French IV (2312.010), Spring 2018, TTh 11 a.m.-12.15 p.m., Academic Bldg. A107

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Office Hours: MWF 11 a.m.-12 p.m., TTh 10-11 a.m. and by appointment --Office hours are also for remedial purposes. Please contact me early on if material is unclear to you or you have any other questions regarding the class.

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:
Help students acquire the ability to read, write, speak, and understand world languages, and to appreciate and evaluate other literatures and cultures...

Course Description:
French 2312 is the sequel to French 2311, and it is designed to reinforce and improve the linguistic skills and enhance cultural competence relating to 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:
Upon completing French 2312, students will be able to

- converse with some fluency and confidence when dealing with routine tasks and social situations with an extended vocabulary, and demonstrate an emerging ability to handle situations with a complication or an unexpected turn of events
- describe people, situations, and events by using the major time frames (past, present, future) and by providing a full account with an emerging control of aspect (e.g., passé composé/imparfait, indicatif/subjonctif) in connected paragraphs
- demonstrate an emerging ability to support personal opinions and express abstract ideas
- better read, comprehend, and begin to summarize grammatically more complex texts and discuss the ideas they contain
- identify, present, and begin to analyze important features of the history and culture (perspectives, practices, products) of the French-speaking world
- communicate in all three modes—interpretive, presentational, interpersonal—at the ACTFL Intermediate mid to high level.

• Chapter 11
• I can...
• talk about my education and life at the university
• talk about French schools and universities
• talk about things that I or others have to do
• give simple advice on familiar topics (courses, study habits, etc.)
• Chapter 12
  • I can...
  • talk about professions
  • talk about working conditions in France
  • talk about things that I doubt
  • make simple comparisons and tell what is best or worst
  • talk about the future (what I’m going to do in the future, what will happen)
• Chapter 13
  • I can...
  • talk about love and relationships
  • talk about French marriage customs
  • talk about simple finances
  • read my horoscope
  • express and respond to feelings such as surprise, happiness, sadness, interest
  • make simple hypotheses / describe what might or could happen

IDEA Form Objectives

Essential (E)
1. Gaining factual knowledge (terminology, classification, methods, trends) (French vocabulary, grammatical structure and analysis)
8. Developing skills in expressing oneself orally and in writing (Basic spoken & written communication in French)

Important (I)
3. Learning to apply course material (to improve thinking, problem solving, and decision making)

Text
REQUIRED Français interactif 2nd edition, 2011. Go to the textbook page of the Français interactif website http://www.laits.utexas.edu/fi/textbook to download and print for free (or for a direct link to lulu.com to purchase)

Other Resources
http://www.actfl.org/global_statements
http://oralproficiency.coerll.utexas.edu/oral-proficiency-levels/
http://www.laits.utexas.edu/spt/
www.utm.edu/staff/bobp/french/french.html

Meeting Times and Assignments:

**DATE**                         **ASSIGNMENTS**

**première semaine:**
mardi 16 janvier  Turn in Self-Assessment Check-list from http://www.laits.utexas.edu/fi/page/scripts
Go over syllabus. Review final exam from 2311-discuss grammar points. Review chapter 9: Parler des films français : exc. 1 et 4(a+b) exc 7+8+9 (avec partenaire)
Devoirs pour jeudi le 18 janvier : complete hand-out for verb conjugations (dire, écrire, lire) (vouloir, pouvoir, devoir). Watch: Prix de l’adaptation cinématographique 2010, and in 4-5 sentences describe what this video is about.

jeudi 18 janvier View “The Cowboy and the Frenchman” work in groups answering questions to the film.


jeudi 25 janvier Discussion du texte « Le Cinéma d’auteur », Nouveau contexte, Pratique de la langue questions 1,2,3,5) Chapitre 10 : faites exercices 3,4,5. Devoirs: do grammar exercise 10.3 (expressions impersonnelles), then imagine you are a cascadeur (stuntman). What would you have to do to stay in shape? Qu’est-ce qu’il faut faire pour être en forme? Qu’est-ce qu’il est important de faire pour se protéger? Qu’est-ce qu’il est amusant de faire? Qu’est-ce qu’il est dangereux de faire?


