

THE INDIANA ACADEMY FOR SCIENCE, MATHEMATICS, and the HUMANITIES

French 201 Syllabus

Fall 2017

Instructor: Madame Jennifer Robinson
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Meeting times: M, W-F @ 11-11:50am, BU 116

Office Hours: M - 8:30-10am & 12:30-1:40pm
T - by appointment
W - 8:30-10am & 12:30-1:40pm
R - 8:30-10am & 3-4:30pm
F - 8:30-10am & 12:30-1:40pm

If these hours do not work with your schedule, e-mail me to request an appointment.

I will reply to emails received by 9:00pm

French 201 is available for dual credit through Ball State University

(You must complete Academy FR 201/202 for Dual Credit in BSU FREN 201)

Resources

- Tufts, Clare and Hannelore Jaraus. *Sur le vif*. 3rd edition. Boston: Heinle and Heinle, 2001.
- Emphasis will be placed on a variety of authentic resources from literature, film, music, journals and the Internet

Course Description: French 201 is intended to further develop students' knowledge of the language and culture of the Francophone world. Emphasis will be placed on improving proficiency in interpretive, interpersonal and presentational communication through listening, speaking, reading, and writing at the intermediate level. The course, in addition to class meetings, includes language laboratory practice using recordings on the web, workbook assignments, computer assisted instruction, and readings in the textbook. The design of the course, consisting of a series of smaller scoring components rather than a few large tests, rewards students who study systematically and consistently from the beginning. Daily attention to assignments should result in an enriching and enjoyable learning experience, while achieving the course goal: to provide a multi-faceted exposure to French language and culture as well as promoting communicative proficiencies through communicative teaching techniques.

This course will be conducted primarily in French, and students are expected to use French as much as possible (see *Barème de Participation*). It is natural that you will not understand everything you read and hear, but if you are patient, committed and enthusiastic, you will be surprised at your progress over the semester.

Course Objectives: The overall goal of the course is to improve the students' basic skills in all four areas of proficiency in language learning: speaking, understanding, reading, and writing. More specifically, students should be able to:

- understand the French of native speakers in a variety of contexts and representing a variety of francophone cultures;
- understand nontechnical written texts from a variety of sources (magazine and newspaper articles, literary texts, letters, etc.);
- achieve a level of oral and written expression that would be comprehensible to the nonsympathetic (i.e. not the teacher) native listener or reader; and
- grow in their knowledge of francophone cultures.

"To study another language and culture gives one the powerful key to successful communication: *knowing how, when, and why, to say what to whom.*" *Standards for Foreign Language Learning in the 21st Century, 3rd Edition Revised* (NSFLEP, 2006).

Grading Scale

90-100% A
88-89% B+
83-87% B
80-82% B-
78-79% C+
73-77% C
70-72% C-
69% & D*
below

Your final grade is composed of:

20% - Reading (IPA*)
20% - Listening (IPA)
20% - Speaking (IPA)
20% - Writing (IPA)
20% - Miscellaneous (daily work, formative assessments, quizzes, homework, projects).

*Integrated Performance Assessments

Attendance Policy You are expected to attend all classes. You will be considered tardy if you arrive after the beginning of class. If you are ten minutes late or more, you will be considered absent, but are invited to attend the class session anyway so you will not fall behind.

Course Expectations

Please come prepared for class each day by bringing:

1. Any homework that is due
2. A folder or binder for French
3. Loose-leaf paper
4. French text(s)
5. Writing utensils (pencil, pens – blue or black ink for assignments, plus red or green for corrections)

N.B. At times, you will be asked to view videos or slide presentations before class. It is essential to your successful completion of the day's tasks (and therefore your participation grade) that you view the assignments.

Be Prepared, focused and ready to learn something new in every class.

Be Proactive, spend time outside of class preparing for the day. Make flashcards, watch videos, and ask questions when you don't understand.

Participate. Engagement and participation in class are highly encouraged. Be brave and try out your new skills. Speak French in class every day.

Be Responsible. Take responsibility for your learning by seeking outside opportunities to strengthen your language skills. Ensure all assignments are submitted according to deadlines. Class attendance is also important to help you benefit from the course.

Be Respectful towards teacher, classmates, and the environment. Encourage one another and stay united as a team!

