

Syllabus

1	Course title	French for Specialization 3
2	Course number	2232218
3	Credit hours	3 hours
	Contact hours (theory, practical)	3 hours
4	Prerequisites/corequisites	French for specialization 2 2202104
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	First year / Obligatory course.
11	Year of study and semester (s)	First year.
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 <input type="checkbox"/> online
16	Electronic platform(s)	<input type="checkbox"/> e-learning <input type="checkbox"/> Microsoft Teams <input type="checkbox"/> Skype <input type="checkbox"/> Zoom <input type="checkbox"/> Others.....
17	Date of production/revision	24/7/2022

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18 Course Coordinator:

Name: Office number:

Phone number:

Email:

19 Other instructors:

20 Course Description:

As stated in the approved study plan.

This course is designed to follow up *French for Specialization II*.

Topics in greater depth.

It aims at strengthening and enhancing the language skills the students have learned in both oral and written French. and prepare students for the study of specialty materials (writing, grammar, translation, literature, linguistics ...)

This course provides students with the basic rules of French grammar, which will be studied systematically. It covers some compound tenses

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21 Course aims and outcomes:

A- Aims: (PLOs)

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 (ILOs):

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 deep knowledge about the syntax nature of			X	X							X	X	X							X

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22. Topic Outline and Schedule:

Week	Lecture	Topic	Intended Learning Outcome	Learning Methods* /platform	Evaluation Methods**	Resources
1	1.1	Le passé recent, approuver, exprimer l'indifférence, les pronoms possessifs	1.2.3.4	In class	Dialogue, Devoirs Quiz, exams	Latititude II / A1, méthode de français, worksheets
	1.2	Exprimer la certitude et l'incertitude Révision individuelle : passé composé et imparfait	2.3.4.5.	In class	Dialogue, Devoir Quiz, exams	=
	1.3	Unité II : Demander et donner un point de vue, exprimer son intention Le subjonctif ; révision individuelle	1.2.3.4.5	In class	Dialogue, Devoir Quiz, exams	=
2	2.1	Unité 3: la negation , la restriction les doubles pronoms	2.3.4.	In class	=	=
	2.2	Unité 4 : la nominalization	2.3.5.	=	=	=
	2.3	Unité 4 : la comparaison , les superlatifs	1.2.4.5	=	=	=
3	3.1	Unité 4: Aussi, non plus	2.3.	=	=	=
	3.2	Unit 5: le plus que parfait	4.5	=	=	=
	3.3	Unit 5: exprimer sa surprise	5.	=	=	=

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4	4.1	Unit 6: une douzaine, une centaine	1.2.3	=	=	=
	4.2	Unité 6 : les pronoms (en, y) revision , exprimer sa deception	4.5	=	=	=
	4.3	Unit 6 : le subjonctif revision	4.5	=	=	=
5	5.1	Unit 7 : exprimer la fréquence, proposer à quelqu'un de faire quelque chose , donner , offrir, prêter	4.5	=	=	=
	5.2	Unit 7: les pronoms démonstratifs, interrogatifs	3.4.5	=	=	=
	5.3	Unit 7 : les pronoms démonstratifs, interrogatifs	2.3.4	=	=	=
6	6.1	Unit 8 : Les adverbs	4.5	=	=	=
	6.2	Unit 8 : revision : en , et y	4.5	=	=	=
	6.3	Unit 9 : vocabulaire page 103, interroger au telephone	1.2.3.4	=	=	=
7	7.1	Unit 9 : accuser, contexter	3.4	=	=	=
	7.2	Unit 9 : reprocher ,	4.5	=	=	=

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		cest qui , c'est que				
	7.3	Unit 9 : la mise en relief	4.5	=	=	=
8	8.1	Unit 10 : interroger par courier exprimer l'opposition , se plaindre , protester	4.5	=	=	=
	8.2	Unit 11 : des mots pour expliquer , exprimer la cause et la consequence	1.2.3	=	=	=
	8.3	Unit 11: la forme passive	4.5	=	=	=
9	9.1	Unit 11 : : la forme passive	3.4..5	=	=	=
	9.2	Unit 12 : rapporet un discours , le conditionnel present , exprimer l'hypothèse	3.4.5	=	=	=
	9.3	Unit 12: le gérondif	4.5	=	=	=
						=

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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	in-class
quiz	5	dictation, reading,	1-4-5	9	In-class
Project	5	Conversation 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

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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-visuels:

Latitude 1 et 2, Méthode de français, Régine Mérieux et Yves Loiseau.

B- Recommended books, materials and media:

Cahier d'exercice, latitude 1 et 2 (CD)

27. Additional information:

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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 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	The presentation is somewhat organized. It is somewhat notable that the student has not practiced his/her presentation	The presentation is very easy to follow, is very organized, and is neat. It is very clear that the student has practiced his/her	

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		skills, e.g. eye contact, clear language, engagement with the audience, pronunciation, etc.	skills, e.g. eye contact, clear language, engagement with the audience, pronunciation, etc.	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	40%	Unable to find specific details about research	Details about research questions and hypotheses	Some details about research questions and hypotheses do	Supporting details about research questions and	

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presentation		questions and hypotheses.	are somewhat sketchy.	not support the topic presented by the student.	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: **Prof. Adnan SMADI. And Dr.Ashraf Allawama**

Date: **28/6/2022**

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

Head of Department: Signature:

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

Dean: Signature: