**THE INDIANA ACADEMY FOR SCIENCE, MATHEMATICS, and the HUMANITIES**

**Accelerated French I, Spring 2024**

Instructor: Dr. Maria Slocum Office hours: 1-3pm MWF, 1-2:30pm Thurs; 2.5 hours on Tuesday by appointment

Office:151 Wagoner \*Additional meeting times are available by appointment.

Ball State University

Muncie, IN 47306

765-285-7401 (office)

[mlslocum@bsu.edu](mailto:mlslocum@bsu.edu)

Course meeting times: 10-10:50am, BU204

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 102 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, 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. Topics covered in chapters 3-5 include places and transportation in a city, giving directions, the house and the neighborhood, and talking about what happened in the past.

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:**

Chapter tests 35%

Homework 20%

Participation 25%

Oral activities (skits, cultural presentations, projects, and oral exams) 20%

**Written exams**: Chapter exams will be given after each chapter in the textbook. Exams cover the material in the chapter and normally include sections focused on grammar, vocabulary, writing and/or reading. There are no make-up 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. **Exams must be made up within one week of the date that the exam was given.** Make-up exams will be given during office hours. At least one class period will be devoted to a review session before the exam.

**Homework**: Completing homework on time is essential for practicing your language skills. Homework is due on Canvas by the beginning of class on the due date. **You must have your work completed by the beginning of class to earn full credit.** All assignments must be submitted on Canvas by the due date. Late work will be accepted for half credit if you turn it in **by the next class day**. **Work submitted more than one day late will not be accepted for a grade**. I will drop the lowest homework grade at the end of the semester.

**Oral activities** **may include skits, oral conversation exams, projects, 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.

**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 textbook and French dictionary
5. Writing utensils (pencil, pens – blue or black ink for assignments, plus red or green for corrections)

**How to succeed in this class:**

1. Arrive in class on time and be prepared to participate.
2. Put away your cell phones and other electronic devices (including headphones, airpods/earbuds) and refrain from using them during class.
3. When your instructor or a classmate is talking to the class, pay attention.
4. Bring the required materials (textbook, paper dictionary, pencils, and paper) to class every day.
5. Check Canvas daily. Keep up with your assignments by working on them every day and submitting them on time. Read the assigned pages, take notes, and do the homework. Check your answers. Make corrections. Learn from your mistakes. Ask questions in class. Practice every day.
6. Note that each test covers the material in that chapter (vocabulary, grammar, listening comprehension, and writing). Doing the homework and making corrections, completing the practice exercises, and reviewing activities in the chapter will give you a good idea of what to prepare.
7. Study and review vocabulary and verbs every day.
8. Participate actively in all class activities with enthusiasm. Be willing to work with anyone. Take your time when practicing writing or new grammatical structures and verbs. Check your work. Ask questions. Ask for feedback. Volunteer every day.
9. Speak French during the class activities and take advantage of all opportunities to practice. If you finish an activity before your classmates, use the time productively to write (more) in French, study your vocabulary, verbs, and new grammatical structures.

**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, study the vocab and grammar, and ask questions when you don’t understand.

**Participate.** Engagement and participation in class are expected and required. 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. Behaviors that negatively affect your participation grade include unexcused absences, arriving late to class, cell phones, not bringing required materials to class, not paying attention in class, and refusing to participate in class activities. See *Barème de Participation.*

**Use of Technology** All electronic devices are to remain off unless otherwise instructed. The unauthorized use of a device will negatively affect your class participation grade (see participation rubric.) The authorized online dictionary is [www.wordreference.com](http://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). **Use your paper dictionary and your textbook for your writing assignments, including creative writing, skit scripts, and any other homework or classwork. No electronic resources are allowed.**

**Electronic communication** I will post the course syllabus, 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.

**Indiana Academy Unexcused Absence Policy**

**It is the policy of the Indiana Academy that any absence from class is unexcused, except for illness, death in the family, college or school-related activities, and extenuating circumstances. When a student is absent from a class, the instructor reports the student absence to the Faculty Attendance Coordinator in the Office of Academic Affairs. Unless the absence is excused by a school official, it is considered unexcused. The decision as to whether an absence is excused is not determined by the instructor.**

**You are expected to attend every class. Four (4) or more unexcused absences will lead to academic and residential consequences beyond the scope of this class determined by the Office of Academic Affairs (i.e., residential groundings, parent/principal conference, and/or detention).**

**Assignments, presentations, projects, and tests missed due to absences will be handled according to the late work policy of this class (see make-up work and late work policies below).**

**Unexcused absences will negatively affect your participation grade.**

**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. **Make up tests will be given during office hours. 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**.**](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. **Use your paper dictionary and your textbook as resources for your assignments. Handwrite your writing assignments, including your creative writing, skit scripts, practice exercises, review sheets, and other in-class assignments or homework**. No electronic resources are allowed on any assignments. 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.

