The French Program
at the Residential College
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1. **OVERVIEW**

1.1: **Sequence of courses**
Students who wish to fulfill the RC’s language requirement with French must complete RCLANG 190 *Intensive French I*, RCLANG 290 *Intensive French II* (or demonstrate an equivalent level of skills), and pass the *Residential College French Proficiency Exam*. Students must then complete a *Séminaire en français* (RCLANG 320). Remedial courses are offered to students who do not pass *Intensive French I* (RCCORE 205) or do not succeed at the *Proficiency Exam* (RCLANG 310). These courses are taught as Independent Studies. All courses are offered in both Fall and Winter terms, but students with no to little background in the language must take *Intensive French I* in the winter term.

1.2: **Placement Policy**
All new students must take the *LSA Placement Test* and talk to an RC academic advisor before registering for a class.

1. Students with little or no background in French elect *Intensive French I* (RCLANG 190 – 8 credits).

2. First-year students with some background in French must take the *LSA Placement Test* and consult with an RC academic advisor to determine appropriate placement, either in *Intensive French I* (RCLANG 190 – 8 credits) or in *Intensive French II* (RCLANG 290 – 8 credits). True beginners and students with weak background will be placed in the winter session of *Intensive I*. Placement is determined based on scores and background in the language.

3. For students entering the program with more extensive background and who place out of the *LSA Placement Test*, an academic advisor will decide whether they are eligible to take the *Residential College French Proficiency Exam*. Dates and times for this exam (administered before the term begins) are communicated to eligible students during Summer Orientation. Additional information regarding the exam is sent via email to the eligible students.

4. Students who do not pass the *Proficiency Exam*, either at the end of RCLANG 290 or as incoming students, typically enroll in the remedial course RCLANG 310. This course is a 4-credit review course and is taught as an Independent Study. Please note that depending on performance, some students who do not pass the *Proficiency Exam* may still be advised to enroll in RCLANG 290.

5. Students who place in 320 will receive 8 retroactive credits. Students who place in 310 will receive 4 retroactive credits.

*Please refer to page 3 for a diagram of the sequence of courses.*
1.3: **Diagram of the RC Language Requirement**

The following chart illustrates the sequence of French courses that fulfills the Residential College foreign language requirement.
1.4: Co-Curricular Activities:
In the RC French Program, as is the case in all RC languages, emphasis is placed on communicative competence. The RC French program offers students the opportunity to practice the skills they are acquiring in the classroom in an informal setting by attending the French lunch tables and the French coffee hour, called Baratin. These co-curricular activities are integral parts of the RC French Program. As such, they are mandatory for students enrolled in RC French classes. The weekly number of contacts varies according to the level. Typically, three contacts per week are required in RCLANG 190, RCLANG 290 and RCLANG 310 and one in RCLANG 320. Students should plan their course schedule accordingly.

Anyone (students, faculty, and friends) who has a knowledge of French, is welcome at these functions. Refreshments are served. There are always several teachers of French on hand, including native speakers, ready to converse.

- The French Table is held four times per week Monday, Tuesday, Thursday and Friday 12:00-12:50 in the East Quad Private Dining Room. People who do not have meal plan can bring a lunch bag.
- The Baratin is held on Thursdays 3:00-3:50 in Greene Lounge, East Quad.

2. COURSE DESCRIPTIONS

2.1: RCLANG 190: Intensive French I (8 credits)
This intensive French course covers in one term what a standard first-year college course covers in two. Its goal is to help students gain a solid understanding of fundamental grammatical structures and syntax; a limited but functional vocabulary; familiarity with French sound and intonation patterns; and an introduction to French culture. Upon completion of the course, students should be able to comprehend simple, non-edited texts and oral passages of medium length; sustain a basic conversation with a native or near-native speaker; and write effectively on general topics.

Course requirements:
Attendance is mandatory in both lecture and discussion. Students are also required to participate in co-curricular activities at least three times a week. In order to receive full credit for the course, students must pass the final exam, which tests reading, writing, listening, and speaking skills.

Intended audience:
RCLANG 190 is open to all UM students, but priority is given to RC students. Students with little to no background in French may take this class in Winter only.

