FRENCH II
Department of English & Modern Languages
Angelo State University
Spring 2018

Instructor: Antonia Parras Albero  E-mail: aparrasalbero@angelo.edu  Phone: (325) 486-6165
Course Section: FRENCH 1302-010  Days/Time: MWF 11:00-11:50 am  Location: Academic 107
Consultations: Mondays, Wednesdays, and Fridays from 9-11 a.m. and 12-1 p.m.
Other consultations by appointment.

Office hours are also for remedial purposes. Please contact me early on if material is unclear to you or if you have any other questions regarding the class. You are most likely to make contact by e-mail. I expect everyone to meet me during office hours at least once, the earlier in the semester, the better. There will be a sign-up sheet on my office door for appts.

Mission statement of Angelo State University:
Angelo State University, a member of the Texas Tech University System, delivers undergraduate and graduate programs in the liberal arts, sciences, and professional disciplines. In a learning-centered environment distinguished by its integration of teaching, research, creative endeavor, service, and co-curricular experiences, ASU prepares students to be responsible citizens and to have productive careers. (Intercultural competence, including some second language awareness, will almost certainly be required for success in tomorrow’s world.)

Departmental purpose: to help students acquire the ability to read, write, speak, and understand world languages, and to appreciate and evaluate other literatures and cultures...to prepare students for certification to teach in the public schools....

My personal and professional goals: to heighten awareness of the role of language in society; to encourage exploration of various models in second language learning.

**COURSE DESCRIPTION**

French 1302 is the sequel to 1301, designed to continue the introduction to the language and culture of the French-speaking world. The students will practice the four language skills (listening/understanding, speaking, reading, and writing) both with the instructor and with classmates. The course materials provide abundant communicative activities along with many form-focused exercises and offer a good variety of authentic cultural materials. Practice will continue beyond the classroom with technology-based exercises. National Standards describe the Five C’s of Foreign Language Education: Communication, Cultures, Connections, Comparisons, and Communities. Successful students will learn “how, when, and why to say what to whom.”

**STUDENT LEARNING OUTCOMES (NOTICE IT DOESN’T SAY TEACHING OBJECTIVES)**

Upon completing French 1302, students will be able to

- express personal meaning, hold simple conversations, ask and answer simple questions, and write short, simple narrations on topics covering basic personal information such as self and family, daily activities, personal preferences, and immediate needs.
- control present tense and show an emerging control over past and future time frames, both orally and in writing.
- read and comprehend grammatically complex texts in more detail.
- communicate important features of the history and culture (perspectives, practices, products) of the French-speaking world.
- communicate in all 3 modes--interpretive, presentational, interpersonal—at the ACTFL Novice highto Intermediate Low level.
Chapters 0-1
I can…
- greet someone and ask how they are
- introduce myself (or someone else)
- tell someone what I study (or what someone else studies)
- describe a classroom
- tell someone where I am from (or where someone else is from)
- spell my name
- readily recognize and use the numbers from 1 to 69
- tell someone the date of my birthday
- say good-bye to someone

Chapter 2
I can…
- ask questions to gather information about someone else
- describe my family
- name the days of the week
- name the months of the year
- tell someone about my nationality, and the nationalities of others
- talk about my pastime(s)
- talk about my family members' pastime(s)
- tell what my family members do (professions, studies, etc.)
- talk about pastimes that I do not like
- tell time (in official and non-official time)

Chapter 3
I can…
- talk about the weather
- discuss which season I prefer and why
- discuss which region of France I would like to visit and why
- talk about where I like to go and what I like to do on vacation
- tell someone about my favorite pastimes and activities
- tell someone what types of activities one can enjoy in different types of weather, and in various places
- tell someone what I generally do on the weekends
- tell someone what I am going to do next weekend

Chapter 4
I can…
- give a physical description of myself and others
- describe my personality and the personality of others
- describe my daily routine, or typical day
- compare people and things
- talk about the ideal roommate or companion

Chapter 5
I can…
- say what I (or someone else) have for each meal of the day
- say which food or drinks I (or someone else) like and/or don't like
- say which food or drinks I (or someone else) eat and/or drink often
- say which food or drinks I (or someone else) don't or never eat and/or drink
- express quantities
- describe what kind of student I am (or someone else)
- ask questions on a variety of topics

