Core Curriculum Course Justification and Assessment Plan

Subject Prefix and Course Number: FREN 4400

Note that this form will typically be used as an attachment to curriculum forms UCC-A-102 (Request for Addition of Course to Core Curriculum) or UCC-C-108 (Request for Change in Existing Core Curriculum Course). This form alone cannot be used to make catalog changes. All courses proposed to be newly added to the core must complete UCC-A-102, and any changes to existing core curriculum courses other than realigning or updating the core curriculum justification and assessment plan must complete UCC-C-108. Existing core curriculum courses that are not changing core curriculum categories and only need to realign their justifications and assessment plans may complete this form alone.

Course title (cut and paste from catalog or form UCC-A-102):
French Linguistics and Translation

Course is in, or proposed to be in, the university core curriculum:
both in the Capstone component and in a foundational component area.

The foundational component area that describes the heart and soul of the Capstone experience and accurately describes the experience consistently throughout the entire experience is:

Language, Philosophy, and Culture

Check here to acknowledge that instructors of Capstone experiences must donate one hour of class time to an assessment activity coordinated by the Office of Institutional Research for the purpose of assessing the core curriculum as a whole (not the particular Capstone experience).

Justification for the course to be added (or remain) in the core curriculum:

Describe how the proposed Capstone Experience is designed to be a culminating experience where the breadth of the student’s educational experience is drawn into an integrated whole and placed within the context of the larger society:

In this course, students analyze texts on two levels: linguistic structures and social/cultural content. An important component of the Standards for Foreign Language Learning in the 21st Century (American Council on the Teaching of Foreign Languages) is the “Comparisons” standard, which emphasizes comparing the native language (L1) and the language being learned (L2) as well as the native culture (C1) and the culture being learned (C2). Comparative analysis allows students to understand the world from multiple perspectives, and students analyze texts on a wide range of topics, most of which focus on current social issues (e.g., the environment/ecology; crime/justice; manufacturing/marketing) in various parts of the francophone world.

Describe how the capstone experience consistently and thoroughly focuses on how ideas, values, beliefs, and other aspects of culture express and affect human experience:

Through close reading/viewing and analysis of (written, spoken, and visual) texts on a wide range of social issues, students are given opportunities to express and reflect on their own ideas, values, beliefs, and other aspects of culture as they study and reflect on those of others. Reflection essays, organized debates, and web-based discussions are only a few examples of tasks designed to encourage self-reflection and an understanding of the human condition.
Describe how the capstone experience consistently and thoroughly involves the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures:

Aesthetic and intellectual appreciation and creation are foundational elements of the process of translation (a significant component of this course) since only a close study of the source text can help the translator determine possibilities for rendering the text in the target language.

One example of this is the following: During one segment (two weeks) of the course, students focus specifically on the analysis and translation of printed and multimedia advertisements. Although the students are not asked to create their own advertisements, a series of mini-lectures introduces fundamental concepts of “the grammar of visual design” (e.g., color choice, image/symbol use and placement, and so forth) as a way to foster an understanding of the choices made by artists, authors, and marketing specialists responsible for aesthetic and intellectual creation. On a more general level, the translation process requires close attention to the aesthetic and intellectual dimensions of both the source text and the target text.

Describe how the capstone experience will actively help students develop their critical thinking skills, which include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information:

Problem-solving, which is an important component of critical thinking, is one of the most common types of cognitive activity associated with the translation process, which also happens to require a great deal of creative thinking and innovation in many cases. Moreover, various aspects of linguistic analysis and cultural analysis require students to evaluate and synthesize information.

Describe how the capstone experience will actively help students develop their communication skills, which include effective development, interpretation and expression of ideas through written, oral and visual communication:

In this course, students will have written assignments (e.g., translation tasks). As mentioned above, there is also a unit that focuses on visual dimensions of communication in printed/multimedia advertisements. There are also many opportunities for students to engage in oral communication through organized debate, informal discussion in small groups, and whole-class discussion and reflection.