Class format:
The course meets two hours a day, four days a week. The lecture focuses on grammar. Students are expected to come to class having studied in the textbook the grammatical concepts covered that day. Class time is devoted to clarification, review, and drilling of these concepts. In discussion, students meet in small groups to apply what they learn in lecture. In-class activities, including—but certainly not limited to—vocabulary and homework quizzes, help develop reading, writing, listening, and speaking skills.
2.2: RCCORE 205: *French Review I* (4 credits)
Pre-requisite: partial credits for *Intensive French I*

*Description:*
The goal of this course is to bring students to the expected levels to start *Intensive French II* in the four linguistic skills: listening, reading, writing and speaking. It is designed for students who need further reinforcement in two or more skills, but do not need an intensive course to reach the expected levels. RCCORE 205 is taught on a semi-tutorial mode: students meet with RCLANG 190 as needed, attend co-curricular activities and meet once or twice a week individually with their instructor to focus on their individualized needs. This course is offered as an Independent Study.

*Course requirement:*
Students must attend some 190 lectures based on their needs, participate in co-curricular activities at least three times a week, more if needed, and meet individually with their instructor once or twice a week.

*Intended audience:*
This course is only offered to RC students who received reduced credits for *Intensive French I*.

*Class format:*
RCCORE 205 is taught on a semi-tutorial mode: students meet twice a week in class as a group and once or twice a week individually with their instructor.

2.3: RCLANG 290: *Intensive French II* (8 credits)
Pre-requisite: RCLANG 190 or permission of instructor

*Description:*
The goal of this course, which covers in one term the equivalent of a second year non-intensive college course, is to bring students to a level of proficiency defined as the ability to communicate with some ease, if not perfectly, with a native speaker of French, in spoken and written language, and to understand the general meaning and most details of a French text, written or spoken (lecture) of a non-technical nature and of general interest. Students will also gain knowledge and understanding of French and Francophone cultures. The lecture component of the course is devoted to a thorough review and an expansion of grammatical concepts and to the development of reading and listening skills. Exposure to primary source materials and to texts of cultural and literary value develops reading ability and vocabulary. Listening skills are trained in informal conversational exchanges and in lectures on French contemporary issues. The discussion sections, which meet in small groups, emphasize the development of speaking skills through extensive practice in analyzing and discussing current topics pertaining to contemporary France and the French-speaking world. Writing skills are refined through composition assignments that provide students the opportunity to improve the accuracy and fluidity of their written work. This course includes individual diagnosis of each student's pronunciation with a personalized prescription for exercises. Using the platform *TalkAbroad*, students converse online with partners from the French-speaking world throughout the term; there is a $25 laboratory fee to cover the cost of the service.

*Course Requirement:*
Attendance is required both in the lectures and in the discussions. Students must attend co-curricular activities at least three times a week, more if judged necessary. In order to receive full credits, students must pass the *French Proficiency Exam* which tests the four skills: writing, speaking, reading, and listening.
**Intended Audience:**
RCLANG 290 is open to all UM students, but priority is given to RC students.

**Class format:**
The course meets two hours a day, four days a week. The lecture component focuses on reviewing and expanding grammatical concepts. The discussion is devoted to developing speaking skills and gaining knowledge and understanding of cultures from France and the French-speaking world.

**Lab Fee: $25**

As of Fall 2020, students majoring or minoring in French and who have begun their French coursework in the language program sequence (RCLANG 190-290) may replace one French course taught in English with "three" credits from RCLANG 290.

**2.4: RCLANG 310: French Review II (4 credits)**

**Pre-requisite:** partial success at Proficiency Exam
(Students who place in 310 will receive 4 retroactive credits.)

**Description:**
The goal of this course is to bring students to the level of Proficiency in the four linguistic skills: listening, reading, writing and speaking. It is designed for students who need further reinforcement in two or more skills, but do not need an intensive course to reach the expected levels. RCLANG 310 is taught on a semi-tutorial mode: students meet with RCLANG 290 as needed, attend co-curricular activities and meet once or twice a week individually with their instructor to focus on their individualized needs. This course is offered as an Independent Study. Students must pass the French Proficiency Exam in order to receive credits.

**Course requirement:**
Students must attend 290 lectures based on their needs, participate in co-curricular activities at least three times a week, more if needed, and meet individually with their instructor once or twice a week.

**Intended audience:**
This course is only offered to RC students who achieved partial success on the proficiency exam.

**Class format:**
RCLANG 310 is taught on a semi-tutorial mode: students meet twice a week in class as a group and once or twice a week individually with their instructor.

