Instructor: Mrs. Hope Marie Long
Office: A110
E-mail: hlong1@angelo.edu
Phone: (325) 486-5471
Cell: (760) 777-5177

Office Hours: MWF 14h – 15h, TR 10h – 12h, and 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. I expect everyone to meet me during office hours at least twice during the semester, and the first time should be within the first two weeks. There will be a sign-up sheet on my office door each week 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 help students gain an appreciation for French language and culture while learning the basic building blocks to be able to communicate, and to prepare them with the necessary learning and study tools to succeed in subsequent levels of second language learning.

FRENCH 1301 010M

COURSE DESCRIPTION
French 1301 is a beginning French course designed to provide an introduction to the language and culture of the French-speaking world. 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 Cs of Foreign Language Education: Communication, Cultures, Connection, Comparisons, and Communities. Successful students will learn “how, when, and why to say what to whom.”
Upon completion of French 1301, students will be able to:

- communicate minimally by using isolated words and memorized phrases with reference to a particular context in which the language has been learned.
- ask and answer some direct questions and express themselves in writing mostly in the present tense about familiar objects, their immediate environment and some basic interests.
- read and comprehend simple texts on an elementary level.
- demonstrate an understanding of some of the salient 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 Low to Mid level.

<table>
<thead>
<tr>
<th>COMPETENCIES CHECKLIST</th>
<th>Chapters 0-1</th>
<th>I can...</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>□ Greet someone and ask how they are.</td>
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<tr>
<td></td>
<td></td>
<td>□ Introduce myself (or someone else).</td>
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<td></td>
<td>□ Tell someone what I study (or what someone else studies).</td>
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<td></td>
<td></td>
<td>□ Describe a classroom.</td>
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<td>□ Tell someone where I am from (or where someone else is from).</td>
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<td></td>
<td></td>
<td>□ Spell my name.</td>
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<td></td>
<td>□ Readily recognize and use the numbers from 1 to 69.</td>
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<td></td>
<td></td>
<td>□ Tell someone the date of my birthday.</td>
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<td></td>
<td></td>
<td>□ Say goodbye to someone.</td>
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<tr>
<td>Chapter 2</td>
<td></td>
<td>□ Ask questions to gather information about someone else.</td>
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<tr>
<td>Chapter 2</td>
<td></td>
<td>□ Describe my family.</td>
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<tr>
<td></td>
<td></td>
<td>□ Name the days of the week.</td>
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<td></td>
<td></td>
<td>□ Name the months of the year.</td>
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<td></td>
<td></td>
<td>□ Tell someone about my nationality, and the nationalities of others.</td>
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<td></td>
<td>□ Talk about my pastime(s)</td>
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<td></td>
<td></td>
<td>□ Talk about my family members’ pastime(s)</td>
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<td></td>
<td></td>
<td>□ Tell what my family members do (professions, studies, etc.)</td>
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<td></td>
<td></td>
<td>□ Talk about pastimes that I do not like.</td>
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<td></td>
<td></td>
<td>□ Tell time (in official and unofficial time)</td>
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<tr>
<td>Chapter 3</td>
<td></td>
<td>□ Talk about the weather.</td>
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<tr>
<td>Chapter 3</td>
<td></td>
<td>□ Discuss which season I prefer and why.</td>
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<td>□ Discuss which region of France I would like to visit and why.</td>
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<td></td>
<td>□ Talk about where I like to go and what I like to do on vacation.</td>
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<td></td>
<td></td>
<td>□ Tell someone about my favorite pastimes and activities.</td>
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<td></td>
<td></td>
<td>□ Tell someone what types of activities one can enjoy in different types of weather, and in various places.</td>
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<td>□ Tell someone what I generally do on the weekends.</td>
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<td></td>
<td></td>
<td>□ Tell someone what I am going to do next weekend.</td>
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</tbody>
</table>
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.

**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 and written communication in French).

**Important (I)**
2. Learning fundamental principles, generalizations, or theories (understand mechanisms of language and culture).
3. Learning to apply course material (to improve thinking, problem solving, and decision-making).

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

**RESOURCES**
https://www.actfl.org/publications/all/world-readiness-standards-learning-languages/standards-summary
http://www.actfl.org/global_statements
https://www.laits.utexas.edu/fi/textbook
http://www.laits.utexas.edu/fi/textbook
http://oraalproficiency.coerll.utexas.edu/oral-proficiency-levels/
https://www.lawlessfrench.com/
https://www.fluentu.com/blog/french/
http://French.about.com

OFFICE HOURS OF 2 FRENCH PROFESSORS, 1 GRADUATE TA, AND FREE TUTORING AVAILABLE

**ASSESSMENT OF STUDENT LEARNING OBJECTIVES**

40%  Comp Chap Exams (4)
20%  Homework/Class Prep/Writing Portfolios
10%  Quizzes/Participation
15%  In-Class Compositions (2)
15%  Oral Evaluations (2)

**Assessment**
Four chapter tests (examens) will be given. These comprehensive tests will contain a variety of listening, reading, and writing exercises. Quizzes, both announced and pop, will evaluate your understanding of vocabulary and grammar points. There will also be two oral and two written assessments given on topics which will be announced in advance. Please note all assessment dates indicated on the syllabus and make prior arrangements if you will be absent for an excused function.
**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. You will be assigned specific exercises to be written out and turned in for each class period. You may expect quizzes in addition to test preparation. No late homework will be accepted for credit.