Describe how the capstone experience will actively help students develop personal responsibility, which includes the ability to connect choices, actions and consequences to ethical decision-making:

As students read and analyze linguistic and cultural dimensions of texts on a variety of topics, they will have many opportunities to study social/cultural norms, policies, and laws. Debate, discussion, and reflection will foster an understanding of the importance of personal responsibility and what this entails. The individual’s role in society emerges as a topic of debate and discussion for every text chosen for assignments and projects. A synthesis and exploration of each student’s understanding of personal responsibility will be evaluated through an essay as part of the final exam.

Describe how the capstone experience will actively help students develop social responsibility, which includes intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities:

As students read and analyze linguistic and cultural dimensions of texts on a variety of topics, they will have many opportunities to study social/cultural norms, policies, and laws. Debate, discussion, and reflection will foster an understanding of the role of the individual and society, which includes the individual’s relationship with others at different levels as well as the responsibility of the collective.

Assessment Plan:
Assessment Approach:  
- Individually designed course-level plan
- Core Academy Facilitated Communal Assessment

Note, if it is easier to do so, you may attach an assessment plan. In particular, if you are using standard or table-formatted scoring rubrics, you may attach the scoring rubrics, rather than re-typing them here. Do be sure that your assessment plan addresses all of the areas prompted for below.

Give an overview of your assessment plan, including a description of how frequently you will assess each assigned core curriculum objective (at least once per year) and describe any use of sampling, such as choosing a random sample of sections or choosing a random sample of students within sections:

Given the size of this course (25 students, 1 section), it will be possible to include results from all students in each assessment report, which will be prepared each time the course is offered.

Note that each core curriculum objective below must be assessed by at least one direct assessment of student ability, such as a series of test questions or a targeted assignment. Indirect assessment methods, such as surveys of student attitudes, may be used as secondary assessment methods to supplement a direct assessment, but are not required.

Remember, each assessment method must also be narrowly targeted at the core curriculum objective. An overall grade on a broad assignment will probably not be a sufficiently precise measure of student mastery of the specific core curriculum objective.

Core Curriculum Objective: Critical Thinking

Assessment Method:

Comparative Translation Analysis (section of final exam)

Sample Student Prompt (e.g. sample test question or sample essay prompt):

Students will be given a text in French (the source text) and a translated version of the original French text.
First, they will compare the source text and the translation of that text.
Second, they will prepare a list of the five items (e.g., structures, lexical items) with the greatest divergence from a literal translation of the source text.
Third, they will rank the degree to which these items diverge from the source text (1 = greatest divergence; 2 = next-to-greatest divergence, etc.).
Fourth, they will provide a possible rationale for each item that might explain the translator’s decision to diverge so much from a literal translation.
Last, they will provide a possible alternate translation for each of these five items.

Description of Scoring Rubric:

Section 1, Identification of Divergent Items: On a scale of 1 to 5, students will be evaluated on their ability to identify items that diverge greatly from the source text. For each item that is truly divergent from a literal translation, the student will receive one point.
Section 2, Explaining Translator’s Rationale: On a scale of 1 to 5, students will be evaluated on their ability to provide a rationale.
containing a clear, reasoned linguistic or cultural justification. For each applicable rationale, the student will receive one point.

Section 3, Alternate Translation: On a scale of 1 to 5, students will be evaluated on their ability to provide an alternate translation that is within linguistic and cultural norms/parameters. For each appropriate/acceptable alternate translation, the student will receive one point.

Criteria (i.e., benchmark) for success:

I will consider this objective to have been met if at least 80% of the students receive a 4 or higher (out of 5) on each section of the rubric.

Core Curriculum Objective: **Communication**

Assessment Method:

In-class presentation (with a written component and spoken component) focusing on one or more ecological/environmental issues in some part of the francophone world.

Sample Student Prompt (e.g. sample test question or sample essay prompt):

**Identify a program or project somewhere in the francophone world that focuses on an environmental/ecological issue.** (One or more examples will be provided in class; however, you may not use these as the specific topic for this assignment.)

**Prepare a presentation (PowerPoint or PDF) that includes the following two parts:** 1) basic information about the program or project (who? what? where? etc.) and 2) the motivation or rationale for the program or project (why?). In order to explain the "why?" question, program or project that you choose must be an example of an effort by a community/group/organization that demonstrates one aspect or type of social responsibility.

