



**Professional Education Unit**  
Department of International and Interdisciplinary Studies

**Senior Seminar in French (face-to-face)**  
**FRN 499c: Section 001**  
**Fall Semester, 2009**

**Instructor:** Dr. Karen Taylor  
**Class location:** Breck 204  
**Office:** Breck 215F

**Office phone:** 606-783-2281  
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**Office Hours:** M 4.30-5.30; W F 10.20-11.20

**Course Description**

*An integrative capstone in French.*

*Additional information:*

This class seeks to unite students' experiences of the 4 skills approach (listening, speaking, reading and writing) with independent and cooperative research, and individual planning for continuing education or a future career involving French. The class structure alternates between face-to-face class meetings, independent or group research, and student-teacher conferences. The content of the class is organized around the French Senior Exit Exam, which consists of the following testing categories:

- listening comprehension
- verbs
- grammar
- culture
- pronunciation
- reading comprehension
- literature

**Required Field Experience Hours**

Not applicable

***“Community Engagement: A Light to and from the Mountains”***

*The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia—preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This*

*statement is not only the strategic mission for the college, but it also incorporates the conceptual framework that guides all our activities.*

### **Conceptual Framework Outcomes (CFOs)**

The Unit and the faculty within individual programs assess the degree to which its graduates:

1. Master the content knowledge, professional and the twenty-first century skills needed to make an optimal contribution to “whole” student learning in education settings
2. Are competent in the collection and use of data to inform decision-making and to demonstrate accountability for student learning
3. Demonstrate professional dispositions
4. Are culturally competent and understand the regions from which they have come, utilizing knowledge and experiences to effectively “bridge the gaps” (economic, achievement and geographical), ensuring optimal learning for all students.
5. Engage in authentic field experiences in collaboration with committed school-based partners, and are empowered to improve the quality of education throughout this region and beyond.

### **Student Learning Outcomes (SLOs)**

By the end of this course, the candidate will be able to:

1. Demonstrate advanced reading, writing, listening, and speaking proficiency in the target language.
2. Articulate knowledge and perspectives on French and Francophone civilizations and their respective cultures—literature, the arts, socio-historical, political, and economic structures.
3. Demonstrate advanced skills in research, critical thinking and analysis, including, but not limited to, textual analysis.
4. Ascertain and implement appropriate teaching strategies for a diverse group of young-adult students.
5. Demonstrate understanding of aspects of human language and culture as part of human identity and communication within interdisciplinary contexts.

### **NCATE/EPBSB Accreditation Alignment of CFOs and SLOs:**

<b>Program: French Education P-12</b>		<b>FRN 499c: Senior Seminar</b>			
<b>Aligned with→</b>	<b>Kentucky Teacher Standards (KYS)</b>	<b>Kentucky Education Reform Act (KERA)</b>	<b>Educational Professional Standards Board (EPSB) NCATE</b>	<b>American Council on the Teaching of Foreign Languages (ACTFL)</b>	<b>NCATE</b>
<b>Assessment (points values) ↓</b>					
Class participation and presentation of research (20% of grade) SLO's: 1-5	1-5, 7,9	2.27, 2.28	Diversity	1,2,4	1

CFO's: 1,2,3					
Research assignments (30% of grade) SLO's: 1-5 CFO's: 1-4	2-5	2.28	Diversity, literacy/reading	1,2,4	1
Independent project and poster (20% of grade) SLO's: 1-5 CFO's: 1-4	2-5, 7	2.27, 2.28	Diversity, closing the achievement gap	1-4	1
Exit Exam (administered in 5 parts) (30% of grade) SLO's: 1-3, 5 CFO's: 1,2,4	1-5, 9	2.27, 2.28	Diversity, assessment, literacy/reading	1,2	1

