

THE INDIANA ACADEMY FOR SCIENCE, MATHEMATICS, and the HUMANITIES

Accelerated French I, Fall 2021

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Office hours: MTWThF: 11-12:30 **and by appointment**
Class times: MWThF: 9-9:50am
Location: Burriss 121

This course is available for dual credit through Ball State University.

Textbook: Terrell, Rogers, Kerr, and Spielmann. *Deux mondes : A Communicative Approach*. Fourth Edition. New York: McGraw Hill, 2002.

Course description : French 101 will develop students' knowledge of the language and culture of the francophone world. Emphasis will be placed on improving proficiency in reading, writing, speaking, and listening at the beginning level. This course may include readings from the textbook, films, presentations, and other activities. In-class activities focus on active language use, which involves interacting meaningfully with other class participants and developing communicative strategies.

This course is conducted primarily in French, and students are expected to use French as much as possible. It is natural that you will not understand everything that you read or hear, but if you are patient and committed, you will make progress over the course of the semester.

Course goals:

1. To develop listening comprehension and oral proficiency in French through class discussion, lab work, and small group activities designed to encourage the use of French.
2. To improve written communication through compositions and guided writing assignments.
3. To deepen cultural understanding and heighten sensitivity to cultural differences by reading literary and cultural texts, viewing films, and researching contemporary topics in the francophone world.
4. To develop reading comprehension and expand vocabulary through reading assignments and in-class discussions.
5. To learn French grammatical structures necessary to support communicative skills and develop greater accuracy in spoken and written French through a sequenced study of linguistic structures, in-class activities, and related homework assignments. To be able to communicate in the present, future, and past tenses.

Grading scale:

93-100 A

90-92 A-

87-89 B+

83-86 B

80-82 B-

77-79 C+

73-76 C

70-72 C-

0-69 D*

Grading components:

Written exams 30% (there will be 4 exams, one after each chapter)

Homework 15%

Participation 20%

Compositions 20%

Oral activities (skits, cultural presentations, or oral exams) 15%

Written exams: Chapter exams will be given after each chapter in the textbook. Exams normally include sections focused on grammar, vocabulary, writing and/or reading. I will drop the lowest exam score at the end of the semester. There are no make-ups on exams without an approved excuse. It is your responsibility to contact me if you would like to make up an exam due to an excused absence. At least one class period will be devoted to a review session before the exam. Occasionally, I may assign a chapter project instead of giving a chapter test.

Homework: Homework will be submitted on Canvas and is due by 9:00am (at the beginning of your class time). You must have your work completed at the beginning of class in order to earn full credit. I will drop the lowest homework grade at the end of the semester.

Compositions give students an opportunity to use the French language in a creative way. Students will complete multiple drafts. Sometimes, the first draft of the composition will be completed in class. The first draft counts as a homework assignment. The final version will be graded.

Oral activities may include skits, oral conversation exams, and cultural presentations.

Skits allow students to use the language in a creative way by combining structures, vocabulary, and themes that they have studied during the semester.

Oral exams give students an opportunity to have a conversation in French with a partner. Possible topics for the conversation and more details will be given a week or so before the oral exam.

The **cultural presentation** is a short presentation in French on a topic of your choice. You will research a topic of interest to you and share what you have learned with the class. These presentations will take place at the end of the semester.

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 or read 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 participation grade on top of any formative and/or summative assessments. See *Barème de Participation*.

Use of Technology 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 unauthorized use of a device will negatively affect your class participation grade (see participation rubric.) 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, assignments, schedule changes, practice exercises, additional activities and announcements on Canvas. You are responsible for checking Canvas 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 Canvas or with a classmate 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.
All work missed due to an unexcused absence will be a zero.

Late Work Late assignments will be accepted for **half credit** if you hand them in the NEXT DAY. Remember that this is still a “D*,” but it is better than a zero. **Work handed in more than one day late will NOT be accepted for a grade.**

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.

INDIANA ACADEMY MASK POLICY

Indiana Academy Mask Policy

The Indiana Academy will follow [Ball State University’s mask policy](#) (see Section IV). Based on current CDC guidance recommending the wearing of face masks for all people—regardless of vaccination status—in public indoor settings in communities where the rate of coronavirus transmission is high or substantial, all employees, students, and campus visitors are required to wear a mask while inside any University building. This requirement is effective on August 9, 2021. Fully vaccinated people are not required to wear masks outdoors.