Your presentation must include at least 2 visual elements (e.g., photo, drawing, clip art) that reflect and/or supplement the content of your presentation. These 2 visual elements cannot serve a solely decorative purpose.

A few additional guidelines:

You may not read a script during the presentation.

Each slide/page should contain content that is organized with the intention of giving your audience a summary of the focus of each segment of your presentation. This means that you cannot simply read each slide/page.

Description of Scoring Rubric:

**Written component of the presentation (PowerPoint or PDF) will be evaluated based on whether the student is below, at, or above the Advanced-Low writing proficiency level according to the rubric developed by the American Council on the Teaching of Foreign Languages.** (Advanced-Low is the recommended level of attainment for college/university students at the senior level.) The section of the rubric that describes Advanced-Low writing proficiency has been included as an attachment to this document. The full rubric is available at the following URL: http://actflproficiencyguidelines2012.org/

**Spoken component of the presentation (in-class delivery) will be evaluated based on whether the student is below, at, or above the Advanced-Low speaking proficiency level according to the rubric developed by the American Council on the Teaching of Foreign Languages.** (Advanced-Low is the recommended level of attainment for college/university students at the senior level.) The section of the rubric that describes Advanced-Low speaking proficiency has been included as an attachment to this document. The full rubric is available at the following URL: http://actflproficiencyguidelines2012.org/

Inclusion of visual items will be evaluated on a scale of 0 to 2. If no relevant visual elements are included, a score of 0 will be
given. If 1 relevant visual element is included, a score of 1 will be given. If 2 relevant visual elements are included, a score of 2 will be given.

Criteria (i.e., benchmark) for success:
- At least 80% of students should be at or above the Advanced-Low proficiency level for writing and speaking.
- At least 80% of students should receive a score of 2 (out of 2) for the inclusion of relevant visual elements in the presentation.

Core Curriculum Objective: **Personal Responsibility**

Assessment Method:

**Essay (section of final exam)**

Sample Student Prompt (e.g. sample test question or sample essay prompt):

Based on all the in-class presentations other students have given and your own knowledge of environmental/ecological issues, explain (one full page) how one individual (specifically, yourself) can indeed make a difference in some way. Your essay must include at least two clear, relevant examples or informational items from a presentation given by another student in this class. You must link these examples to your own beliefs, opinions, and experiences.

Description of Scoring Rubric:

- In order to receive a score of 3, the student must write one full page and must include at least 2 clear, relevant examples or informational items that support the main point of the essay.
- In order to receive a score of 2, the student must write one full page and must include at least 1 clear, relevant example or information item that supports the main point of the essay.
- In order to receive a score of 1, the student must write one full page. The student can still receive a score of 1 even if no clear, relevant examples or informational items that support the main point of the essay are provided.
- Students who do not write at least one full page will receive a score of 0, regardless of the number of clear, relevant examples or informational items provided.

Criteria (i.e., benchmark) for success:

80% of students should receive a score a 2 or higher.
Core Curriculum Objective: Social Responsibility

Assessment Method:

In-class presentation (the same as for the Communication objective)

Sample Student Prompt (e.g. sample test question or sample essay prompt):

As part of your in-class presentation, you must explain the motivation or rationale (the "why?") for a program or project that focuses on an environmental/ecological issue in order to establish how this program or project is an example (whether good or bad, in your opinion) of social responsibility.

Description of Scoring Rubric:

In order to receive a score of 2, the student must provide a clear and reasoned motivation or rationale and link it to the concept of social responsibility.

In order to receive a score of 1, the student must provide a possible motivation or rationale. This score represents an explanation that is somewhat tenuous (i.e., not clear or reasoned).

If a student does not provide a motivation or rationale for the program or project, a score of 0 will be given.