Chapter 6
I can…
- find my way in a city
- describe the location of various places in a city
- describe places in a French city
- say what I (or someone else) did on a past day/past weekend
- say what I (or someone else) did during a trip
Chapter 7
I can…
☐ talk about my favorite holiday(s)
☐ talk about French holidays and traditions
☐ answer questions using object pronouns
☐ say what I (or someone) else used to do at a certain period of my life.
☐ talk about childhood memories

Chapter 8
I can…
☐ describe where I live
☐ describe a typical French house or apartment, its rooms and furniture
☐ give people simple commands
☐ talk about my daily routine in the past
☐ talk about household chores, what I do or do not like to do

**IDEA FORM OBJECTIVES**

**Essential (E):**
1. Gaining factual knowledge (terminology, classifications, methods, trends)
   (French vocabulary, grammatical structure, and culture)
8. Developing skill in expressing oneself orally or in writing (basic spoken and written communication in the French language)

**Important (I):**
3. Learning to apply course material (to improve thinking, problem solving, and decisions)

**TEXTS / RESOURCES**


http://French.about.com

**OFFICE HOURS OF 2 FRENCH PROFESSORS AND FREE TUTORING AVAILABLE**

**ASSESSMENT OF STUDENT LEARNING OBJECTIVES**

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapitre exams (3)</td>
<td>30%</td>
</tr>
<tr>
<td>prep/participation</td>
<td>20%</td>
</tr>
<tr>
<td>Comprehensive final</td>
<td>20%</td>
</tr>
<tr>
<td>In-class Composition</td>
<td>15%</td>
</tr>
<tr>
<td>Oral Evaluations—(2)</td>
<td>15%</td>
</tr>
</tbody>
</table>

Three chapter tests (examens) will be given. These tests will contain a variety of listening, reading, speaking, and writing exercises. Please note test dates indicated on the syllabus, as there are no make-ups. Assessments will also include two five-minute oral exams, an in-class composition, and a departmental final exam. There are no make-ups.

**Attendance & preparation**

Regular attendance, daily preparation and persistent, active participation in class are essential to your success in learning French. This includes being ON TIME for class. Your teacher will assign specific exercises to be written out and turned in. You may also expect occasional pop quizzes to test preparation. No late homework will be accepted.
Participation
Class attendance is the first step toward a positive daily activities/participation grade, but there are also other factors. Active participation, taking initiative, and speaking French in class will favorably impact your daily grade. It will also help your daily grade if you come to class prepared. This means you will have done your preparation in the textbook, online, and anything else I might assign. Everyone starts with an 80% participation grade. It is then up to you to raise that grade by your stellar participation or to lower it accordingly.

Syllabus subject to revision.

<table>
<thead>
<tr>
<th>DATE</th>
<th>ASSIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Syllabus subject to revision.</td>
</tr>
<tr>
<td></td>
<td><strong>ASSIGNMENTS</strong></td>
</tr>
<tr>
<td></td>
<td>DATE</td>
</tr>
<tr>
<td></td>
<td>ASSIGNMENT</td>
</tr>
<tr>
<td>Due the day it is listed, so <strong>Prepared in advance (the better prepared you are, the better you’ll perform in class)</strong></td>
<td></td>
</tr>
</tbody>
</table>

**première semaine:**

mercredi, le 17 janvier  Introduction au cours *Revue des chpts. 1-4*
vendredi, le 19 janvier  Chapitre 5 *vocab*

**deuxième semaine**

lundi, le 22 janvier  Chapitre 5 *vocab*
mercredi, le 24 janvier  Chapitre 5 *structures (Part. art.)*
vendredi, le 26 janvier  Chapitre 5

**troisième semaine:**

lundi, le 29 janvier  Chapitre 5 *structures (exp. de quantité)*
mercredi, le 31 janvier  Chapitre 5 *structures («ir» verbs)*
vendredi, le 2 février  Chapitre 5 *structures (boire, croire, voir)*

**quatrième semaine:**

lundi, le 5 février  Chapitre 5 *structures (les mots interrogatifs)*
mercredi, le 7 février  Chapitre 5 *structures (inversion)*
vendredi, le 9 février  *examen oral*

**cinquième semaine:**

lundi, le 12 février  Chapitre 5 : EXAMEN
mercredi, le 14 février  Chapitre 6 *vocab*
vendredi, le 16 février  Chapitre 6 *vocab*

**sixième semaine:**

lundi, le 19 février  Chapitre 6 *structures (verbes en « re »)*
mercredi, le 21 février  Chapitre 6 *structures (contractions)*
vendredi, le 23 février  Chapitre 6 *structures (les prépositions)*
Chapitre 5 : Bon appétit ! — printemps 2018

