Syllabus

1	**Course title**	Listening and reading Comprehension 2
2	**Course number**	2242216
3	**Credit hours**	3
	Contact hours (theory, practical)	3
4	**Prerequisites/corequisites**	Listening and reading comprehensions 1/ 2242213
5	**Program title**	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**	Second year
11	**Year of study and semester (s)**	Second year, second semester
12	**Final Qualification**	BA
13	**Other department (s) involved in teaching the course**	-
14	**Language of Instruction**	French
15	**Teaching methodology**	☑Blended Online
16	**Electronic platform(s)**	☑e-learning ☑Microsoft Teams ☐Skype ☐Zoom ☐Others…………
17	**Date of production/revision**	Octobre 2022

18 Course Coordinator:

Name:
Office number:
Phone number:
Email: mousa.awwad@ju.edu.jo

19 Other instructors:

Name:
Office number:-
Phone number:

20 Course Description:

As stated in the approved study plan.

By using tapes of an advanced level of language, this course improves the comprehension of oral French texts in the different situations of life. Furthermore, the course aims to give the student the necessary skills to understand authentic written texts, to enrich his vocabulary and to teach him to understand texts globally.

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 (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	Being able to understand different types of oral and written discourses in French.					X		X		X	X	X								X
2	Be able to recognize different types of discourse.		X	X		X				X		X	X							X
3	Being able to reformulate the information on a given document.	X			X		X			X	X	X								X
4	Being able to identify the important points in a new text document.			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, 6. presentation, 7. filed study 8. term papers, 9. student portfolio, 10. Final exam

22. Topic Outline and Schedule:

Topic	Week	Instructor	Achieved ILOs	Evaluation Methods	Reference
Vogue la Galère	**1-3**		**1, 2, 3, 4, 5**	**Written exams and discussions**	**- Comprehénsion Ecrite**
Fermez les portière	**4-6**		**1, 2, 3, 4,5**	**Written exams and discussions**	**Comprehénsion Ecrite**
Vaincre son handicap	**6-9**		**1, 2, 3, 4, 5**	**Written exams and discussions**	**Comprehénsion Ecrite**
Vivre en famille	**9&10**		**1, 6**	**Oral exams and discussions**	**Comprehénsion Orale**
Avoir des amis	**11&12**		**1, 6**	**Oral exams and discussions**	**Comprehénsion Orale**
S'intéresser aux autres	**13&14**		**1, 6**	**Oral exams and discussions**	**Comprehénsion Orale**

23 Evaluation Methods:

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

Evaluation Activity	Mark	Topic(s)	Period (Week)	Platform
Oral assignment	2	Faire carrière	1	Moodle
Writing assignment	2	A vos marteaux	2	Moodle
Oral assignment	2	Rencontrer des difficultés	3	Moodle
Writing assignment	2	A vos euros	4	Moodle
Oral assignment	2	Relater des faits passés	5	Moodle
Writing assignment	2	Paris du Moyen-Âge à nos jours	6	Moodle
Oral assignment	2	Raconter la vie des gens	8	Moodle
Writing assignment	2	Une Île	9	Moodle
Oral assignment	2	Témoigner	10	Moodle

Midterm	30		7	In class room
Participation	10			Microsoft teams
Final exam	50		14	In class room

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:
Michèle Barféty Patricia Beaujoin. (2016). *Compétences compréhension orale niveau 1*. CLE international.
Nathalie Hirschsprung, Tony Tricot. (2020). *Alter ego 2*. Hachette FLE
Michele Barfety et Patricia Beaujouin. *Compréhension orale*, niveau 2/, Clé International
Sylvie Poisson-Quinton. *Compréhension écrite*, niveau 2/ Clé International

B- Recommended online dictionaries:
https://www.larousse.fr/
https://www.linternaute.com/
C- Recommended books, materials and media:
- *Documents oraux*, Laure Duranton et Christian Rodier, Clé International
- *Exercices d'oral en contexte*, niveau intermédiaire, Hachette FLE
- *A propos*, Christine Andant et Marie-Laure Chalaron, PUG
- *TV 5 Monde, France 24, Radio France*
-Youtube vidéos

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 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,	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.	

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

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

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

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

Dean: --- Signature: ---