jeudi 1er février Examen 1 (Devoirs: Préparation du vocabulaire Chapitre 11 (Complete the sheet linked to the Préparation du vocabulaire Mots qui sont difficiles à prononcer, Associations/Familles de mots, Chassez l’intrus) and do Phonétique « le e muet ».

quatrième semaine: mardi 6 février Chapitre 11 Vidéo: Introduction, Ex. 1, 2, 3, 4, (Vidéo: Les études) Chanson: Sacré Charlemagne (France Gall) (Avant d’écouter et Compréhension, Ecouter la chanson et Après avoir écouté), Ex. 5A et B (dans le manuel), Devoirs: grammaire 11.1 (savoir et connaitre)

jeudi 8 février Vidéo: L’Université Jean Moulin Lyon 3, Note culturelle: L’éducation en France, p. 263, Ex. 6, Ex. 7 (eliminate questions #6 & #9) Ex. 8, 9, 10, 12, 13, 14 (Devoirs : grammaire 11.2 and 11.3)

cinquième semaine: mardi 13 février Vidéos: Au lycée et villes et langues (les Français et les étudiants)—travailler en groupe —remplir la feuille. Faire exc. 15, 16, 17, 18,19, 20

jeudi 15 février Oraux (Interview-vos études secondaires, votre emploi du temps, vos études universitaires)

sixième semaine: mardi 20 février Rédaction

jeudi 22 février Introduction au subjonctif 11.4 regular subjunctive (Exercises et dialogue) Ex. 21, 22, subjonctif être et avoir-faire exc 23,24 (Devoirs: Vidéos: A l’université (les Français et les étudiants) et les universités (remplissez la feuille) avant de regarder la vidéo, lisez la note culturelle « la vie universitaire » p.279)
septième semaine:  
mardi 27 février  
Introduction au subjonctif irrégulier faire 11.5 irregular subjunctive, ex. 25, 26, 27-31, 32, 33, Dicotgloss 1-L'Université en France. (Devoirs : Testez-vous Chapitre 11)

jeudi 1er mars  
Examen 2 (Devoirs : Préparation du vocabulaire Chapitre 12 (Complete the sheet linked to the Préparation du vocabulaire. Mots qui sont difficiles à prononcer, Associations/Familles de mots, Chassez l'intrus) and do Phonétique : la liaison)

huitième semaine:  
mardi 6 mars  
Chapitre 12 Vidéo : Introduction- puis la vidéo Métiers et occupations (remplir la feuille) faire exc. 1, 2,3,4,5, 6 (Devoirs : Grammaire 12.1. subjunctive usage doubt)

jeudi 8 mars  
Subjunctive doubt : faire exc. 7, 8,9, 10 Regarder la vidéo Les Métiers (Les Français)—remplir la feuille. Exc. 11, 12, 13, (Devoirs : Grammaire 12.2. depuis, pendant, et dans le livre exc. 15 A + B)

du 12 au 16 mars  
Spring Break

neuvieme semaine  
mardi 20 mars  
Faire exc 14, 15 C,16,17,18,19, Dictogloss 1 Faire les vidéos Depuis quand ? (Les Français et les étudiants)—remplir la feuille (Devoirs : Grammaire 12.3 Adverbs :formation and placement)

jeudi 22 mars  
Faire exc 21, 22, 23, 24 en classe—Review comparative and superlative of adjectives, introduce comparative and superlative of adverbs. Exc 25, do 26 in class together, exc 27,29 avec partenaire (Devoirs : Grammaire 12.4 comparative and superlative of adverbs and 12.5 bon/mieux vs bien/mieux)

dixième semaine :  
mardi 27 mars  
Faire exc. 30 et 31 A+B Introduction du futur—formation. Faire Grammaire 12.6 en classe ensemble, faire 32 puis Dictogloss 2 Une augmentation de salaire; exc. 33 (Devoirs : Grammaire 12.7 Simple future : irregular and exc. 35 A dans le livre)

jeudi 29 mars  
Faire exc. 34 et 35B+C et 36, Regarder en classe la vidéo Le Métier pour vous (Les Français) et la vidéo Les Vacances (Les Français)-remplir la feuille pour les 2 vidéos. (Devoirs : Regardez la vidéo Le Métier pour vous (les étudiants) et la vidéo Les Vacances (les étudiants). Remplissez la feuille.)