### Assignment Descriptions:

Program: French Education P-12		FRN 499c: Senior Seminar
Assessment (point value)	Description	
Class participation and presentation of research (20% of grade)	<p><i>Participation:</i> this grade reflects how engaged you are in the class. Active listening and respect for your peers are essential during this class. Behavior that detracts from the learning and teaching process will substantially lower your grade. I reserve the right to mark students absent if they are texting, checking e-mail, reading documents not related to our class, or listening through headphones at any time.</p> <p><i>Presentation of research:</i> Students must prepare the <b>presentation</b> part of research assignments to deliver during the next <b>class meeting</b> period.</p>	
Research assignments (30% of grade)	<p>Either individually, in pairs, or in groups, students will be responsible for researching units of material that reflect the form and content of the Exit Exam. On <b>research</b> days on the syllabus, students must download the appropriate assignment from the Blackboard site, complete the <b>written</b> portion of the assignment, and post it on BB by the date given.</p>	
Independent project and poster (20% of grade)	<p>Each student will choose an independent research project relevant to the role that French will play his or her future, discuss the proposed format of the project with the instructor, and develop a detailed plan for completing the project. Students must also produce a poster for public display that explains and elucidates the project.</p>	
Exit Exam (30% of grade)	<p>The French Senior Exit Exam will be administered in five parts during the class. Each part will test material that has been covered in students' research assignments and presentations to date.</p>	

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**Grading scale**

A = 90-100%    B=80-89.9%    C=70-79.9%    D=60-69.9%    E=below 60%

**Required Materials**

No text is required for this class. Materials will be distributed in the form of hand-outs or BlackBoard postings.

**Class Attendance**

Attendance is mandatory. Any missed class meetings will have a dramatic and very unfortunate effect on your grade. After missing 3 classes, your final grade will be dropped a letter grade for each further class you miss.

**Academic Honesty**

MSU adheres strongly to a program of academic honesty. All the work you do for this class must appropriately cite sources and contributors. You must always indicate whether the work you turn in is your own, a group effort, or a borrowing or adaptation of an appropriate academic source. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course and/or dismissal from MSU. If you have a question about academic honesty, ask your teacher before turning in the assignment, or consult The Eagle: Student Handbook; the policy is located at:

<http://www.moreheadstate.edu/files/units/dsl/eaglehandbook/studenthandbook2008-9.pdf> (pages 11 and 39).

**Americans with Disabilities Act (ADA)**

In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188, [www.moreheadstate.edu/acs](http://www.moreheadstate.edu/acs)

**Campus Safety Statement**

Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at <http://www.moreheadstate.edu/emergency>

## FRN 499c: Course Calendar

Aug	17 M	Intro to course, explanation of syllabus & policies
	19 W	<i>Verbes</i>
	24 M	<i>Verbes</i>
	26 W	Research Day: no class
	31 M	<i>Verbes</i> : presentations
Sept	2 W	<i>Compréhension Auditive</i>
	<b>7 M</b>	<b>Labor Day : No class</b>
	9 W	<i>Compréhension Auditive</i>
	<b>14 M</b>	<b>Exam #1</b>
	16 W	<i>Grammaire</i>
	21 M	<i>Grammaire</i>
	23 W	Research Day: no class
	28 M	<i>Grammaire</i> : presentations
<b>30 W</b>	<b>Exam #2</b>	
Oct	5 M	<i>Culture</i>
	7 W	<i>Culture</i>
	<b>8-9</b>	<b>Fall Break</b>
	12 M	Research day: no class
	14 W	<i>Culture</i> : presentations
	19 M	<i>Culture</i> : presentations
	21 W	<b>Exam #3</b>
	26 M	<i>prononciation</i> (bring dictionaries today)
	28 W	<i>Lecture et compréhension</i>
Nov	2 M	<i>Lecture et compréhension</i>
	4 W	<i>Lecture et compréhension</i>
	9 M	<b>Exam #4</b>
	11 W	<i>Littérature</i>
	16 M	<i>Littérature</i>
	18 W	<b>Conference day : Projects and posters must be approved by today.</b>
	23 M	<i>Littérature</i>
	<b>25 W</b>	<b>Thanksgiving Break : no class</b>
	30 M	Research Day: no class
Dec	<b>2 W</b>	<b>Exam #5</b>
<b>Mon 12/7/09; 3.00-5.00pm Final Exam period : Projects and Posters presented to class.</b>		