Criteria (i.e., benchmark) for success:

80% of students should receive a score of 2.
Consultation with Oversight Committee on the Core Curriculum:

Member: [Signature] Date 11/12/12

APPROVED:

Department Chair
Carol Anne Costabile-Heming (print name) (signature) Date 12/6/12

College/School Curriculum Committee Chair
Lawrence Williams (print name) (signature) Date 12/6/12

Dean of College/School
Jean B. Schaake (print name) (signature) Date 12/6/12

Oversight Cmte on the Core Curriculum Chair

University Curriculum Cmte (VPAA)

COC-200 Revised 9/2012
Proficiency Guidelines for Writing & Speaking (American Council on the Teaching of Foreign Languages)

Writing

Advanced Low

Writers at the Advanced Low sublevel are able to meet basic work and/or academic writing needs. They demonstrate the ability to narrate and describe in major time frames with some control of aspect. They are able to compose simple summaries on familiar topics. Advanced Low writers are able to combine and link sentences into texts of paragraph length and structure. Their writing, while adequate to satisfy the criteria of the Advanced level, may not be substantive. Writers at the Advanced Low sublevel demonstrate the ability to incorporate a limited number of cohesive devices, and may resort to some redundancy and awkward repetition. They rely on patterns of oral discourse and the writing style of their first language. These writers demonstrate minimal control of common structures and vocabulary associated with the Advanced level. Their writing is understood by natives not accustomed to the writing of non-natives, although some additional effort may be required in the reading of the text. When attempting to perform functions at the Superior level, their writing will deteriorate significantly.

http://actflproficiencyguidelines2012.org/writing

Speaking

Advanced Low

Speakers at the Advanced Low sublevel are able to handle a variety of communicative tasks. They are able to participate in most informal and some formal conversations on topics related to school, home, and leisure activities. They can also speak about some topics related to employment, current events, and matters of public and community interest.

Advanced Low speakers demonstrate the ability to narrate and describe in the major time frames of past, present, and future in paragraph-length discourse with some control of aspect. In these narrations and descriptions, Advanced Low speakers combine and link sentences into connected discourse of paragraph length, although these narrations and descriptions tend to be handled separately rather than interwoven. They can handle appropriately the essential linguistic challenges presented by a complication or an unexpected turn of events.

Responses produced by Advanced Low speakers are typically not longer than a single paragraph. The speaker’s dominant language may be evident in the use of false cognates, literal translations, or the oral paragraph structure of that language. At times their discourse may be minimal for the level, marked by an irregular flow, and containing noticeable self-correction. More generally, the performance of Advanced Low speakers tends to be uneven.

Advanced Low speech is typically marked by a certain grammatical roughness (e.g., inconsistent control of verb endings), but the overall performance of the Advanced-level tasks is sustained, albeit minimally. The vocabulary of Advanced Low speakers often lacks specificity. Nevertheless, Advanced Low speakers are able to use communicative strategies such as rephrasing and circumlocation.

Advanced Low speakers contribute to the conversation with sufficient accuracy, clarity, and precision to convey their intended message without misrepresentation or confusion. Their speech can be understood by native speakers unaccustomed to dealing with non-natives, even though this may require some repetition or restatement. When attempting to perform functions or handle topics associated with the Superior level, the linguistic quality and quantity of their speech will deteriorate significantly.

http://actflproficiencyguidelines2012.org/speaking
FREN 4400 French Linguistics & Translation
University of North Texas

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Course content and goals
This course offers students opportunities to explore and expand cultural and linguistic skills and knowledge as a part of the French major, minor, or certificate program French for the Professions. This course satisfies the Capstone requirement of the University Core Curriculum (see below). A transfer of learning from other courses (French as well as other subjects) in order to make interdisciplinary connections is expected and encouraged. At the same time, students will have many opportunities to compare the linguistic systems of English and French and the cultural aspects of language that are deeply embedded in written, electronic, visual, and oral types of texts.

Learning objectives
Students will learn strategies for efficient and effective use of dictionaries and other available resources in order to engage in the type of imaginative problem-solving that is required when translating meaning from one language to another. Students will also learn commonly used techniques for identifying and dealing with cultural and linguistic aspects of language that cannot be conveyed through direct, literal translation. Throughout the semester, students will have ample opportunities to build their knowledge base of English and French grammar and vocabulary as well as cultural and social issues that affect many different communities across North America, Europe, and Africa.

Required Textbook
Disability Accommodation Statement

The University of North Texas is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112, The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

Students must follow the Procedure for Requesting Special Accommodation, as indicated in the UNT Policy Manual. “Within the first week of class, qualified students must notify the instructor or academic unit liaison for disability accommodation that options to standard methods of educational access will be needed” (Volume 3, 18.1.14, part II, section B).