**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 that might be assigned. 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.

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### ASSIGNMENTS

<table>
<thead>
<tr>
<th>DATE</th>
<th>ASSIGNMENT (Due the day it is listed) – Specifics to be posted in Bb</th>
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<tbody>
<tr>
<td>première semaine:</td>
<td></td>
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<tr>
<td>lundi, 14 janvier</td>
<td>Introduction – Navigating the FI website, syllabus &amp; packet, « can do » statements, teaching philosophy, writing portfolios, learning modes (VARK), and foreign language anxiety (FLA) Chapitre Prélminaire : Bienvenue !</td>
</tr>
<tr>
<td>mercredi, 16 janvier</td>
<td>Chapitre 1 : Bonjour ! Vocabulaire</td>
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<tr>
<td>vendredi, 18 janvier</td>
<td>Chapitre 1 : Tex 1.1 subject pronouns &amp; Tex 1.2 être 'to be'</td>
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<tr>
<td>deuxième semaine:</td>
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<tr>
<td>lundi, 21 janvier</td>
<td>jour férié – Martin Luther King, Jr. Day</td>
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<tr>
<td>mercredi, 23 janvier</td>
<td>Chapitre 1 : Tex 1.3 gender : masculine, feminine, 1.4 introduction to nouns, 1.5 determiners : definite articles, 1.6 determiners : indefinite articles</td>
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<tr>
<td>vendredi, 25 janvier</td>
<td>Chapitre 1 : Tex 1.7 voilà vs. il y a</td>
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<tr>
<td>troisième semaine:</td>
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<tr>
<td>lundi, 28 janvier</td>
<td>Chapitre 1 : les vidéos</td>
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<tr>
<td>mercredi, 30 janvier</td>
<td>Chapitre 1 : Pratiquer</td>
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<tr>
<td>vendredi, 1 février</td>
<td>Chapitre 1 : Testez-vous – print out completed/graded tests &amp; bring to class</td>
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<tr>
<td>quatrième semaine:</td>
<td></td>
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<tr>
<td>lundi, 4 février</td>
<td>Chapitre 1 : COMPOSITION #1 (75 points)</td>
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<tr>
<td>mercredi, 6 février</td>
<td>EXAMEN #1 (100 points) Bring Testez-vous &amp; Préparation du vocabulaire (to turn in)</td>
</tr>
<tr>
<td>vendredi, 8 février</td>
<td>Chapitre 2 : Me voici ! Vocabulaire</td>
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<td>cinquième semaine:</td>
<td></td>
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<tr>
<td>lundi, 11 février</td>
<td>Chapitre 2 : Tex 2.1 avoir</td>
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<tr>
<td>mercredi, 13 février</td>
<td>Chapitre 2 : Tex 2.2 -er verbs (regular) present tense</td>
</tr>
</tbody>
</table>
vendredi, 15 février

Chapitre 2 : Pratiquer

sixième semaine:
lundi, 18 février
Chapitre 2 : Tex 2.3 possessive determiners
mercredi, 20 février
Chapitre 2 : Tex 2.4 yes/no questions: est-ce que, n’est-ce pas
vendredi, 22 février
Chapitre 2 : Tex 2.5 basic negation: ne…pas

septième semaine:
lundi, 25 février
Chapitre 2 : Tex 2.6 introduction to adverbs, 2.7 interrogative and exclamative quell, et 2.8 introduction to adjectives
mercredi, 27 février
Chapitre 2 : TEX 2.9 adjectives: formation and placement
vendredi, 1 mars
Chapitre 2 : Testez-vous - print out completed/graded tests & bring to class

huitième semaine:
lundi, 4 mars
Chapitre 2 : ORALE #1 (75 points)

mercredi, 6 mars
EXAMEN #2 (100 points) Bring Testez-vous & Préparation du vocabulaire (to turn in)

vendredi, 8 mars
Revoir (mid-semester review)