Participation You cannot learn a language without taking risks and speaking it in class. Your participation in class is very important, and will have an effect on all aspects of your grade. You will receive a weekly participation grade on top of any formative and/or summative assessments. See *Barème de Participation*.

Use of Technology We will consult a variety of authentic resources online that are useful to language learning, so you should bring a device (phone, laptop, tablet) to class daily. However, all electronic devices are to remain off unless otherwise instructed. The unauthorized use of a device is strictly forbidden and will result in a warning the first time the student is caught and confiscation of the device the second time. In addition, your attendance will be recorded as "unauthorized use of device" and consequences will occur. The authorized online dictionary is www.wordreference.com and its downloadable app. The use of Google Translate or other translating sites, devices or software is strictly forbidden. (See Academic Integrity below).

Electronic communication I will post the course syllabus, schedule changes, practice exercises, additional activities and announcements on Blackboard. You are responsible for checking Blackboard and PowerSchool on a regular basis so you do not miss anything.

Make-up Work It is your responsibility to find out what announcements and assignments have been missed after an absence.

Whether excused or unexcused, you may not use an absence as a reason for not being prepared or failing to turn in work. It is your responsibility to check Blackboard or with me to learn what we went over and what to prepare for next time. If your absence will be excused, you must provide me with appropriate, timely documentation in advance of your absence. If an emergency causes your absence, notify me immediately and supply appropriate, timely documentation in order to schedule a make-up or receive credit for late work. This is only allowed in extreme cases. **Make up tests and quizzes, as well as oral and listening comprehension grades will be given during office hours. All work missed due to an unexcused absence will be a zero. NO EXCEPTIONS!!!**

Late Work Late assignments will be accepted for **half credit** if you hand them in the NEXT DAY. Remember that this is still an "F," but it is better than a zero. All late work must be labeled LATE. Work handed in more than one day late will NOT be accepted for a grade (but you are encouraged to submit it in a timely manner for feedback purposes).

Diversity Statement Ball State University aspires to be a university that attracts and retains a diverse faculty, staff, and student body. We are committed to ensuring that all members of the community are welcome, through valuing the various experiences and worldviews represented at Ball State and among those we serve. We promote a culture of respect and civil discourse as expressed in our Beneficence Pledge and through university resources found at <http://cms.bsu.edu/campuslife/multiculturalcenter>.

Disabilities or Special Needs If any disability requires course adaptations or accommodations, if emergency medical information needs to be shared with me, or if any special arrangements must be made in order to evacuate the building, please advise me at your earliest convenience.

Academic Integrity Honesty, trust, and personal responsibility are fundamental attributes of the Indiana Academy community. Because language should be communicative, students are encouraged to collaborate in their studying. You may make judicious use

of advice from native speakers and tutors. However, this does not mean copying someone else's work or letting someone copy your work. It means working with a partner to gain a better understanding of the material, drill conjugations and vocabulary, read the literature together, etc. All work that you turn in—in *class or otherwise*—must be your own and completed without **any** kind of outside assistance. If you have questions about what constitutes “your own” work, please see me. **The use of electronic translators of any kind is strictly forbidden in and outside the classroom. Plagiarism will not be tolerated. Academic dishonesty will result in a grade of zero for the assignment and other penalties outlined in the Student Handbook.**

Courses in French Language and the Indiana Academy for Science, Mathematics, and Humanities

French 201 is a *University Core Curriculum Course* that seeks to implement the goals of the Ball State University Core Curriculum Program. A description of the role of language courses in the University Core curriculum Program follows:

The American Council on the Teaching of Foreign Language (A.C.T.F.L.) has developed a series of National Standards for Foreign Language Learning as part of the Goals 2000 initiative. Their philosophy is that language and communication are at the heart of the human experience. The United States must prepare students to communicate linguistically and culturally if they are to participate successfully and to maintain proficiency in English and at least one other language, modern or classical. The Council believes that, regardless of the reason for study, foreign languages have something to offer everyone. It is with this philosophy in mind that the standards task force identified five goal areas that encompass all of these reasons: **Communication, Cultures, Connections, Comparisons, and Communities** the Five C's of world language education.