**2.5: RCLANG 320: Séminaires en français (4 credits)**

**Pre-requisite:** Successful completion of the RC French Proficiency Exam, French 235 or instructor permission.

In these courses, the language is no longer studied as an end in itself, but rather is used as a tool to study other subjects. Thus, students have the opportunity to apply their knowledge of the language to other disciplines, mostly in the Humanities. Improvement in all language areas is nevertheless still pursued. The class sessions are taught on an informal lecture-discussion basis, and emphasis is placed on student participation. These seminars provide students with a way of expanding their studies of the foreign language and culture as well as with opportunities for applying their language skills to explore their specific interests in more depth. Class attendance is mandatory, as is participation in co-curricular activities once a week. The first RCLANG 320 replaces the requirement for the major and minor in French and Francophone Studies FRENCH 235; the second and third RCLANG 320 count as FRENCH 270/274.
Note that students must take RCLANG 320 the semester immediately following successful completion of the Proficiency Exam. Students who let more than four months elapse between passing the Proficiency Exam and registering in a readings course must retake the Proficiency Exam in its entirety. In the case of a student taking a French course in the interval, the Program Head will evaluate the level of the course and decide whether retaking the Proficiency Exam is necessary or not.

3. WORKLOAD, PRINCIPLES AND GUIDELINES

3.1: Workload
RCLANG 190 and 290 are intensive courses. Each one usually represents half of the normal load of classes (8 credits out of 15/16). The fact that we cover in one term the material normally covered in one year of study in non-intensive courses does not mean that students need fewer hours to reach that goal. Experience and observation of different language programs yield the following information:

- A minimum of 480 hours of study is necessary with good aptitude in foreign language to reach a degree of proficiency comparable to our Residential College proficiency level, in the easiest languages for English speakers (French, Spanish, German, Italian, Danish, Portuguese, Dutch, Swedish, Romanian, Norwegian).
- At the English Language Institute, 375 hours (class and lab) were needed to bring foreign students to a level of Proficiency in English comparable to ours in French.
- In the Peace Corps, students meet in small groups of 8 for 5 hours daily, 6 days a week for 13 weeks. Total contact hours: 390 + lab in 78 days. Students reach a level comparable to our Proficiency level, but are expected to do so in speaking only.
- At the RC:
  - About 108 hours per semester for 190 and 290, for a total of 216 hours.

3.2: General Principles
To make up for the discrepancy in numbers of hours mentioned above, students should keep in mind the following two general principles:

1) Faithful class attendance and at co-curricular activities is extremely important. We insist on regular attendance because consistent exposure to the language and practice ensure the depth and solidity of linguistic acquisitions.

2) Study hours. Students will also have to supplement these contact-hours with study hours to get close to the required total study hours. Students should expect to spend about 8 hours a week studying the language outside of class hours. This figure will, of course, vary according to learning styles and previous experience with languages, but it cannot be lowered too much without also diminishing chances of success in the course. This is why the Language Programs at the RC insist that students come to the co-curricular activities as well as to the daily classes, and that they keep up with the assignments.
3.3: Guidelines
In addition to the two principles mentioned previously (attendance and study time), students should closely follow the specific guidelines listed below for each level:

**Intensive French I and French Review I**

- **Organize your time.** Do not hesitate to talk to us or to a counselor if you have difficulties doing so.
- **Prepare the vocabulary** for each lesson **before the day** this lesson is presented in class.
- **Learn the grammar rules.** Simply reading them and understanding them is not sufficient. You need to be able to apply them appropriately.
- **Do the written exercises** and correct them using the answer key the same day that the corresponding lesson was covered in class. Do not wait.
- **Participate actively** in the oral exercises and conversations in the recitation section.
- **Read as much as you can** (for instance, the last pages of each chapter).
- **Turn your assignments in on time.** This is necessary for prompt feedback and smooth progress.
- **Practice your intonation and phonetics.**
- **Be prepared** for each of the tests given throughout the semester. Do not get behind in your work, otherwise things will pile up on you. Go over your graded tests, do the corrections using the instructor’s feedback, and come to office hours to check them.
- **Multiply the opportunities to be exposed to the language.** Skills are learned and polished through regular practice. Read French newspapers and magazines online; listen to a French radio station; watch French TV; watch a movie in French. Remember that you need to do something in/with French everyday.