Individuals who are not fully vaccinated for COVID-19 are required to wear face masks while inside campus buildings and outside when physical distancing cannot be maintained.

If a student declines to wear a face mask as required, the student will be referred to the Director of Academic Affairs or the Director of Residential Affairs. If the situation occurs in a classroom or other academic setting, it is considered a classroom management issue, and the teacher will remind the student of the requirement and give the student a chance to comply with it prior to referring the matter to the Director of Academic Affairs or the Director of Residential Affairs. Wearing masks is crucial to preventing the spread of COVID-19 to others.

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.**

Course Plan => This course schedule is subject to modification in response to student needs. Any changes will be announced in class.

Week	Dates	Theme	ACTFL Can-Do Statements
Quarter 1			
1	16-20 août	Le français dans le monde / What is Proficiency? / Premières rencontres	Interpersonal Speaking I can greet my peers. I can introduce myself to someone. I can respond to yes/no questions about my school supplies.
2	23-27 août	Premières rencontres, le monde étudiant	Presentational Speaking I can recite words and phrases that I have learned. I can count from 1-10.
3	30 août – 3 septembre *4-7 septembre: Labor Day Extended break	Le monde étudiant	I can say the date and the day of the week. I can list the months and days of the week. I can name the items in my backpack and the classroom. I can state the names of familiar classroom objects in pictures using words or memorized phrases. I can introduce myself to a group I can recite short memorized phrases such as the date, my birthday, how I am, etc.
4	8-10 septembre	Le monde étudiant	Presentational Writing I can copy some characters or letters and words that I see on the wall or board, in a book, or on the computer I can write words and phrases that I have learned such as the date, greetings, school supplies and classroom objects. I can label classroom objects on a picture. Interpretive Listening I can occasionally identify the sound of a word. I can occasionally understand isolated words that I have memorized, particularly when accompanied by gestures or pictures. Interpretive Reading I can recognize a few letters. I can connect some words and phrases to their meanings
5	13-17 septembre	Le monde étudiant Chapitre 1 : ma famille et moi	Interpersonal Speaking I can answer a variety of simple questions about what I like and dislike I can tell someone what I like and dislike. I can ask simple questions about what others like I can answer questions about my family and talk about my family and others' families.
6	20-24 septembre	Chapitre 1 : ma famille et moi	Presentational Speaking I can present information about myself and my family, such as our names, our

7	27 septembre – 1er octobre	Chapitre 1 : ma famille et moi	personalities, and what we like to do. Writing I can write about my family members, their ages, relationship to me, and what they like to do.
8	4 octobre- 8 octobre *9 octobre- 12 octobre : Fall break	Chapitre 1 : ma famille et moi Chapitre 2 : La vie quotidienne et les loisirs	Listening: I can understand when someone gives me information about their family. Reading: I can understand descriptions of family members, their personalities, and physical characteristics.
9	13 octobre- 15 octobre	Chapitre 2 : La vie quotidienne et les loisirs	