1. **Communication** is at the heart of second-language study, whether the communication takes place face-to-face, in writing, or across centuries through the reading of literature.
2. Through the study of other languages, students gain a knowledge and understanding of **cultures** that use that language and, in fact, cannot truly master the language until they have also mastered the cultural contexts in which the language occurs.
3. Learning languages provides **connections** to additional bodies of knowledge that may be unavailable to the monolingual English speaker.
4. Through **comparisons and contrasts** with the language being studied, students develop insight into the nature of language and the concept of culture, and they realize that there are multiple ways of viewing the world.
5. Together, these elements enable the student of languages to participate in the multilingual **communities** at home and around the world in a variety of contexts and in culturally appropriate ways. An ability to engage in lifelong education by learning to acquire knowledge and to use it for intelligent ends.

In addition to contributing to the realization of the A.C.T.F.L. National Standards for Foreign Language Learning, courses in French at The Indiana Academy for Science, Mathematics, and Humanities and Ball State University reflect the goals and objectives of the University Core Curriculum program by helping students to develop knowledge, skills, and values that all graduates of the University are expected to share. By taking a class in French, students will progress toward the University Core Curriculum Goals listed in the University Catalogue. Students of French should therefore acquire:

1. An ability to communicate at a level acceptable for college graduates.
We live today in a global village and are closer than ever before to the myriad cultures of the world. The ability to communicate directly with those other peoples is more than ever the mark of an educated person. There is also considerable evidence that the study of languages improves the understanding of one native language.
2. An ability to clarify one's personal values and to be sensitive to those held by others.
Few experiences have a more profound impact upon one's understanding of the relativity of one's own cultural values and the predominance of the world of other values than a close encounter with another language. At a more personal level, the experience of studying, assimilating, and eventually emulating foreign linguistic and cultural codes provides an exceptional perspective on how modes of thinking and communicating are central to our fundamental selves.
3. An ability to recognize and seek solutions for the common problems of living by drawing on knowledge of historical and contemporary values and the elements of the cultural heritage related to those events.
The study of modern languages has always included elements of history, culture, and geography, all of which play a significant role in highlighting the problems of living encountered by all peoples, including our own. The window that a language course opens onto the intimate workings of another society provides an especially privileged view of those very problems of living that we must confront every day.
4. An ability to work with others to solve life's common problems.
In addition to providing insight into the lives of other peoples, language study offers students an unsurpassed opportunity to work cooperatively with their peers. Students often work in small groups with their classmates to use the foreign language as a vehicle for discussion as well as to share discoveries about the language and culture. The very process of language learning is collaborative.
5. An ability to assess one's unique interests, talents, and goals and to choose specialized learning experiences that will foster their fulfillment.

Students of modern languages are encouraged to view their acquisition of language in the context of their specialized interests. In addition to providing students with specific skills, the acquisition of which engages a unique set of aptitudes, language classes address a wide range of interests that fall outside the immediate context of language-learning. These range from the traditional academic discipline, such as history and philosophy, to applied arts, such as telecommunications, music, and architecture, and they include professional careers in the liberal professions, government, and industry.

Course Plan The instructor has the right to change this schedule as the semester progresses. Any changes will be announced in class and on Blackboard.