Course Grade

Your final grade will be based on the items listed below:

- Homework/Quizzes: 40%
- In-Class Presentation: 10%
- Translation Projects (3): 30%
- Final Exam: 20%

Grading Scale

<table>
<thead>
<tr>
<th>Score</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>80-89.9</td>
<td>B</td>
</tr>
<tr>
<td>70-79.9</td>
<td>C</td>
</tr>
<tr>
<td>60-69.9</td>
<td>D</td>
</tr>
<tr>
<td>0-59.9</td>
<td>F</td>
</tr>
</tbody>
</table>

Homework and quizzes will be given either as a traditional homework assignment, a Blackboard assignment, or an in-class assignment.

Quizzes may be announced or unannounced. They will include one or more of the following types of exercises: 1) translation of lexical items, idiomatic expressions, and/or sentences; 2) translation of cultural aspects of English/French; 3) short answers to questions about translation procedures and processes; or 4) grammatical analysis of excerpts of French texts.

You are allowed to miss only 1 quiz. If you miss 1 quiz, your highest grade from the Quiz category will count twice. No make-ups will be given for any quizzes.

The oral presentation will be given during a regular class period (weeks 14 and 15 of the semester). Specific instructions will be provided in class and made available in Blackboard.

Information on specific translation projects will be provided in class. Although collaborative work can be beneficial, students are advised to work on this project individually.

If you use an online translation site, any translation software, and/or an online (including social media) resource, make sure to document and explain any such aid/tool that you used.

In this course, the use of all resources is encouraged; however, you must give credit to and acknowledge such resources.
The **Final Exam** will consist of one or more of the following types of tasks: 1) structural analysis of a French text; 2) translation of selected lexical items, phrases, idiomatic expressions, and cultural aspects/elements; 3) translation of a text including commentary; and 4) essays on relevant topics.

**Weekly Schedule**

**Week 1**
- Introduction to the course
- Diagnostic translation test
- Overview of dictionaries (quality, type, use)
- Overview of Web-based machine translation and other translation software
- Terminology for linguistic/grammatical analysis
- Reading: Armstrong, chapters 1 & 2

**Week 2**
- Translation issues at the word level (morphology, lexicon, collocations)
- Reading: Armstrong, chapters 3 & 4
- Translation exercises

**Week 3**
- Parts of speech vs. grammatical functions
- Grammatical analysis: traditional grammar vs. « la grammaire nouvelle »
- Translation issues at the syntactic level
- Reading: Armstrong, chapter 5
- Translation exercises

**Week 4**
- Review of « la grammaire nouvelle »
- Problematizing transitivity
- Translation exercises
- Translation Project 1 due

**Week 5**
- Close analysis of verbs (categories, types; comparisons between English and French)
- Translation types and procedures
- Reading: Armstrong, chapter 6

**Week 6**
- Linguistic analysis and problem-solving
- Translation exercises (thematic focus: food/agriculture)

**Week 7**
- Linguistic analysis and problem-solving
- Translation exercises (thematic focus: travel/geography)
**Week 8**  
Linguistic analysis and problem-solving  
Translation exercises (thematic focus: modes of transportation)  
*Translation Project 2 due*

**Week 9**  
Linguistic analysis and problem-solving  
Translation exercises (thematic focus: science/technology)

**Week 10**  
Linguistic analysis and problem-solving  
Translation exercises (thematic focus: nature/wildlife)  
Reading: Armstrong, chapter 7

**Week 11**  
Linguistic analysis and problem-solving  
Translation exercises (thematic focus: environmental/ecological issues)

**Week 12**  
Linguistic analysis and problem-solving  
Translation exercises (textual focus: advertisements/corporate slogans)  
*Translation Project 3 due*

**Week 13**  
Linguistic analysis and problem-solving  
Translation exercises (textual focus: advertisements/corporate slogans)

**Week 14**  
In-class presentations

**Week 15**  
In-class presentations

Consult the official Web site of the Office of the Registrar for the date and time of the final exam.