the topic and research questions are not provided.	Strategy, tools and procedures to deal with the research questions are not detailed enough.	Strategy and tools to deal with the research questions are fully explained. Appropriate vocabulary is used in explanations.	
Neatness and presentation skills	10%	The presentation is sloppy or unorganized. There is visible evidence that the student has not practiced his/her presentation skills, e.g. eye contact, clear language, engagement with the audience, pronunciation,	The presentation is somewhat organized. It is somewhat notable that the student has not practiced his/her presentation skills, e.g. eye contact, clear language, engagement with the audience, pronunciation,	The presentation is very easy to follow, is very organized, and is neat. It is very clear that the student has practiced his/her presentation skills, e.g. eye contact, clear language, engagement with the audience,	

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		etc.	etc.	pronunciation, etc.	
Instructor's Comments:					

Assignment Score _____

Rubric for Term-paper

Topic	Weight	Beginning	Developing	Accomplished	Exemplary	Score
Organization (Overall order, flow, transitions, and report sections)	40%	Details and examples are not organized, are hard to follow and understand. The paper is not divided into sections.	Information is scattered and needs further development. The paper is divided into sections but needs improvement.	Information is logically ordered with paragraphs and transitions. The paper is divided into clear sections.	Information is presented in effective order. Excellent structure of paragraphs and transitions enhances readability and comprehension. The paper is divided into clear sections and each section is used effectively to convey target information	
Quality of Information on the topic of the presentation	40%	Unable to find specific details about research questions and hypotheses.	Details about research questions and hypotheses are somewhat sketchy.	Some details about research questions and hypotheses do not support the topic presented by the student.	Supporting details about research questions and hypotheses are specific to topic and provide the necessary information.	
Grammar &	20%	Numerous	Three to five	Fewer than 3	No spelling or	

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Spelling		grammatical and/or spelling errors.	grammatical or spelling errors.	grammatical or spelling errors.	grammatical errors.	
Instructor's Comments:						

Assignment Score _____

Name of Course Coordinator: **Dr.Ashraf Allawama** Signature: A . Date:

Head of Curriculum Committee/Department: ----- Signature: -----

Head of Department:----- Signature: -----

Head of Curriculum Committee/Faculty: ----- Signature: -----

Dean:----- Signature: -----