---Spring Break---

veuvième semaine:
lundi, 18 mars
Chapitre 3 : Les vacances en France. Vocabulaire
mercredi, 20 mars
Chapitre 3 : Faites Tex 3.1 faire ‘to do, to make’ et Tex 3.2 faire expressions
vendredi, 22 mars
Chapitre 3 : Faites Tex 3.3 -ir verbs (irregular) partir, sortir, and dormir
dixième semaine:
lundi, 25 mars
Chapitre 3 : Faites Tex 3.4 -er verbs (stem changing) present tense
mercredi, 27 mars
Chapitre 3 : Faites Tex 3.5 aller ‘to go’ et Tex 3.6 futur proche

—Last day to Withdraw—le 28 mars

vendredi, 29 mars
Chapitre 3 : Faites Tex 3.7 prepositions with places

onzième semaine:
lundi, 1 avril
Chapitre 3 : Pratiquer
mercredi, 3 avril
Chapitre 3 : Étudiez pour la composition et l’examen et faites le Testez-vous

vendredi, 5 avril
Chapitre 3: COMPOSITION #2 (75 points)

douzième semaine:
lundi, 8 avril
Chapitre 3: EXAMEN #3 (100 points) Testez-vous (à rendre)

mercredi, 10 avril
Chapitre 4 : Les gens. Vocabulaire
vendredi, 12 avril
Chapitre 4 : Faites Tex 4.1 definite articles with physical characteristics et Tex 4.2 irregular adjectives
treizième semaine:
lundi, 15 avril
Chapitre 4 : Faites Tex 4.3 adjectives that precede the noun
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 outside/online 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. Become aware of your own 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?

Sign up on my office door for an appointment if you’re experiencing any difficulties!!

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!

We recommend that you take successive semesters of study; hence, don’t skip even a semester! 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 & Modern Languages on the transferability of those courses.

Class attendance is crucial to your success in this course. I strongly suggest that you not miss any portion of even a single class. However, you are allowed 3 absences for any reason, and 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-third (1/3) of an 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, within 48 hours of your return. A Petition for Excused Absences
form is in Bb in the Important Docs folder under the Content tab. 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 and no make-ups will be allowed for tests, orals, or in-class compositions.

Students who are absent more than 4 times lose the possibility of receiving an ‘A’ in the course. Students absent for 12 times or more will automatically receive an ‘F’. On the other hand, good attendance will be rewarded. If you complete the semester with no absences, your lowest assessment grade will be dropped (but you must take all of them).

As stated earlier, it is very important that you attend each class. In second language learning, we advance quickly, and new concepts are often built upon concepts learned earlier. If you do miss a class, regardless of the reason, 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 in real-time.** Learning a second language requires constant practice and exchange with others in class.

If I am ever absent due to sickness or any other unforeseen circumstance, I will send an announcement through Bb.

**Cell Phone Policy:** Put away all cell phones or other electronic communication devices before the start of class. All of you are adults, and so I will not be monitoring the use of such devices in my classroom...unless it becomes a problem, at which point I will have to resort to more draconian (and possibly embarrassing) measures. There may be certain times when I will ask you to use your devices, but at all other times, I expect all of you to be respectful and to give me and your fellow classmates your full, undivided attention during each class period. Please let me know before the start of a class if you need to monitor your phone for an important notification.

**LANGUAGE STUDY IS CUMULATIVE—WE RECOMMEND THAT YOU MAKE 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 professors and 1 graduate TA, TUTORING IS AVAILABLE IN THE LIBRARY.

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. **Any student who practices academic dishonesty in this class will be dismissed from class and will receive an ‘F’ for the course.**

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**LE CERCLE FRANÇAIS**

ASU’s French Club (Le Cercle Français) is an organization dedicated to the promotion of French culture and language via extra-curricular activities. Even though interest and student support of the club has waned in recent years, I am hoping that you and your classmates can help to revive it to its former glory. As a student of French, you are encouraged to join this club to maximize your engagement with French language and culture. Those who become actively involved this semester will receive extra credit (1-5 points) on their final grade in the course. You should turn in the following to document your participation for each meeting/event:

Extra credit, in English:  
2 things I already knew  
2 things I learned  
2 things I liked  
2 things I didn’t like  
X met/didn’t meet my expectations because....

Another method to earn extra credit is to memorize a French song, poem, or short text and "perform" it either for me in my office or in front of the class, or to give a brief (5min) power point presentation about a current event in France or a francophone country. Feel free to ask me about other creative methods to earn extra credit.
ASU offers various study abroad programs to France and other francophone countries every year. These offer wonderful opportunities for immersion in French language and culture. There are eligibility requirements, so you should look into them now if interested in order to ensure you will meet the requirements to participate in these exciting, once-in-a-lifetime opportunities. I will attempt to get some other students who have gone on a study abroad to come into class to talk about their own experiences.

The Student Life Office (SLO) 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 SLO will establish the particular documentation requirements necessary for the various types of disabilities. Persons with disabilities which may warrant academic accommodations must contact the SLO, in room UC 112, 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.

I look forward to helping each of you to learn and grow this semester!!

Bienvenue et bonne chance!!