onzième semaine:  
lundi 2 avril  
Last day to drop a class

mardi 3 avril  
Rédaction (Devoirs : Testez-vous ! Chapitre 12)

jeudi 5 avril  
Examen 3 (Devoirs : Préparation pour l’oral-avec partenaire)

samedi 7 avril  
Foreign Language Festival

douzième semaine:  
mardi 10 avril  
Oraux (Devoirs : Préparation du vocabulaire Chapitre 13 (Complete the sheet linked to the Préparation du vocabulaire. Mots qui sont difficiles à prononcer, Associations/Familles de mots, Chassez l'intrus) and do Phonétique : les groupes rythmiques)

jeudi 12 avril  
Chapitre 13 Vidéo : Introduction-puis la vidéo L’Amour (remplir la feuille) exc. 1, puis la vidéo Les Finances (remplir la feuille) exc. 2 A+B+C, 3, puis la vidéo Votre signe (remplir la feuille) exc. 4 (Devoirs : exc 2 D Ecrivez dix phrases pour décrire vos habitudes financières...)
**trenteième semaine:**
**mardi 17 avril**  
Usage du futur- en classe Grammaire 13.1. Future usage, exc. 5, exc. 7 A+B, puis continuez avec le subjonctif exc. 8, 9, 10, 12 (Devoirs : Grammaire 13.2  Subjunctive usage : will, emotion, desire ; exc. 13 +14)

**jeudi 19 avril**  
Dictogloss 1 ; Regarder la vidéo Dans 5 ans- Les Français (remplir la feuille).  
Introduction du conditionnel exc. 16, 17, 18 (Devoirs : Grammaire13.3 Conditional)

**quatorzième semaine:**
**mardi 24 avril**  
Introduction to si -clauses, jeu hippie, exc. 19,20 A+B+C., 21 (Devoirs : Grammaire 13.4. Si-clauses, exc 20 D)

**jeudi 26 avril**  
Parler de 20D ; Regarder la vidéo Si -Les Français (remplir la feuille), exc. 23, 25  
(Devoirs : verb conjugation practice !! pick 5 verbs through all the tenses and modes)

**quinzième semaine**
**mardi 1er mai**  
Chansons : La Vie en rose (remplir la feuille) (Devoirs : Testez-vous Chapitre 13)

**jeudi 3 mai**  
Review

**EXAMEN FINAL  mardi 8 mai 10h30-12h30**
Syllabus subject to revision.

**Assessment of Student Learning Objectives (Grade Computation):**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 exams (including final)</td>
<td>40%</td>
</tr>
<tr>
<td>2 orals</td>
<td>10%</td>
</tr>
<tr>
<td>2 compositions</td>
<td>10%</td>
</tr>
<tr>
<td>Pop-Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Homework/class prep</td>
<td>20%</td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>100%</td>
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</tbody>
</table>

**Grading Scale :**

A=90-100%; B=80-89%; C=70-79%; D=60-69%; F=59 and below

**REQUIREMENTS:**

We will continue to learn French using **Français interactif**, a French program developed at the University of Texas. **Français interactif** helps you explore the French language and culture by following the lives of real UT students who participated in the UT Summer Program in Lyon, France.

In addition to following the exploits of these UT students, you will also watch videos of native French speakers as well as scenes of day-to-day interactions (e.g., vendors in the market, waiters at a café, children getting ready to go to school, etc.)
As its name implies, **Français interactif** emphasizes interaction: student/teacher, student/student, student/computer, and even student/native-speaker. The goal of these materials is in its title: interaction in French!

**The new Fi community website (http://www.laits.utexas.edu/fi/)** features videos, web activities, printable pdfs, a forum for students to post queries about the French language or culture, as well as:

- **Vocabulaire**: These audio files are available on the website (http://www.laits.utexas.edu/fi/) in MP3 downloadable files. Please print the Vocabulary Preparation Template pdf in order to complete the “Préparation du vocabulaire” at the beginning of each chapter. You will turn this in to your instructor.