**Intensive French II and French Review II**

- **Organize your time.** Do not hesitate to talk to us or to a counselor if you have difficulties doing so.
- **Turn your assignments in on time.** This is necessary for prompt feedback and smooth progress.
- **Learn the grammar rules.** Simply reading them and understanding them is not sufficient. You need to be able to apply them appropriately. **Do the written exercises** and correct them using the answer key the same day that the corresponding lesson was covered in class. Do not wait.
- **Participate actively** in the oral exercises and conversations in the recitation section.
- **Be prepared** for each of the tests given throughout the semester. Do not get behind in your work, otherwise things will pile up on you. Go over your graded tests, do the corrections, and come to office hours to check them.
- **Compositions:** You need to turn them in on time and do the assigned re-writes in a timely fashion.
- **Listening comprehension:** do not skip the morning sessions on listening comprehension. You need to practice the technique of taking notes in a foreign
language and of writing a faithful account of a lecture. These sessions are an essential preparation for the specific Proficiency listening test.

- **Reading comprehension:** prepare the assigned readings ahead of time. Do not skip these sessions. They are an essential preparation for the specific Proficiency reading test.
- **Practice your intonation and phonetics:** Refer to the individual oral diagnosis given to you at the beginning of the semester for the sequence of exercises.
- **Multiply the opportunities to be exposed to the language.** Skills are learned and polished through regular practice. Read French newspapers and magazines online; listen to a French radio station; watch French TV; watch a movie in French. Remember that you need to do something in/with French everyday.

**Readings course**
Students are assigned readings that are discussed in class and write several essays.

- Prepare thoroughly for each class by attentively reading the material (taking notes and answering questionnaires).
- Attend classes regularly.
- Participate actively and constructively in class discussions.
- Draft your essays with care, focusing on both content and form.
- Turn your written work in in a timely manner.

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### 4. PROFICIENCY

#### 4.1: What is it?

*Proficiency* in a foreign language is the ability to use the foreign language as a vehicle of oral and written communication; in other words, it is communicative competence. A person who would thoroughly know the grammar of the language – that is, the rules of phonetics (sounds) morphology (word forms), and syntax (phrase structure) – but would be unable to read, write, understand or speak the language (or be able to demonstrate some competence in only some of those skills) would have a certain linguistic knowledge of the language, but would not be proficient in that language. *Proficiency* is not an absolute value. There are degrees or levels of proficiency. In the rating scales used by the *Foreign Service Language Institute* or by *ACTFL*, level 5 at the top represents the complete proficiency of an educated native speaker. Our scales evaluate the level of a student after two intensive semesters (four non-intensive semesters) of studying the language. Our passing score is approximately equivalent to a 2 on the government rating scales, and to an *advanced* rating on the ACTFL scales.

This level of proficiency is not measured by adding points in the different parts of the test and calculating an average score. We evaluate in a rather broad, but still complete, manner the way a student performs in each of the skills (listening, reading, speaking, writing) in the target language. These four skills are not independent of each other: they are usually practiced together and progress in one skill feeds on progress in another skill. This is why, for instance, practicing oral skills will help improve writing and vice-versa. For practical purposes, especially for testing, it is convenient to evaluate performance in each skill. Passing the *Proficiency Exam* means receiving a passing score in each skill. *Please refer to the scoring scale page 13 – 15.*
4.2: **What are the levels students are expected to achieve?**

- **Listening comprehension:** the student is able to understand a class conducted entirely in the target language. S/he has no problem understanding a presentation delivered at moderate speed by the instructor. S/he might have some difficulty with more technical, specialized vocabulary, but overall comprehension is not impeded. An occasional word/expression may need to be repeated. Some difficulty may be encountered with idioms of a visiting foreign speaker, songs, or movie dialogues, but face-to-face conversation is not problematic. A twenty-minute lecture on any topic of general interest is understood. Its general content, main points, and conclusion are well grasped; some minor detail errors might occur.

- **Reading comprehension:** the student is able to read a text in the foreign language without looking up every unknown word and is able to guess their meaning with the help of the context. In a skim-type reading, the student gets the main ideas accurately. S/he uses the dictionary occasionally for a closer, more analytical reading. S/he is not afraid to tackle reading a long text, a play or a novel of moderate difficulty. When reading a newspaper or magazine of general interest, s/he has a good comprehension of the text, without the help of a dictionary. S/he understands the logic of the argumentation. S/he can report the general direction and conclusions of the text accurately, although there may be some minor misunderstandings.