17-19 janvier
- Ch. 5 Introduction vidéo Bon appétit
- Ch. 5 Préparation du vocabulaire (pdf— in stages but early in chpt)
- Vocabulaire en contexte (print out and work on the exercises)
  - vidéo Au marché, les fruits
  - vidéo Au marché, les légumes
  - vidéo Une poissonnerie
  - vidéo Une épicérie
  - vidéo Une boulangerie-pâtisserie
- Ex. 1 (A) (Rappe! use DEFINITE ARTICLES)
- Tex 5.1 (print out answer page of all Tex web exercises to turn in / correct errors by hand)
▲ Be ready to hand out on Friday 19th January: La liste du vocabulaire, Les vidéos en contexte (only the five first videos).

22 janvier
- Ex. 1 (B, C), 2, 3, 4, 5, 6 (prepare for class—write out), 7
- read note culturelle
- videos les Français et les étudiants: les repas

24 janvier
- Dictogloss 1 (look over to prepare for class)

26 janvier
- Tex 5.2 (print out answer page of all Tex web exercises to turn in / correct errors by hand)
- Ex. 13, 14, 15, 16, 17

29 janvier
- Tex 5.3, 5.4 (print out answer page of all Tex web exercises to turn in / correct errors by hand)
- Ex. 18, 19, 20

31 janvier
- vidéo Au restaurant, en entrée
- vidéo Au restaurant, en plat principal
- vidéo Au restaurant, en dessert
- Ex. 21 – 25
▲ Be ready to hand out on Wednesday 31st January: Au restaurant, en entrée/ en plat principal et en dessert (only the last three videos).

2 février
- Activité internet (pdf)
- Ch. 5 phonétique
- Tex 5.5 (print out answer page of all Tex web exercises to turn in / correct errors by hand)
- chanson les cornichons (pdf)
- Ex. 26 – 31
- read note culturelle
▲ Be ready to hand out on Friday 2nd February: L’activité Internet et la chanson Les cornichons.

5 février
- Tex 5.6, 5.7 (print out answer page of all Tex web exercises to turn in / correct errors by hand)
- Ex. 32-37
- vidéos Les Français à Austin: les repas, la cuisine et la cuisine française.
▲ Be ready to hand out on Monday 5th February: Les Français à Austin: les repas, la cuisine et la cuisine française

7 février
- review completed Vocabulaire template
- verb practice
▲ Be ready to hand out on Wednesday 7th February:
Prepare in two different piles all the work of Grammaire (5.1., 5.2., 5.3., 5.4., 5.5., 5.6. and 5.7.) and in another pile Testez-vous ! Chapitre 5.
Please, bring your work organized and corrected (also by hand).
- Prepare for oral exam le 9 février and Exam Chapter 5 le 12 février.

septième semaine:
- lundi, le 26 février Chapitre 6 structures (le passé composé avec avoir)
- mercredi, le 28 février Chapitre 6
- vendredi, le 2 mars Chapitre 6 structures (le passé composé avec être)
huitième semaine:

lundi, le 5 mars  Chapitre 6
mercredi, le 7 mars  In-Class Composition
vendredi, le 9 mars  mid-semester review  Chapitre 6 : EXAMEN

--Spring Break--

neuvième semaine:

lundi, le 19 mars  mid-semester review  Chapitre 7 vocab
mercredi, le 21 mars  Chapitre 7 vocab
vendredi, le 23 mars  Chapitre 7

dixième semaine:

lundi, le 26 mars  Chapitre 7
mercredi, le 28 mars  Chapitre 7
vendredi, le 30 mars  Holiday Break

onzième semaine:

lundi, le 2 avril  Chapitre 7--Last day to Withdraw--
mercredi, le 4 avril  Chapitre 7
vendredi, le 6 avril  Chapitre 7: Examen

douzième semaine:

lundi, le 9 avril  Examen oral
mercredi, le 11 avril  Chapitre 8
vendredi, le 13 avril  Chapitre 8

treizième semaine:

lundi, le 16 avril  Chapitre 8
mercredi, le 18 avril  Chapitre 8
vendredi, le 20 avril  Chapitre 8

quatorzième semaine:

lundi, le 23 avril  Chapitre 8
mercredi, le 25 avril  Chapitre 8
vendredi, le 27 avril  Chapitre 8

quinzième semaine:

lundi, le 30 avril  Chapitre 8
mercredi, le 2 mai  Chapitre 8
vendredi, le 4 mai  In-Class Composition - revue comprehensive

