Syllabus

1	Course title	French for beginners III
2	Course number	2202107
3	Credit hours	3
	Contact hours (theory, practical)	3
4	Prerequisites/corequisites	French language for beginners II
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
11	Year of study and semester (s)	No specific year or semester
12	Final Qualification	BA
13	Other department (s) involved in teaching the course	-
14	Language of Instruction	French and Arabic
15	Teaching methodology	☑Blended ☑Online
16	Electronic platform(s)	☑e-learning ☑Microsoft Teams ☐Skype ☐Zoom ☐Others…………
17	Date of production/revision	July 2022

18 Course Coordinator:

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19 Other instructors:

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20 Course Description:

As stated in the approved study plan.

This course is considered to be the third and final course of the optional French language faculty courses taught in our university. It aims at strengthening and enhancing the language skills the students have learned in both oral and written French. In this course, the language is taught still more in depth, French for Beginners III develops the skills acquired in French for Beginners I and II, i. e. listening comprehension, reading, writing and oral skill. It covers other new fields such as asking for one's way, explaining the way to someone, giving orders, advices, ordering in a restaurant, comparing, expressing quantity, expressing one's wishes, proposing something judging, defining, etc.

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- Intended 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	1	2	3	4	5	6	7	8	9	10
1	Have deep knowledge about the syntax nature of the French sentences.		X	X						X	X	X							X
2	Read, listen and analyse French extracts in both spoken and written French and in a high language level.	X	X	X						X	X	X							X
3	Correctly use and conjugate the verbs in different tenses in their day-to-day oral and written communications.	X		X	X			X		X	X	X							X
4	Compare the specificities and the differences between the French language and their mother tongue language.	X		X	X		X			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, 5. case studies, 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	Révision	1-3	Classroom	In-class tasks	Main textbook
	1.2	Le présentatif *c'est*/	1	classroom	In-class tasks	Main textbook
	1.3	le pronoms personnel indéfini *on*/ l'adverbe *très*	1	Blended (flipped classroom)/ E-Learning Platform	Discussion and questioning	Main textbook
2	2.1	Décrire une entreprise	3	classroom	In-class tasks	Main textbook
	2.2	les pronoms relatifs qui/que	4-	classroom	In-class tasks	Main textbook
	2.3	Décrire des qualités personnelles et professionnelles	2-4-	Blended (flipped classroom)/ E-Learning Platform	Discussion and questioning	Main textbook
3	3.1	Les verbes produire/ construire/ vendre/ mettre / tenir	4	classroom	In-class tasks	Main textbook
	3.2	Exprimer l'obligation et	4	classroom	In-class tasks	Main textbook

		l'interdiction dans un règlement				
	3.3	La forme active/passive	1-5	Blended (flipped classroom)/ E-Learning Platform	Watch a video on Youtube	Main textbook
4	4.1	Décrire un poste	1-	classroom	In-class tasks	Main textbook
	4.2	Forme passive/active exercices	1	classroom	In-class tasks	Main textbook
	4.3	la nominalisation	1	Blended (flipped classroom)/ E-Learning Platform	Pratiquer la prononciation (youtube vidéo)	Main textbook
5	5.1	Décrire des compétences et qualités professionnelles	1-2	classroom	In-class tasks	Main textbook
	5.2	La nominalisation	1-2	classroom	In-class tasks	Main textbook
	5.3	Parler de votre expérience professionnelle	4	Blended (flipped classroom)/ E-Learning Platform	Discussion and questioning	Main textbook
6	6.1	La forme négative ne pas/ ne plus/ ne jamais /	1-2	classroom	In-class tasks	Main textbook
	6.2	Le pronom relatif où	1-2	classroom	In-class tasks	Main textbook
	6.3	/les mots interrogatifs composés	1-2	Blended (flipped classroom)/ E-Learning Platform	assignment	Main textbook

7	7.1	Révision	3	classroom	In-class tasks	Main textbook
	7.2	Les verbes connaitre/ savoir	3	classroom	In-class tasks	Main textbook
	7.3	Parler des conditions de travail	3	Blended (flipped classroom)/ E-Learning Platform	Watch a video	Main textbook
8	8.1	Le conditionnel de politesse	1-5	classroom	In-class tasks	Main textbook
	8.2	Comprendre et fournir des renseignements bancaires		classroom	In-class tasks	Main textbook
9	9.1	Le conditionnel	1-4	classroom	In-class tasks	Main textbook
	9.2	Les parties du corps	1-4	classroom	In-class tasks	Main textbook
10	10.1	Décrire les symptômes	3	classroom	In-class tasks	Main textbook
	10.2	Le pronom en	1-3	classroom	In-class tasks	Main textbook
	10.3	Décrire les problèmes d'un appareil	3	Blended (flipped classroom)/ E-Learning Platform	Assignment	Main textbook
11	11.1	Le gérondif	2	classroom	In-class tasks	Main textbook
	11.2	Manipuler un appareil	4	classroom	In-class tasks	Main textbook
	11.3	Le conditionnel/ le gérondif exercices	1-2	Blended (flipped classroom)/ E-Learning Platform	l'utilisation du conditionnel dans al vie quotidienne	Main textbook

12	12.1	Connaitre / savoir / le pronoms en exercices	1-4		classroom	In-class tasks	Main textbook
	12.2	Décrire une personne	3		classroom	I Discussion and questioning	Main textbook
13	13.1	Des adjectifs qualificatifs/ accord	1	Online/Microsoft Teams		In-class tasks	Main textbook
	13.2	Le pronom démonstratif ça	1-2		classroom	In-class tasks	Main textbook
	13.3	Raconter un événement	1-2	Blended (flipped classroom)/ E-Learning Platform		Devoir	Main textbook
14	14.1	Le passé composé	1-2		classroom	In-class tasks	Main textbook
	14.2	Former le participe passé	1-2		classroom	In-class tasks	Main textbook
	14.3	L'imparfait	2	Blended (flipped classroom)/ E-Learning Platform		Vidéo (les temps du passé)	Main textbook
15	15.1	Passé composé/imparfait	2		classroom	Discussion and questioning	Main textbook
	15.2	Révision	1-3		classroom	Discussion and questioning	Main textbook
	15.3	Révision	1-3		classroom	Discussion and questioning	Main textbook

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
Short exams	20	unit 6, 7, 8	Mastering linguistic and cultural concepts	1.2.3	Blended (flipped classroom)/E-Learning Platform
Homework duties	10	Homework for each study unit	Mastering linguistic and cultural concepts	Throughout the semester	
Midterm exam	30		It enables the student to the use and application of appropriate sentences in different life situations.	7	
Final exam	40			14	

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 / Hachette/ Beatrice Tauzin & Anne-Lyse Dubois
>
> A- Recommended books, materials, and media:
>
> We use the activity book of the method and the CD attached to it.
>
> B- Recommended online dictionaries
>   - Larousse
>   - Almaany
>   - Linternaute

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	There is some explanation provided by the student of the	Topic and research questions are identified and fully explained in great detail by the	

		student are not explained clearly.	topic and research questions presented, but it is not enough.	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, 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 _____

Syllabus

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: -------------------------Signature: ------------------ Date: ------------

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

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

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

Dean: -- Signature: ---