- **Phonetic lessons**: audio files are available on the website in downloadable mp3 format, and are
accompanied by pdfs.

- **Grammar**: Grammar explanations in *Tex's French Grammar*, UT French Department's on-line grammar resource which includes grammar explanations, self-correcting exercises, audio files in mp3 format, a verb conjugation reference, and a verb tutor. This is to be studied on-line for audio examples and "Texercises" which are turned in to the instructor.

- **Videos**: View these on the Français interactif website and complete accompanying exercises in the book or on the printable pdfs.

- **Chapter pdfs**: Downloadable, printable chapter pdfs, free of charge.

- **Video and audio podcasts**: Available for viewing and listening in iTunes v5 or higher, on MacOS X and Windows platforms.

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 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.

The way you learn a language is influenced by individual learner factors such as sensory modalities (e.g., visual, auditory, kinesthetic), social preferences (group/independent), cognitive styles (e.g., impulsiveness/reflection), flexibility/inflexibility, motivation, speed, systematic learning/intuitiveness, tolerance of ambiguity, attitude and aptitude.

We recommend that you take successive semesters of study, hence don’t skip a semester or even a year! Don’t delay taking a foreign language until your junior/senior year. The earlier you start learning a foreign language, the easier it will be for you.

If you have taken foreign language classes at another institution check with the Department of English and Modern Languages on the transferability of these language courses.

**Attendance:**

Class attendance is absolutely crucial to your success in this course. You are allowed 2 absences for any reason; for every absence after 2, 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-third (1/3) absence. However, you are only allowed to make up a test, an oral or a composition (no make-ups for quizzes or homework assignments) if you have a **valid** reason for an absence. According to the 2010-12 Angelo State University Bulletin, 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 contact me in advance if possible, and to provide documentation to excuse the absence. **If you can't contact me in advance of the test/oral/composition day—you have to contact me within twenty-four hours after the test/oral/composition has been administered in class.**

Absence from Class for Religious Reasons:

A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence.

Homework Assignments:

Written assignments (e.g., completion of worksheets, templates, short compositions) can be emailed to me as an attachment. You either can send them to me as a word attachment or you can take a screen shot of the completed assignment and send it to me. The homework needs to be in my email box before the next class period. (Example: On Tuesday, I assign a grammar exercise for Thursday's class—the homework needs to be in my email box before the start of Thursday's class at 11:00 a.m.) Homework assignments are designed to reinforce and prepare you for the work we do in class. Your homework grade is based on timely completion, not on how many mistakes you make. However, you are required to do ALL assigned exercises. Some of the open-ended exercises may be corrected.
together in the classroom or will be the basis of pop quizzes; therefore, make sure you are prepared at the beginning of each class period. Pop quiz grades form 10% of your final grade. Bring your text to class every day. THERE WILL BE NO MAKE-UP POP QUIZZES.

Compositions and Orals:
The compositions and orals (dialog and/or interview) are on topics we will have prepared in class or homework assignments. These activities will be completed in class. Some of the orals can also be conducted during office hours. Make-ups will only be given if you provide documentation and give a valid reason why you were absent.

Tests:
There will be four (4) tests, including the final, clearly marked on the syllabus covering the grammar points, the readings, the web-assignments, and the online activities. The tests will contain both oral and written cues similar to the exercises we have done in class. Make-ups will only be given if you provide documentation and give a valid reason why you were absent.

Pop quizzes:
There will be frequent pop-quizzes given in class that allow the instructor and the students to keep track of the students’ progress. Make sure you always come prepared to class.

Activities:
You are invited to join the French Club (Le Cercle français) in many activities. This is an excellent opportunity to practice French and to learn more about Francophone cultures. As you reach a more advanced level of French, you may have the opportunity to study in the department's exchange program in France and join Alpha Mu Gamma (The National Foreign Language Honor Society). Students are urged to maintain a high academic standard to be eligible for membership.

Study Abroad:
ASU offers every year various study abroad programs to France and other francophone countries. For further information please talk to your instructor.

Cell Phone Policy:
Turn off all pagers, cell phones, or other electronic communication devices before entering the classroom.

Students with 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."

Academic Honesty:
"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."