COMPREHENSIVE FINAL EXAM (200 points)— Le mercredi, 9 mai de 10h30 à 12h30
My Role / Your Role: Because of the way languages are learned by adults, you really cannot be “taught” French. Therefore, my role is to facilitate language learning by creating an environment in which the language acquisition process is enhanced, guiding you, creating opportunities for meaningful practice, and assessing your progress. Every course requirement is designed with this in mind; there is no “busy” work assigned. All of the course work has a purpose. Your role is to fully immerse yourself in the work both in the classroom and through the outside assignments.

Become aware of your personal learning style because it has real implications for your progress. Do you process what you hear easily, or do you prefer to see everything written down? Do you prefer to work alone or in groups? Are you a big picture kind of person or are you detail oriented? Do you spell well in English? etc. Sign up on my office door for an appointment if you’re experiencing any difficulties. My specialty is Second Language Acquisition—I can help you be a successful language learner.

Class attendance is crucial to your success in this course. I suggest strongly that you not miss any portion of even a single class. However, you are allowed 3 absences for any reason; for every absence after, there is a deduction of 2 points from your final grade. Each missed portion of a class (late arrival, leaving early, exiting and re-entering, etc.) will be counted as one-half (1/2) absence. According to the Angelo State University Undergraduate Catalog, valid reasons for an absence include illness, family emergency or participation in an authorized university activity. If you have one of these valid reasons, it is your responsibility to petition, in advance if possible, and to provide documentation to excuse the absence immediately after your absence—within 24 hours of your return—do not wait till the end of the semester. Petition may be downloaded from my webpage at. If this petition is approved, the negative consequences for the missed class will be waived. Petitions will only be approved if you have a valid and adequately documented reason for missing the class. Be sure to attach to this form all appropriate supporting documentation, such as a medical receipt, police report, letter from the athletic department, etc. Otherwise, no late assignments are accepted.

On the other hand, good attendance is rewarded. If you complete the semester with no absences, your lowest assessment grade will be dropped (you must take all of them).

Students absent more than 4 times lose the possibility of receiving an ‘A’ in the course. Students absent for twelve times or more will automatically receive an ‘F’.

It is very important that you attend each class. In second language learning, we advance quickly, and new concepts are often based on concepts learned earlier. If you miss a class, get caught up right away, even if you won’t receive a grade for it. It is your responsibility to find out the material we covered in the class period you missed (including homework) and learn/complete those materials. Class time is critical to practice speaking and listening to the language. Learning a second language requires constant practice and exchange with others in class.

LANGUAGE STUDY IS CUMULATIVE—WE RECOMMEND YOU HAVE AN A OR B TO BE SUCCESSFUL IN THE NEXT LEVEL. If you are a certification candidate, a C or better is required. IN ADDITION TO OFFICE HOURS OF 2 French instructors, TUTORING IS AVAILABLE.
LE CERCLE FRANÇAIS

ASU’s French Club (*Le Cercle Français*) is a dynamic organization dedicated to the promotion of French culture and language via extra-curricular activities. *La Fête d’Automne, Mardi Gras* celebrations, *Les Petits-déjeuners français* are some of the more exciting events staged on this campus in the past. As a student of French you are encouraged to join this club to maximize your engagement with French language and culture.

**Cell Phone Policy:** Turn off all pagers, cell phones, or other electronic communication devices before entering the classroom. *Use of these devices in class (without prior arrangement with me) will result in your leaving the class with a zero, at the very least.*

“The Student Life Office is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student’s responsibility to initiate such a request by contacting the Student Life Office, Room 112 University Center, at (325) 942-2191 or (325) 942-2126 (TDD/FAX) or by email at student.life@angelo.edu to begin the process. The Student Life Office will establish the particular documentation requirements necessary for the various types of disabilities.”

"Persons with disabilities which may warrant academic accommodations must contact the Student life Office, Room 112 University Center, in order to request such accommodations prior to any accommodations being implemented. You are encouraged to make this request early in the semester so that appropriate arrangements can be made."

"Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is contained in both print and web versions of the Student Handbook."

*Extra credit:*
In English:  
3 things I already knew  
3 things I learned  
3 things I liked  
3 things I didn’t like  
X met/didn’t meet my expectations because ...