

Frn/Spn 479
French/Spanish Capstone Seminar
2024 Summer Session

Instructor Information

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Course Description

Completion of the senior capstone project. Required of all students majoring in French or Spanish. Not applicable toward a minor.

Course Reading

[ACTFL Proficiency Guidelines \(2024\)](#)

Course Context and Learning Outcomes

The Capstone Assessment is a digital portfolio that you prepare as a bilingual website, with everything written in both English and also French or Spanish. The portfolio must contain a narrative and evidence. The narrative is your detailed explanation of what you have achieved, and the evidence is examples from your work and development while enrolled in the program.

The key to your digital portfolio is presenting and explaining evidence for each area of development covered in the rubric. This personalized project allows you to tell your story of what you have learned and how you have developed interculturally, intellectually, professionally, and spiritually. You will both look back at what you have achieved and forward at what your potential and opportunities are based on your preparation.

The capstone assessment must focus on the ACTFL Proficiency Guidelines and the goals of the Division of World Cultures and Languages. These four goals summarize the academic, professional, and spiritual objectives for your program designed around the ACTFL Proficiency Guidelines, the BJU Commitment, and the BJU Core goals:

1. **Communicate** in the target language at an acceptable level of proficiency.
2. **Compare** the products, practices, and perspectives of the source and target **cultures**.
3. Articulate in the target language a **biblical perspective** on a variety of topics.
4. Extend language use through interdisciplinary **connections** and through immersion and service opportunities in target language **communities**.

In the context of the division goals and proficiency guidelines, the capstone assessment rubric is broken down into four areas that should also be the structure of your portfolio (i.e., bilingual website):

1. *Introduction*: Introduce yourself thoroughly and explain your interest in French and your coursework.
2. *Communication*: The core of a language and culture major is developing proficiency, and in this section you must not only provide evidence (e.g., results from the OPIc, written essays, oral presentations) but also explain how the evidence demonstrates your proficiency in all three modes of communication. It is imperative that you cite the ACTFL Proficiency Guidelines in this section.
3. *Culture, Comparisons, Biblical Worldview*: The French program at BJU stands apart from similar programs at other universities in integrating a Christian worldview into every mode of communication.
4. *Connections, Communities, Professional Development*: As a French major, you should be connected to the language and culture in various ways and through various organizations that prepare your career.

Proficiency Goals

One of the primary goals in the Division of World Languages and Cultures is to help you acquire a functional use of language at the Advanced Level on the ACTFL Proficiency Scale. In the French and Spanish programs, our goal is that by the end of your studies, you will be able to perform consistently at the Advanced Mid or Low level in all modes. See the chart below for specific descriptors and how those align with each course.

