COURSE DESCRIPTION: French 303 is a course aimed at bridging the gap between the intermediate and advanced levels in a focus on review and refinement of grammar, communicative, auditory and reading skills, as well as acquisition of cultural knowledge about the various francophone countries around the globe. Pedagogical service-learning is also a component of this course, on an elective basis. In accordance with ACTFL/NCATE standards, French 303 addresses all areas of Standards 1. and 2. ("Language, Linguistics and Comparisons"; "Culture, Literatures, and Cross-Disciplinary Concepts") for all students, and also addresses all areas of Standards 3. and 4. and Part a. of Standard 5., for French education candidates.

OBJECTIVES: In accordance with the ACTFL (American Council on the Teaching of Foreign Languages), this course will address, to varying degrees, all five standards areas for foreign language learning: Communication, Cultures, Connections, Comparisons, and Communities.

Through the acquisition of new and more specialized vocabulary and the review of grammatical concepts from previous courses, together with efforts to improve comprehension and abilities by speaking, listening, reading, writing and watching French language video, students will address all three standards in the area of “Communication”: “Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions” (1.1); “Students understand and interpret written and spoken language on a variety of topics” (1.2); “Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics” (1.3); moreover, the new vocabulary acquisition demonstrates engagement with Standard 3.1 in the category of “Connections: “Students reinforce and further their knowledge of other disciplines through the foreign language.”

Via interaction with native speakers in the university setting (primarily through our francophone ESL students), students demonstrate adherence to Standard 5.1 in the area of “Communities”.

Finally, by reading many short essays focused on societal issues, and by engaging in interviews and or small group discussion with native speakers, both within and outside the classroom setting, students exhibit alignment with all standards in the areas of Cultures and Comparisons: “Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied” (2.1); “Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied” (2.2); “Students demonstrate understanding of the nature of language through comparisons of the language studied and their own” (4.1); “Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own” (4.2). Additionally, these types of activities are reflective of Standard 3.2: “Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.”
**General Statement of the Conceptual Framework:** The COEHD’s Conceptual Framework provides direction for the development of effective professionals. It is a living document that continuously evolves as opportunities and challenges emerge. The four components of the CF are the institutional standards used for candidate assessment in undergraduate and graduate programs. They are Knowledge of Learner (KL), Strategies and Methods (SM), Content Knowledge (CK), and Professional Standards (PS). Diversity (D) and Technology (T) are included in the assessment process as themes that are integrated throughout all programs in the educational unit.

Upon completion of this course, all students will be able to:

- demonstrate passing ability to utilize grammatical structures reviewed in the basic course textbook (CK)
- conduct interviews with native speakers of diverse French-speaking backgrounds (D), for the purpose of obtaining information and engaging in conversation while utilizing vocabulary and grammatical structures focusing on a variety of themes (CK).
- compare and contrast Anglo-American and French views on politics, education, religion, history, codes of conduct, changes within our communities regarding these issues, and the like (CK).
- dramatize communicative encounters, through role play, with native French speakers in the community who may need basic translation or interpretation assistance (CK).
- obtain information from authentic reading materials from journalistic, web, and literary sources, interviews, music and films (CK).
- produce a comprehensible ten-minute target-language oral presentation based on investigation of authentic sources in the target language, or on a service-learning project in area schools or churches (CK)
- produce a literate, two-page typewritten report, written in the target language and utilizing correct MLA format, based on the oral presentation project (CK)

Service-learning students who are also education candidates will further be able to:

- explain the various cognitive, socio-cultural, linguistic and affective factors that have a bearing on student performance in area school foreign-language classrooms (KL; D)
- use current computer technologies or other audio-visual aids as a teaching tool for age-appropriate activities as well as for peer-directed information via the end-of-semester presentation (T)
- produce and utilize a practical plan for teaching mini-lessons in foreign languages, in an instructional context either of their own choice or selected with the assistance of supervisory teachers in the area schools (CK; SM; KL; PS)
- create pedagogical materials to be included in a teaching portfolio that may be at various stages: introductory, developing or competency levels (CK; SM; KL; PS; D; T)
- observe and critique a foreign language class or classes, producing reflection artifacts or evidence for the teaching portfolio (CK; SM; KL; PS)
- familiarize themselves, through direct-contact observation or teaching experience, with major professional, pedagogical and curricular issues affecting foreign language instruction (SM; PS)
- develop practical teachers' experience with foreign language teaching such as lesson planning, setting goals and standards, activities for the classroom and classroom management (SM; KL;
PS)

- familiarize themselves with pedagogical activities such as small-group conversation, composition writing, with self- and peer- editing, French Club activities, collection or reading materials, songs, videos and DVDs (SM; KL; T; D)

**FORM OF COURSE:**
Lecture and field experience. Education Majors will be required to have a total of 10 hours of field experience over the course of the semester.

**FIELD EXPERIENCE:**
Students will gain supervised direct-contact experience by working 10 hours in area elementary, middle and secondary classrooms. Students will assist teachers through conducting individual tutorials, facilitating small writing groups, responding to student writers' work in progress, and teaching occasional mini-lessons.

*Opportunities to cover range of certification:*
Candidates will participate in discussions, activities, and experiences appropriate to the level of certification they seek. Assessments will feature content knowledge, knowledge of the learner, standard-based instruction and best practices appropriate to the certification level the candidates seek.