10	18-22 octobre	Chapitre 2 : La vie quotidienne et les loisirs	<p>Interpersonal Speaking I can answer a variety of simple questions about what people are wearing I can ask and understand how much something costs I can ask and identify important information about the weather using a map I can talk about everyday activities I can talk about what I am going to do (future activities) I can talk about what I want to do and what I can do</p> <p>Presentational Speaking I can describe what I am wearing I can describe what others are wearing</p> <p>Presentational Writing I can make an infographic suggesting appropriate clothing for different weather situations</p> <p>Interpretive Listening I can identify people by listening to a description of what they are wearing I can understand some facts about weather when weather symbols are used I can recognize some common weather expressions</p> <p>Interpretive Reading I can understand a reading about everyday activities I can understand website descriptions of clothing items to make an appropriate purchase I can check off words or phrases on a shopping list</p>
11	25-29 Octobre	Chapitre 2: La vie quotidienne et les loisirs Chapitre 3: En ville	<p>Interpersonal Speaking I can talk about the city and things to do. I can talk about locations. I can talk about transportation. I can ask for directions and I can ask for what I need when shopping.</p>
12	1-5 novembre	Chapitre 3: En ville	<p>Presentational Speaking I can present information about what I like to do downtown. I can give directions and tell people where places are located. I can tell a story about what people do for fun on the weekends in a city.</p>
13	8-12 novembre	Chapitre 3: En ville	<p>Presentational Writing I can write about city life and transportation. I can write about what people do for fun in the city.</p> <p>Interpretive Listening I can understand when someone gives directions and information about a place.</p> <p>Interpretive Reading I can read about places in Montréal.</p>
14	15-19 novembre Thanksgiving Break: Nov 20-28	Chapitre 3 : En ville Chapitre 4 : La maison et le quartier	<p>Interpersonal Speaking I can discuss a house and its furnishings. I can discuss the household chores that I do.</p> <p>Interpretive Listening I can understand written and recorded texts about homes, furnishings and chores.</p> <p>Presentational Speaking I can describe my house or a house that I see in a picture.</p> <p>Interpersonal Speaking I can interview a friend about their household responsibilities</p>
15	29 novembre- 3 décembre	Chapitre 4: la maison et le quartier Cultural presentations	<p>Interpretive Reading I can understand an infographic about how much time people spend on chores</p> <p>Interpretive Listening I can understand written and recorded texts about household chores</p> <p>Presentational Writing I can write a paragraph about my personal responsibilities around the house I can say what chores others do around the house I can write about a house and a neighborhood.</p>
16	6-10 décembre	Chapitre 4 : la maison et le quartier Cultural presentations	
17	13-17 décembre	Final exams	

Exam dates:

Sept 17th – Premières rencontres et le monde étudiant

Oct 8th – Chapitre 1 : ma famille et moi

Oct 29th – Chapitre 2 : la vie quotidienne et les loisirs

Nov 19th – Chapitre 3 : en ville

December 10th – Chapitre 4 : la maison et le quartier

Composition dates :

le 27 septembre : Composition #1: first draft is due. The final version will be due Oct 8th.

le 5 novembre: Composition #2: first draft is due. The final version will be due Nov 18th.

⇒ **The exam and composition dates are subject to modification in response to student needs. Any changes will be announced in class.**

Barème de participation :

A

Your participation is outstanding. You are always eager to speak French. You ask and answer questions, speak in complete sentences, and take risks with French. You use only French during the class period.

You volunteer and raise your hand many times during each class with very high accuracy for the material covered in class.

You are fully prepared for class with all of the homework completed on time with few errors.

You are in class on time and ready to participate.

You are cooperative and respectful towards your peers, the class, and the instructor.

Your group work is enthusiastic and busy. You go beyond the minimum and you're always engaged.

If you use an electronic device, it is only to access assigned activities or to look up the definition of a word on wordreference.com

B

Your participation is very good. You're always eager to speak French. You ask and answer questions some or most of the time. You speak French almost exclusively.

You raise your hand and voluntarily participate during each class.

You come to class on time and ready to participate.

You are fully prepared for class with all of the homework completed with some errors.

You are cooperative and respectful toward your peers, the class, and your instructor.

Your group work is enthusiastic and goes beyond the minimum.

If you use an electronic device, it is only to access the assigned activities or wordreference.com.

C

Your participation is satisfactory.

You rarely speak in class unless you are called on. You use English on several occasions during class. You sometimes or often do not speak in complete sentences. You rarely volunteer to participate.

You are in class on time. You have prepared somewhat for class, but could have done a better job preparing.

You are cooperative and respectful toward the class, your peers, and your instructor.

Your group work is limited in scope. You often do the minimum asked of you.

If you use an electronic device, it is only to access the assigned activities or wordreference.com

D*

Your participation is deficient. You use more English than French.

You do not participate in class activities.

You do not volunteer in class.

You come to class unprepared. There is no evidence that you have completed your homework.

You are sleeping, doing homework for another class, or not paying attention in class.

Your group work is not active. You do the minimum or you do not participate in group work.

You use an electronic device for a reason other than accessing the assigned activities.

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

French 101 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's 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.