Week	Dates	Theme	ACTFL Can-Do Statements
Quarter 1			
1	14-18 août	Le français dans le monde What is Proficiency ? Intro to the Can-Do Statements	
2	21-25 août	La routine quotidienne	Interpersonal Communication: I can exchange some information about my daily routine. Presentational Speaking: I can tell about my daily activities using phrases and simple sentences. Presentational Writing: I can write about my daily activities using practiced material. Interpretive Listening: I can understand simple information about a character's daily activities in a cartoon video. Interpretive Reading: I can identify some information from an article about someone's daily routine.
3	28 août – 1er septembre	La routine quotidienne	
4	4-8 septembre* *Labor Day	La routine quotidienne **IPA le 7-8 septembre	
5	11-15 septembre	L'école en France	Interpersonal Communication: I can exchange some information about my school and school schedule Presentational Speaking: I can tell about my classes and my school Presentational Writing: I can write about differences between my school and a French school Interpretive Listening: I can understand simple information about a school in a video Interpretive Reading: I can identify some information from an article about education in France
6	18-22 septembre	L'école en France	
7	25-29 septembre	L'école en France **IPA le 28-29 septembre	
8	2-6 octobre	Les immigrés et les migrants	Presentational Speaking: I can retell a story based on pictures Presentational Writing: I can write a letter using practiced materials Interpretive Listening: I can understand simple information about (im)migrants from a short video Interpretive Reading: I can identify some information from an article about the migrant crisis
9	9-13 octobre	Les immigrés et les migrants	
Quarter 2			
10	*16-20 octobre *vacances d'automne	Les immigrés et les migrants	Interpersonal Communication: I can talk about travel and what I plan to do on a trip Presentational Speaking: I can present a topic from a lesson based on pictures I can describe an imaginary trip I took Presentational Writing: I can write about a topic from a lesson using pictures or photos Interpretive Listening: I can understand simple facts about things to do on vacation Interpretive Reading: I can identify the main idea of an authentic text I can sometimes understand descriptions of events and experiences in the past tense
11	23-27 octobre	Les immigrés et les migrants **IPA le 26-27 octobre	
12	30 octobre – 3 novembre	Le voyage	
13	6-10 novembre	Le voyage	Interpersonal Communication: I can talk about historical events Presentational Speaking: I can present a topic from a lesson based on pictures I can describe a castle Presentational Writing: I can write about a topic from a lesson using pictures or photos Interpretive Listening: I can understand simple facts about castles in medieval France Interpretive Reading: I can identify the main idea of an authentic text I can sometimes understand descriptions of events and experiences in the past tense
14	13-17 novembre	Le voyage	
15	20-24 novembre	THANKSGIVING	
16	27 novembre – 1er décembre	Les châteaux	Interpersonal Communication: I can talk about historical events Presentational Speaking: I can present a topic from a lesson based on pictures I can describe a castle Presentational Writing: I can write about a topic from a lesson using pictures or photos Interpretive Listening: I can understand simple facts about castles in medieval France Interpretive Reading: I can identify the main idea of an authentic text I can sometimes understand descriptions of events and experiences in the past tense
17	4-8 décembre	Les châteaux	
18	11-15 décembre	Les châteaux ** IPA during Finals Week	
19	19-22 décembre	Final Exams	

Barème de Participation

<p>A</p> <p>Your participation is outstanding</p> <p>9-10 points</p>	<ul style="list-style-type: none"> • You are always eager to speak French. You ask and answer questions, speak in complete sentences when appropriate, and take language risks. You use only French during the class period. • You voluntarily raise your hand and participate many times during each class with very high accuracy for the materials covered in the class. • You are FULLY prepared for class with all the homework completed on time with very few errors. • You are in class on time and always ready to participate. • You are cooperative and respectful towards the class, peers, and the instructor. • Your group work is enthusiastic and busy. You always go beyond the minimum and you are always fully engaged in what you are doing. • If you use an electronic device, it is only to access assigned activities.
<p>B</p> <p>Your participation is very good</p> <p>8 points</p>	<ul style="list-style-type: none"> • You are always eager to speak French. You ask and answer questions and speak in complete sentences some or most of the time. You speak French almost exclusively. • You voluntarily raise your hand and participate during each class. • You are in class on time and always ready to participate. • You are FULLY prepared for class with all the homework completed with some errors. • You are cooperative and respectful towards the class, peers, and the instructor. • Your group work is enthusiastic and often goes beyond the minimum. • If you use an electronic device, it is only to access assigned activities.
<p>C</p> <p>Your participation is satisfactory</p> <p>7 points</p>	<ul style="list-style-type: none"> • You rarely speak French unless you are called upon. You use English on several occasions during class. You sometimes or often do not speak in complete sentences. • You rarely voluntarily raise your hand to participate. • You are in class on time. • Your participation demonstrates that you prepared somewhat for class, but could have done a better job preparing. • You are cooperative and respectful towards the class, peers, and the instructor. • Your group work is very limited in scope. You often do the minimum asked of you. • If you use an electronic device, it is only to access assigned activities.
<p>D</p> <p>Your participation is deficient</p> <p>6 points</p>	<ul style="list-style-type: none"> • You use more English than French. You rarely speak in French. • You do not volunteer in class. • You come to class unprepared. There is no evidence that you have completed your homework. • Your group work is not active. You do the minimum. • You use an electronic device for a reason other than accessing the assigned activities
<p>F</p> <p>Your participation is unsatisfactory</p> <p>0 points</p>	<ul style="list-style-type: none"> • You use more English than French. You never speak French. • You do homework for another class. • You are absent from class. • You are resting, sleeping or “tuned-out” in class. • You do not participate in group work. • You use an electronic device for a reason other than accessing the assigned activities.