- **Writing:** the student can write in the target language in such a way that the text is completely intelligible to a native speaker. This means that the use of uniquely English structures and word usage is avoided and that no sentence is obscure to a native speaker who does not know English. The student avoids basic mistakes, such as agreements, or can correct them when proofreading or when the instructor has pointed them out. The student does not make mistakes on word-gender for basic vocabulary, and knows how to use a dictionary for less-common nouns. S/he has good control of the morphology of the language, such as verb forms, and of the most basic syntactic structures (place of pronouns; negative, interrogative, relative clauses). S/he might still have some difficulties in producing more complex sentences. The student has a reasonable range of basic vocabulary at her/his disposal, can express herself/himself simply, and is able to use circumlocution when writing about current events, daily situations, personal preferences and observations, and personal history.

- **Speaking:**
  - **Pronunciation:** the student makes no phonemic errors, has a good command of all the sounds of the target language. In conversation, some phonemic mistakes may slip in but do not prevent comprehension by a native speaker. Accent may still be obviously foreign phonetically, rhythm and intonation not quite correct, but speech is intelligible to a sympathetic native interlocutor.
  - **Vocabulary:** vocabulary is generally appropriate for topics of general interest. In more specific or technical contexts, when preparation is possible, vocabulary is appropriate. There may still be minor lexical mistakes in both instances. The student is capable of using circumlocution. The student is able to ask questions about phrases or words s/he did not understand and to ask for clarification.
  - **Fluency:** there may be some stumbling and long pauses at unnatural points of utterance, but the student manages to rephrase and continue. Pace is slower than that of a native speaker but comprehension remains adequate and conversation proceeds with no uncomfortable feeling.
4.3: Proficiency and Credits

The Proficiency Exam is the final exam for RCLANG 290 and RCLANG 310. All students must take it to be considered for credits.

Passing Proficiency and the course is based on:

- **Regular attendance and participation in class** and in the co-curricular activities. To be excused, an absence needs to be documented by an official document.

- **A passing score** in each of the five parts of the Proficiency Exam. (See scoring scales pages 13 - 15)

- **If one part is borderline**, the student may receive a “provisional pass”. S/he can take a readings course, will be asked to do extra work on those skills and to retake that part of the Proficiency Exam at the end of 320.

- **If performance on one or more parts is unsatisfactory**, the student will be asked to enroll in the French Review II (RCLANG 310) the following semester and to retake the Proficiency Exam.

Students who pass proficiency receive 8 credits for RCLANG 290 (4 for RCLANG 310). Students who failed proficiency, but have reached a level comparable to a C- in French 232 and have shown a good-faith effort during the semester may receive full credits for RCLANG 290. Failing proficiency at the end RCLANG 310 will result in 0 credit. Sketchy attendance, failure to turn in homework, poor participation in the discussions and the co-curricular activities may result in a reduction of credits (4 credits or zero), whether the student passes proficiency or not.

*Note that LSA students cannot receive “split-credits”; they receive 8 or zero credits.*
4.4: Proficiency Scoring Scales

4.4.1: Correction of Compositions

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
<th>Sample Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/8</td>
<td>Demonstrates competence</td>
<td>8 - 9 Variety of syntactic constructions although with some mistakes. A sense of idiomatic French. Very good spelling and knowledge of forms (verb tenses, contractions.) Some connectors.</td>
</tr>
<tr>
<td>7</td>
<td>Suggests competence</td>
<td>7 Correct syntax but short sentences with only occasional complex structures. Basic syntactical rules mastered. Understandable by a non-English speaker in spite of the mistakes. One or two connectors.</td>
</tr>
</tbody>
</table>
| 6/7    | Borderline                                      | Acceptable accuracy, but syntax too simple
|        | OR                                              | Acceptable syntax complexity, but too many mistakes |
| 6/5/4 | Below minimum expected                          | 6 Understandable in spite of the mistakes but only by an English speaker. Syntax looks like English. Basic syntactical rules not applied with consistency. 4 – 5 Agreements (verbs, gender, plural) rarely made. Occasional correct sentence, but not consistently. Difficult to understand even for an English speaker. |

