

## Syllabus

1	<b>Course title</b>	Writing - French 1
2	<b>Course number</b>	2232212
3	<b>Credit hours</b>	3 hours
	<b>Contact hours (theory, practical)</b>	3 hours
4	<b>Prerequisites/corequisites</b>	French for specialization 1
5	<b>Program title</b>	Bachelor's Degree in French Language and Literature
6	<b>Program code</b>	2200
7	<b>Awarding institution</b>	University of Jordan
8	<b>School</b>	School of Foreign Languages
9	<b>Department</b>	Department of French Language and Literature
10	<b>Level of course</b>	Obligatory course.
11	<b>Year of study and semester (s)</b>	2d year/ 1st Semester
12	<b>Final Qualification</b>	BA
13	<b>Other department (s) involved in teaching the course</b>	-
14	<b>Language of Instruction</b>	French and Arabic
15	<b>Teaching methodology</b>	<input type="checkbox"/> in class <input type="checkbox"/> online
16	<b>Electronic platform(s)</b>	<input type="checkbox"/> e-learning <input type="checkbox"/> Microsoft Teams <input type="checkbox"/> Skype <input type="checkbox"/> Zoom <input type="checkbox"/> Others.....
17	<b>Date of production/revision</b>	11th october 2022

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### 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:

As stated in the approved study plan.

This course teaches students how to make a text in French (grammar rules to follow). In the same time, it teaches also how to analyze, to think logically, to organize ideas in a text and to express oneself clearly. It also teaches students how to summarize texts.



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2	Describe by writing their taste and preferences	X	X									X	X			X				
3	Communicate well by using adequate oral and written means, discuss, argue and persuade.	X		X									X			X	X			
4	Work in teams as well as individually	X							X			X	X	X						
5	Be creative and think in a critical and analytic way			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	Introduction to chapter 9 (Elle est pas mal..)	1-5	In class	In-class tasks	Main textbook
	1.2	lesson	1	In class	In-class tasks	Main textbook

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	1.3	Exersice page 60,61	1	In class	assignment	Main textbook
2	2.1	Writing exercises 10, 11, 13 p. 62-63	4-5	In class	In-class tasks	Main textbook
	2.2	Correction of exercises + lesson p. 64	4-5	In class	In-class tasks	Main textbook
	2.3	Writing exercise : postcard	2-4-5	In class	Assignment	Main textbook
3	3.1	Lesson chap. 10 « A louer gîte tout confort	4-5	In class	In-class tasks	Main textbook
	3.2	Exercise p. 67	4-5	In class	In-class tasks	Main textbook
	3.3	Exercises p. 68-69 and correction	1-5	In class	assignment	Main textbook
4	4.1	Exercises p. 70-71 and correction	1-5	In class	In-class tasks	Main textbook
	4.2	Writing exercise : postcard	1-5	In class	In-class tasks	Main textbook
	4.3	Lesson 11 «Embarquement immediate porte 26»	1-5	In class	In-class tasks +assignment	Main textbook
5	5.1	Exercises p. 73-74	1-2-5	In class	In-class tasks	Main textbook
	5.2	Exercises 12 p. 73	1-2-4	In class	In-class tasks	Main textbook
	5.3	Ex 13 p. 74	4-5	In class	In-class tasks	Main textbook
6	6.1	Writing exercise :	1-2	In class	In-class tasks+assig	Main textbook

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		postcard			ment	
	6.2	Lesson 12 «Vive les vacances»	1-2	In class	In-class tasks	Main textbook
	6.3	Exercises p.80-81	1-2	In class	assignment	Main textbook
7	7.1	All chapters review before exam	3	In class	In-class tasks	Main textbook
	7.2	Writing exercises p. 82	3	In class	In-class tasks	Main textbook
	7.3	Writing exercises p.83 + postcard p.84	3	In class	assignment	Main textbook
8	8.1	Lesson 13 «Journée de rêve ou cauchemar»	1-5	In class	In-class tasks	Main textbook
	8.2	Midterm Exam		In class		
	8.3	Answering the exam		In class	In-class tasks	Main textbook
9	9.1	Exercises p.88-89	1-4	In class	In-class tasks	Main textbook
	9.2	p.90	1-4	In class	In-class tasks	Main textbook
	9.3	Ex.10, 11 p. 91	4	In class	In-class tasks+ assignment	Main textbook
10	10.1	Postcard	1-3-5	In class	In-class tasks	Main textbook
	10.2	Lesson 14 «Où étiez-vous le 22 juin à 15 heures ?»	1-3-5	In class	In-class tasks+ assignment	Main textbook
	10.3	Exercises p. 94-95	1-3-5	In class	In-class tasks	Main textbook
11	11.1	p.96-97	2-5	In class	In-class	Main

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					tasks	textbook
	11.2	Postcard	2-4-5	In class	In-class tasks	Main textbook
	11.3	Correction of exercises	1-2	In class	In-class	Main textbook
12	12.1	Lesson 15 «Nouvelle attaque d'une pharmacie»	1-4	In class	In-class tasks	Main textbook
	12.2	Exercices p. 100-101	4	In class	In-class tasks	Main textbook
	12.3	Ex. 9 p. 102	4	In class	In-class tasks	Main textbook
13	13.1	Ex. 10 p. 103	11-2	In class	In-class tasks	Main textbook
	13.2	Postcard	1-2	In class	In-class tasks	Main textbook
	13.3	Lesson p. 104	1-2	In class	In-class tasks + assignment	Main textbook
14	14.1	Creative writing workshop	1-2	In class	In-class tasks	Main textbook
	14.2	creative writing workshop	1-2	In class	In-class tasks	Main textbook
	14.3	creative writing workshop	4-5	In class	In-class tasks	Main textbook
15	15.1	All chapters review before final exam ex. p.65	1-5	In class	Discussion	Main textbook
	15.2	All chapters review before final exam Ex. p.85	1-5	In class	Discussion	Main textbook
	15.3	All chapters review before final exam Ex. p.105	1-5	In class	Discussion	Main textbook

### 23 Evaluation Methods:

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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	in-class
Term paper	5	By choice depending on the units titles	1-4-5	9	In-class
Writing Project	5	in groups depending on the units titles	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:

Poisson-Quinton, Sylvie/Mimran, Reine : Expression écrite Niveau I, Clé internationale Lessons 9 to 15

Dictionnaire Le Petit Robert B- Recommended books, materials and media: Mesana-Alais, C. : 10 modules pour la production écrite en classe de FLE, Didier Scolaire, 2004 Nathalie Laurent, Alice Guay, Guy

Constantin-Toye : L'expression écrite pas à pas : fiches et exercices, Paris : Ellipses, 2010

L'expression écrite, Nathan, français , 2021

## 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 presented, but it is not enough.	Topic and research questions are identified and fully explained in great detail by the student. Appropriate vocabulary is used in	

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				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:					

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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:						

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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: .....