Syllabus

1	**Course title**	French For Beginners 1
2	**Course number**	2202101
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**	2200
7	**Awarding institution**	University of Jordan
8	**School**	School of Foreign Languages
9	**Department**	Department of French Language and Literature
10	**Level of course**	Optional course/ no specific year or semester
11	**Year of study and semester (s)**	2021/2022, Second Semester
12	**Final Qualification**	BA
13	**Other department (s) involved in teaching the course**	-
14	**Language of Instruction**	French and Arabic
15	**Teaching methodology**	☐in class ☐Online
16	**Electronic platform(s)**	☐e-learning ☐Microsoft Teams ☐Skype ☐Zoom ☐Others…………
17	**Date of production/revision**	February 2022

18 Course Coordinator:

Name: Office number:

Phone number:

Email:

Office Hours:

19 Other instructors:

Name:

Office number:-

Phone number:

Email:

Name:

Office number:

Phone number:

Email:

20 Course Description:

This course aims at giving the beginner students the basic skills needed in oral as well as written French in order to express themselves. They will be instructed to read and write a simple free of error sentences. They will be able to read small texts produced in a simplified level of French in order to improve their reading, listening & communication skills.

21 Course aims and outcomes:

A- Aims: (PLOs)

This course aims at strengthening and providing the students with a solid theoretical and practical training in the four major language skills, namely listening, reading, writing and speaking.

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.

B- Course Learning Outcomes (CLOs):
Upon successful completion of this course, students will be able to:

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 basic level of vocabulary	X											X	X								X
2	Know how to recognize and conjugate the verbs in French.	X		X									X	X								X

3	Express themselves in spoken and written simple French.	X										X	X	X								X
4	Have some knowledge about the French culture and civilization	X					X					X	X									X

- **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*/platform	Evaluation Methods**	References
1	1.1	Entrer en contact avec quelqu'un	1-5	In class	In-class tasks	Main textbook
	1.2	Remplir un formulaire	1	In class	In-class tasks	Main textbook
	1.3	Obtenir un document	1	Online/Microsoft Teams	assignment	Main textbook
2	2.1	Se présenter	4-5	In class	In-class tasks	Main textbook

	2.2	Saluer	4-5	In class	In-class tasks	Main textbook
	2.3	Demander des infos	2-4-5	Online/Microsoft Teams	Assignment	Main textbook
3	3.1	Epeler	4-5	In class	In-class tasks	Main textbook
	3.2	Donner son accord	4-5	In class	In-class tasks	Main textbook
	3.3	Le verbe être	1-5	Online/Microsoft Teams	Watch a 10 min video + assignment	Main textbook
4	4.1	Le verbe s'appeler	1-5	In class	In-class tasks	Main textbook
	4.2	Les féminins et les masculins des adejctifs	1-5	In class	In-class tasks	Main textbook
	4.3	Les adjectifs interrogatifs quelle et quel	1-5	Online/Microsoft Teams	In-class tasks +assignment	Main textbook
5	5.1	Les prépositions dans ;chez ; à	1-2-5	In class	In-class tasks	Main textbook
	5.2	Les adjectifs possessifs	1-2-4	In class	In-class tasks	Main textbook
	5.3	Le verbe aller	4-5	Online/Microsoft Teams	Watch a video	Main textbook

			1-2	In class	In-class tasks+assignment	Main textbook	
6	6.1	Aborder une personne					
	6.2	Demander quelque chose	1-2	In class	In-class tasks	Main textbook	
	6.3	Les prepositions En ; à ; au ; aux	1-2	Online/Microsoft Teams	Watch a video + assignment	Main textbook	
7	7.1	Faire connaissance	3	In class	In-class tasks	Main textbook	
	7.2	Dire sa profession	3	In class	In-class tasks	Main textbook	
	7.3	Les verbe en -er	3	Online/Microsoft Teams	Watch a video	Main textbook	
8	8.1	révision	1-5	In class	In-class tasks	Main textbook	
	8.2	Midterm Exam		In class			
	8.3	Answering the exam questions		Online/Microsoft Teams	In-class tasks	Main textbook	
9	9.1	Presentation	1-4	In class	In-class tasks	Main textbook	
	9.2	Presentation	1-4	In class	In-class tasks	Main textbook	
	9.3	Parler de soi	4	Online/Microsoft Teams	Watch video	Main textbook	
10	10.1	La situation de famille	1-3-5	In class	In-class tasks	Main textbook	
	10.2	Les verbes avoir et faire	1-3-5	In class	In-class tasks+ assignment	Main textbook	

	10.3	Parler du temps qu'il fait	1-3-5	Online/Microsoft Teams	In-class tasks	Main textbook
11	11.1	Compter 0-60	2-5	In class	In-class tasks	Main textbook
	11.2	Reading	2-4-5	In class	In-class tasks	Main textbook
	11.3	Quiz	1-2	Online/Microsoft Teams	In-class	Main textbook
12	12.1	Conversation téléphonique simple	1-4	In class	In-class tasks	Main textbook
	12.2	Exprimer une obligation	4	In class	In-class tasks	Main textbook
	12.3	Indicateurs du temps	4	Online/Microsoft Teams	Watch a video	Main textbook
13	13.1	Rédiger un courriel simple	11-2	In class	In-class tasks	Main textbook
	13.2	Compter 60-100	1-2	In class	In-class tasks	Main textbook
	13.3	Inviter quelqu'un	1-2	Online/Microsoft Teams	In-class tasks + assignment	Main textbook
14	14.1	Project –dialogue	1-2	In class	In-class tasks	Main textbook
	14.2	Project-dialogue	1-2	In class	In-class tasks	Main textbook
	14.3	Les verbes en –DRE et -IR	4-5	Online/Microsoft Teams	Watch a video	Main textbook
15	15.1	Revision	1-5	In class	Discussion	Main textbook
	15.2	Revision	1-5	Online/Microsoft Teams	Discussion	Main textbook

	15.3		1-5	Online/Mic rosoft Teams		Main textbook
		Revision			Discussion	

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.	1-4	1-15	Microsoft Team+ E-Learning+ in-class
presentation	5	By choice depending on the units titles	1-4	9	In-class
Project	5	Dialogue in groups	3	14	In-class
Midterm Exam	30	Multilingual speech communities	1-4	8	On campus
Final Exam	50	Multilingual speech communities, language variation (focus on users), language variation (focus on uses)	1-4	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.
>
> **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:
>
> Objectif Express 1
>
> Anne-Lyse Dubois et Béatrice Tauzin ; Hachette 2013

27. Additional information:

28. Rubrics

Rubric for Oral Presentation

Category	Weight	Unacceptable	Satisfactory	Good	Score
Identify & Explain Errors	30%	The topic and research questions presented by the student are not explained clearly.	There is some explanation provided by the student of the topic and research questions	Topic and research questions are identified and fully explained in great detail by the student.	

		presented, but it is not enough.	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, etc.	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, etc.	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, 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 & Spelling	20%	Numerous grammatical and/or spelling errors.	Three to five grammatical or spelling errors.	Fewer than 3 grammatical or spelling errors.	No spelling or grammatical errors.	

Instructor's Comments:	

Assignment Score _____

Name of Course Coordinator: **Dr.Ashraf Allawama** Signature: **ASHRAF**. Date: **1/6/2022**

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

Head of Department: Signature:

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

Dean: Signature: