

Tennessee Tech University  
Department of Foreign Languages

**Course information**

**4920 Senior Capstone in French**      **Credit:** 3 hours Spring 2020

**Prerequisite:** Senior standing and completion of at least 21 credit hours in core courses for the major

**Course meets:** T 9h45-10h15 Oakley 219

**Instructor information**

**Instructor:** Dr. Debbie Barnard      **Office:** 220 Foundation Hall

**Phone:** 372.3773      **E-mail:** [dbarnard@tnitech.edu](mailto:dbarnard@tnitech.edu)

**Office hours:**

**Course Description:** Students will work individually, under the guidance of a faculty member, to create a portfolio and prepare a presentation to faculty and other students. In this course, students will enhance and demonstrate their cultural literacy, knowledge, and skills in the target language, integrating the three modes of communication: interpretive (listening and reading), presentational (speaking and writing), and interpersonal (listening, speaking, reading, and writing). Students' achievements will reflect a level of competency comparable to ACTFL-aligned outcomes as described below. This course is required for all majors.

**Student Learning Outcomes:**

Upon successful completion of this course, students will demonstrate the ability to:

- Manage, analyze, and synthesize multiple streams of information in the target language  
**Communication: Interpretative (Listen, View/Reading)**
- Design and share information in the target language for global communities at the advanced-low level according to the ACTFL proficiency guidelines  
**Communication: Presentational (Speak, Write)**
- Build intentional, cross-cultural connections and relationships  
**Cultures: Relating Cultural Practice to Perspectives/ Relating Cultural Products to Perspectives (Investigate, Explain, Reflect), Comparisons: Cultural Comparisons (Investigate, Explain, Reflect)**
- Develop proficiency and fluency with the tools of technology  
**Communication: Interpersonal/Interpretative/Presentational (Use Media)**
- Create, critique, analyze, and evaluate multimedia texts in the target language at the advanced-low level according to the ACTFL proficiency guidelines  
**Communication: Interpersonal/Interpretative/Presentational (Listen, View/Read, Use Media)**

**Connections: Making Connections/Acquiring Information and Diverse Perspectives  
(Critical Thinking, Solve Problems, Access and Evaluate Diverse Perspectives)**

- Attend to the ethical responsibilities required by complex environments  
**Communities: School and Global Communities/Lifelong Learning (Use the Language within and beyond the Classroom, Set Goals, Reflect on their Progress)**
- Craft a well-developed, faculty-approved research project (with prospectus, paper, and presentation components) that investigates a significant topic in the foreign culture of study

**Communication: Interpersonal/Interpretative/Presentational (Listen, View/Read, Use Media), Cultures: Relating Cultural Practice to Perspectives/ Relating Cultural Products to Perspectives (Investigate, Explain, Reflect), Connections: Making Connections/Acquiring Information and Diverse Perspectives (Critical Thinking, Solve Problems, Access and Evaluate Diverse Perspectives)**

**Materials: Materials include, but are not limited to: news broadcasts in the target language (using internet resources); periodicals in the library and on-line; other on-line materials, as well as texts or books available in the Volpe Library.**

**Course Requirements:** Each student will prepare materials and engage in a series of activities to improve proficiency in the receptive and the expressive skills listed above. These assignments are the following:

1. A self-reflective essay addressing current weaknesses, strengths, and progress made during their program of study. Students' portfolios as well as other work will serve as the basis for the essay.
2. Five oral presentations of five minutes each in the target language related to the target culture as follows:
  - a. Explain how to do something or make something.
  - b. Tell a story about something that occurred in the past.
  - c. Talk about a hypothetical situation including, "What I would do if . . ." and "What I would have done if . . ."
  - d. Explain and comment on two broadcasts or news reports, listened to or watched in the target language.
  - e. Explain and comment on two written news stories from an on-line journal or print media.
3. Five well-written analytical papers on literary or cultural texts. These texts must be written at the syntactical and lexical level of native speakers of the target language and must be related to the target culture. Students will use these papers to explore possible topics for their final paper. The papers will be 1 ½ -2 pages in length using a citation and format style appropriate to the student's content area: MLA, APA, Chicago, or other.

4. A final, multi-part research-based project on a topic approved by and developed with the instructor. This project has three components; each component must demonstrate significant critical thinking and be completed in the target language:
  1. The one-page prospectus should outline the research question, thesis statement, and appropriate resources that will inform the subsequent research paper and presentation. The prospectus will be submitted during the fifth week of the course.
  2. The research paper will explore the issues raised in the prospectus. The paper should also be 10-15 pages double-spaced, font size 12 and use a citation and format style appropriate to the student's content area: MLA, APA, Chicago, or other.
  3. The oral presentation for faculty and students will be based on the written paper. This presentation should be 15-20 minutes long and will be followed by a question and answer session.

**Assessment:** The student will work closely with the assigned faculty member, who will provide feedback to the student and instruction/help in problem areas and assign grades. The Department of Foreign Languages faculty will provide input on the oral presentation using an agreed-upon rubric.

The final grade will be calculated using the following weights:

Oral presentations (Five @ 4% each)	20%
Analytical papers (Five @ 4% each)	20%
Final research paper + prospectus	25%
Final presentation	25%
Reflective essay	10%

**Grading Scale:** A=100-90, B=89-80, C=79-70, D=69-60, F=below 60

### **Disability Accommodation**

Students with a disability requiring accommodations should contact the Accessible Education Center (AEC). An Accommodation Request (AR) should be completed as soon as possible, preferably by the end of the first week of the course. The ODS is located in the Roden University Center, Room 112; phone 372-6119. For details, view the Tennessee Tech's Policy 340 – Services for Students with Disabilities at [Policy Central](#).

### **Student Academic Misconduct Policy**

Maintaining high standards of academic integrity in every class at Tennessee Tech is critical to the reputation of Tennessee Tech, its students, alumni, and the employers of Tennessee Tech graduates. The Student Academic Misconduct Policy describes the definitions of academic misconduct and policies and procedures for addressing Academic Misconduct at Tennessee Tech. For details, view the Tennessee Tech's Policy 217 – Student Academic Misconduct at [Policy Central](#).

### **Course calendar**

Week of January 28: Topic of first paper/presentation due (via email)

Week of February 4: First short paper due, first presentation due

Week of February 11: Second presentation due, second paper due

Week of February 18: Third presentation due, third paper due

Week of February 25: Fourth presentation due, fourth paper due

Week of March 3: Fifth presentation due, fifth paper due; prospectus for research paper due

Week of April 21: First rough draft of research paper due (via email)

Week of April 28: Second rough draft of research paper due; Mock presentations

**Week of May 5: Final presentation; major research paper and self-reflective essay due**