On this scale, 7 would be the minimum for being awarded proficiency in this area.
4.4.2: Correction of Listening and Reading Comprehensions

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>demonstrates superiority</td>
<td>Thorough comprehension of the text* in all its main points.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Accuracy of details Near total recall.</td>
</tr>
<tr>
<td>12</td>
<td>demonstrates competence</td>
<td>Thorough comprehension of the main points and conclusion of the text. Some minor details are ignored or misunderstood.</td>
</tr>
<tr>
<td>9</td>
<td>suggests competence</td>
<td>Good comprehension of the main points and conclusion reported accurately. Some errors about details and some details omitted.</td>
</tr>
<tr>
<td>6</td>
<td>suggests incompetence</td>
<td>Inadequate comprehension of the text. Several main points omitted or misunderstood. No continuity.</td>
</tr>
</tbody>
</table>

*The word “text” refers to the text read in the reading comprehension and to the text spoken by the instructor in the listening comprehension.

**On this scale, 7 would be the minimum to be awarded proficiency in this area.**
### 4.4.3: Oral Exam Rating

*On this scale, a scale of 3 would be the minimum for passing Proficiency.*

#### Pronunciation

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Phonetically very good pronunciation – would almost pass as native speaker.</td>
</tr>
<tr>
<td>4</td>
<td>Phonemically accurate pronunciation throughout, light foreign accent.</td>
</tr>
<tr>
<td>3</td>
<td>Occasional phonemic errors, but generally comprehensible. Although pronunciation is definitely foreign.</td>
</tr>
<tr>
<td>2</td>
<td>Many phonemic errors, often difficult to perceive meaning, thick foreign accent.</td>
</tr>
<tr>
<td>1</td>
<td>Incomprehensible, or no response.</td>
</tr>
</tbody>
</table>

#### Vocabulary

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Wide range of vocabulary on wide variety of topics or on technical subjects.</td>
</tr>
<tr>
<td>4</td>
<td>Consistent use of appropriate words throughout; can paraphrase if a word is unknown.</td>
</tr>
<tr>
<td>3</td>
<td>Minor lexical problems, but vocabulary is generally appropriate; one or two English words slip by but are explained when asked.</td>
</tr>
<tr>
<td>2</td>
<td>Vocabulary often inaccurate or too limited for effective communication; many English words used.</td>
</tr>
<tr>
<td>1</td>
<td>Vocabulary inaccurate throughout, no response.</td>
</tr>
</tbody>
</table>

#### Structures

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>No errors of morphology or syntax in a variety of complex grammatical structures and idioms.</td>
</tr>
<tr>
<td>4</td>
<td>Generally accurate structures and forms, occasional slight errors.</td>
</tr>
<tr>
<td>3</td>
<td>Some errors in structures and forms occur, but speech is always quite intelligible.</td>
</tr>
<tr>
<td>2</td>
<td>Many errors of basic structures and forms, such as constant misuse of tenses, present for past tenses, or non-conjugated verbs; hard to follow.</td>
</tr>
<tr>
<td>1</td>
<td>Virtually no correct structures, or no response.</td>
</tr>
</tbody>
</table>

#### Fluency

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Speech is natural and continuous. Any pauses correspond to those which might be made by a native speaker.</td>
</tr>
<tr>
<td>4</td>
<td>Speech is generally natural and continuous. Occasional slight stumbling or pauses at unnatural points in the utterance.</td>
</tr>
<tr>
<td>3</td>
<td>Some stumbling and long pauses at unnatural points in the utterance, but manages to rephrase and continue.</td>
</tr>
<tr>
<td>2</td>
<td>Too much stumbling and long pause at unnatural points in the utterance.</td>
</tr>
<tr>
<td>1</td>
<td>Very long and numerous pauses; utterance left unfinished, or no response.</td>
</tr>
</tbody>
</table>

#### Aural Comprehension

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Complete comprehension throughout, as evidenced by natural flow of conversation, appropriate questions, responses.</td>
</tr>
<tr>
<td>4</td>
<td>Occasional words are missed, but questions are asked about them.</td>
</tr>
<tr>
<td>3</td>
<td>Once or twice, questions are misunderstood and need rephrasing, or responses are inappropriate; pace is slower than normal, but comprehension remains adequate.</td>
</tr>
<tr>
<td>2</td>
<td>Many words are missed; difficulty in keeping the conversation at a meaningful level of communication.</td>
</tr>
<tr>
<td>1</td>
<td>Very little / no understanding.</td>
</tr>
</tbody>
</table>
5. BEYOND YOUR LANGUAGE REQUIREMENT

Many RC students pursue their interest in their language by electing it as a minor or a concentration. In this case, a majority of them participate in a study abroad program. Some returnees contribute to the French Program by participating in the Directed Peer Tutorship Program. Some students are interested in the Service-Learning course which offers the opportunity to volunteer in the community. Upon graduation, some students decide to teach English in France for a year through the French Teaching Assistantship Program.