**Humanities Division Statement on AI:**

The Humanities Division recognizes that artificial intelligence (AI) provides some exciting new tools for academic work. However, AI also poses significant dangers for academic integrity. Passing off as your own any research, words, or ideas which you did not create is plagiarism. That is always the case whether the source is print, internet content, or generated by AI. It is vital to read the policies your individual humanities instructors have regarding AI, and ask them any questions you may have about the use of AI in their course.

**Instructor’s Statement on AI and other electronic tools:**

The use of electronic translators, such as Google Translate, or AI tools constitutes an act of plagiarism; therefore, no credit will be given for work in which there is evidence that such tools were used.I want you to use your own words (your own vocabulary in French that you have learned in class) and your own ideas in your assignments, both in class and out of class.

## **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** |
|  | | | |
| 1 | 4-5 janvier | Chapitre 3 : En ville | Interpersonal Speaking: I can give directions. I can describe my dream house. I can describe where places are located.  Presentational Speaking and writing: I can describe my dream house in detail, using vocabulary from the chapter. I can talk about my neighborhood.  Reading: I can read and understand a text about “le vieux Montréal” or about “les banlieues”. |
| 2 | 8-12 janvier | Chapitre 3: En ville |
| 3 | 17-19 janvier  \*MLK Day 15 janvier, no class | Chapitre 3: En ville |
| 4 | 22-26 janvier | Chapitre 3 : En ville |
| 5 | 29 jan- 2 février  \*3-5 février  Extended weekend | Chapitre 3 : En ville  Chapitre 4 : La maison et le quartier | Interpersonal Speaking: I can give directions. I can describe my dream house. I can describe where places are located.  Presentational Speaking and writing: I can describe my dream house in detail, using vocabulary from the chapter. I can talk about my neighborhood.  Reading: I can read and understand a text about “le vieux Montréal” or about “les banlieues”. |
| 6 | 7-9 février | Chapitre 4 : La maison et le quartier |
| 7 | 12-16 février | Chapitre 4 : La maison et le quartier |
| 8 | 19-23 février | Chapitre 4 : La maison et le quartier |
| 9 | 25 fév-29 fév  \*2-10 mars : vacances de printemps | Chapitre 4 : La maison et le quartier  Chapitre 5 : Dans le passé |

|  |  |  |  |
| --- | --- | --- | --- |
| 10 | 11-15 mars | Chapitre 5 : Dans le passé | Interpersonal Speaking: I can give directions. I can describe my dream house. I can describe where places are located.  Presentational Speaking and writing: I can describe my dream house in detail, using vocabulary from the chapter. I can talk about my neighborhood.  Reading: I can read and understand a text about “le vieux Montréal” or about “les banlieues”. |
| 11 | 18-22 mars | Chapitre 5 : Dans le passé |  |
| 12 | 25 mars-29 mars | Chapitre 5 : Dans le passé |
| 13 | 2-5 avril  \*30 mars- 1er avril: Extended | Chapitre 5 : Dans le passé  Chapitre 6 : L’enfance et la jeunesse |
| 14 | 8-12 avril | Chapitre 6 : l’enfance et la jeunesse |  |
| 15 | 15-19 avril | Chapitre 6 : l’enfance et la jeunesse |
| 16 | 22 avril- 25 avril  \*26-28 avril: extended weekend | Chapitre 6 : l’enfance et la jeunesse |
| 17 | 29 avril- 3 mai | Chapitre 7 : À table !  Projects, oral activities |

**6-10 mai : final exams**

**\*Exam dates (tentative):**

Jan 31st: chapitre 3 : En ville

Feb 28th – Chapitre 4 : La maison et le quartier

April 4th – Chapitre 5 : Dans le passé

May 1st – Chapitre 6 : L’enfance et la jeunesse

**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 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 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 volunteer in class.

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

You arrive late to class.

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, modem 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.

1. 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.

1. 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.

1. 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.

1. 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.