| Program Proficiency Goals ¹ | | | | |
|--|--|---|--|--|
| Mode | Intermediate High | Advanced Low | Advanced Mid | Advanced High |
| <i>Interpersonal Speaking</i> | I can participate with ease and confidence in conversations on familiar topics. I can usually talk about events and experiences in various time frames. I can usually describe people, places, and things. I can handle social interactions in everyday situations, sometimes even when there is an unexpected complication. | I can participate in conversations about familiar topics that go beyond my everyday life. I can talk in an organized way and with some detail about events and experiences in various time frames. I can describe people, places, and things in an organized way and with some detail. I can handle a familiar situation with an unexpected complication. | I can express myself fully not only on familiar topics but also on some concrete social, academic, and professional topics. I can talk in detail and in an organized way about events and experiences in various time frames. I can confidently handle routine situations with an unexpected complication. I can share my point of view in discussions on some complex issues. | I can express myself freely and spontaneously, and for the most part accurately, on concrete topics and on most complex issues. I can usually support my opinion and develop hypotheses on topics of particular interest or personal expertise. |
| <i>Presentational Speaking</i> | I can make presentations in a generally organized way on school, work, and community topics, and on topics I have researched. I can make presentations on some events and experiences in various time frames. | I can deliver organized presentations appropriate to my audience on a variety of topics. I can present information about events and experiences in various time frames. | I can deliver well-organized presentations on concrete social, academic, and professional topics. I can present detailed information about events and experiences in various time frames. | I can deliver detailed presentations, usually with accuracy, clarity and precision, on a variety of topics and issues related to community interests and some special fields of expertise. |
| <i>Presentational Writing</i> | I can write on topics related to school, work, and community in a generally organized way. I can write some simple paragraphs about events and experiences in various time frames. | I can write on general interest, academic, and professional topics. I can write organized paragraphs about events and experiences in various time frames. | I can write on a wide variety of general interest, professional, and academic topics. I can write well-organized, detailed paragraphs in various time frames. | I can write extensively with significant precision and detail on a variety of topics, most complex issues, and some special fields of expertise. |
| <i>Interpretive Listening</i> | I can easily understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies. I can usually understand a few details of what I overhear in conversations, even when something unexpected is expressed. I can sometimes follow what I hear about events and experiences in various time frames. | I can understand the main idea and some supporting details in organized speech on a variety of topics of personal and general interest. I can follow stories and descriptions of some length and in various time frames. I can understand information presented in a variety of genres on familiar topics, even when something unexpected is expressed. | I can understand the main idea and most supporting details on a variety of topics of personal and general interest, as well as some topics of professional interest. I can follow stories and descriptions of some length and in various time frames. I can understand information presented in most genres, even when not familiar with the topic. | I can easily follow narrative, informational, and descriptive speech. I can understand discussions on most topics that deal with special interests, unfamiliar situations, and abstract concepts. I can sometimes follow extended arguments and different points of view. |
| <i>Interpretive Reading</i> | I can easily understand the main idea of texts related to everyday life, personal interests, and studies. I can sometimes follow stories and descriptions about events and experiences in various time frames. | I can understand the main idea and some supporting details on a variety of topics of personal and general interest. I can follow stories and descriptions of some length and in various time frames and genres. | I can understand the main idea and most supporting details in texts on a variety of topics of personal and general interest, as well as some professional topics. I can follow stories and descriptions of considerable length and in various time frames. I can understand texts written in a variety of genres, even when I am unfamiliar with the topic. | I can easily follow narrative, informational, and descriptive texts. I can understand what I read on most topics that deal with special interests, unfamiliar situations, and abstract concepts. I can sometimes understand extended arguments and different points of view. |
| Course | Frn 200-level | Frn 300-level | Frn 300/400-levels | Frn 400-level |

¹ Descriptors taken from the NCSSFL-ACTFL Can-do Statements

General Policies

Student Handbook

Compliance with student handbook policies is expected during class.

Academic Integrity

All instances of cheating and plagiarism will be reported to the division chair and then to the Academic Integrity Committee. In addition to the BJU Academic Integrity Policy, the Division of World Languages & Cultures includes the following definitions of cheating. Language courses primarily evaluate your language proficiency, and therefore all assignments done in the language that you are studying must be entirely your own work unless otherwise specified.

Cheating includes:

- Use of electronic sources not explicitly approved by the instructor for assignments. For example, you may never use for any assignment Google Translate, the Microsoft Word translate function, ChatGPT, or any other translator, chatbot or AI tool, including online dictionaries that also have a translation tool.
- Any outside help not explicitly approved by the instructor. In particular, no one other than your instructor can check your homework or proofread your papers for you, including native speaker friends or family members.

Plagiarism: Consult the BJU Student Handbook for explanations of plagiarism.

Late work

No late assignments are accepted, including for absences, unless you have unforeseen circumstances beyond your control, such as debilitating illness or emergencies.

Course Calendar

| <i>semaine</i> | <i>date</i> | <i>devoirs</i> |
|----------------|-------------|---|
| 1 | 5/6 | Syllabus, ACTFL criteria |
| 2 | 5/13 | Prepare CV and cover letter |
| 3 | 5/20 | Appointment with Career Services |
| 4 | 5/27 | Submit portfolio introduction and interdisciplinary reflection outline |
| 5 | 6/3 | Submit communication rubric |
| 6 | 6/10 | Submit culture and worldview rubrics |
| 7 | 6/17 | Submit connections and communities rubrics |
| 8 | 6/24 | Submit rough draft of complete portfolio and prepare interdisciplinary reflection |
| 9 | 7/1 | July 4th Break |
| 10 | 7/8 | Submit final portfolio |
| 11 | 7/15 | Individual meeting with professor |
| 12 | 7/22 | Give interdisciplinary presentation |
| 13 | 7/29 | -- |
| 14 | 8/5 | -- |

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