5.1: RCCORE 309: Service-Learning (2 or 3 credits)

Description:
The objective of this service-learning course is to offer advanced students of French an opportunity to engage in experiential learning related to community service work. It provides French students with unique service learning opportunities by connecting them with partnered community organizations outside of the University setting which deal with French-speaking immigrant communities. Currently, students volunteer at Freedom House in Detroit, an organization which offers shelter and legal help to victims of persecution seeking asylum in the US, many of whom come from French-speaking Africa. The academic component of the course focuses on the Francophone African countries Freedom House residents are from and introduces students, although superficially, to these countries’ historical, social and cultural contexts. In addition, the US asylum process is explained and discussed. Students are given the opportunity to collaborate with Freedom House’s legal department by doing supervised translation work and they are in charge of organizing a fundraising event benefiting Freedom House. This course can count for the major/minor in French and Francophone Studies and in Romance Languages, as well for the Community Action for Social Change minor under certain conditions.

Course requirement:
Students can opt to receive 2 academic credits or 3 depending on their situation, and are required to dedicate 3 hours/week at the site (commute not included); to come prepared to a weekly group session (readings, translations, reflection journals); to complete a midterm and a final project and to organize a fundraiser. (Additional work is assigned to receive 3 credits.)

Intended audience:
Advanced students of French;

Class format:
The course meets one hour every Thursday 4:00 - 5:00. Students go to Freedom House in Detroit every Tuesday 4:00 – 9:00 PM, using a UM vehicle.

Lab fee:
There is a $50.00 lab fee to cover the cost of the vehicle rental and gas and students will have to pay for their background check ($10.00).

5.2: RCCORE 308: Directed Peer Tutorship

Description:
Directed Peer Tutorship is an experiential course for students with advanced competence in the discipline. Advanced students tutor, under faculty supervision, beginning students in speaking skills. They also participate in co-curricular activities, acting as facilitators. Regular meetings with faculty are scheduled during the term to
discuss discipline-specific pedagogical questions, and student progress and evaluation. Written assignments require students, among other topics, to analyze the principles underlying the Communicative Approach and to reflect on their own experience learning the language.

**Course requirement:**
To receive credits, students must fulfill their duties as tutors and co-curricular activities facilitators, meet regularly with their instructor and complete written assignments.

**Intended audience:**
RC advanced students of French

**Class format:**
Independent study

5.3: **Study Abroad and Internships abroad**
A high percentage of RC students elect to study abroad during their Junior year for one semester or one academic year. Summer programs are also popular. Most students participate in a program offered by the University of Michigan, but selecting a program from a different institution is also an option. The Center for Global and Intercultural Study (CGIS) offers many opportunities for students of French in France, Sénégal, Switzerland and Québec for stays of various lengths. For more information on those programs, visit the CGIS website and attend the RC French Program Study Abroad Presentation in fall. Some students find internships in a French–speaking country.

5.4: **French Teaching Assistantship Program**
Some concentrators who want to spend time in France apply for the French Teaching Assistantship Program (TAPIF). This yearlong program, which consists of assisting an English teacher in a French school, is sponsored by the French Ministry of Education. Some students opt for the same opportunity through a Fulbright Scholarship. Other students may look for opportunities to intern in a French speaking country, some enroll in the Peace Corps. Opportunities for which the mastery of the French language is an asset are many.

6. **FINAL NOTES**
Remember that faithful class attendance, active participation in class and in co-curricular activities, and regular work will be the key to your success. Don’t hesitate to ask for help in and out of class. Each instructor has several office hours each week and is also available by appointment. We welcome private conferences with students. Do not wait to seek help!

For additional information, explanations, clarifications, do not hesitate to contact a French faculty member or the Program Director:

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