

FRENCH III/ French 2311.010 FALL 2019
Meeting Place and Times: A125, TTR 11:00 am-12:15 pm

Instructor: Dr. Elisabeth-Christine Muelsch E-mail: emuelsch@angelo.edu;
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Office Hours: MWF 11:00 A.M.-12:00 P.M.
TTR 10:00-11:00 A.M. & by appointment

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.”

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.

COURSE DESCRIPTION

French 2311 is an intermediate French course designed to provide a continuation of the introduction to the language and culture of the French-speaking world. The students will continue to 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. National Standards describe the Five C's of Foreign Language Education: Communication, Cultures, Connections, Comparisons, and Communities.

STUDENT LEARNING OUTCOMES

Upon completing French 2311, students should be able to communicate by using words and memorized phrases with reference to a particular context in which the language has been learned. They should be able to ask and answer some direct questions and express themselves in writing mostly in the present and perfect tense about familiar objects, their immediate environment and some basic interests. Students should also be able to read and comprehend simple texts on an elementary level. They should also be able to demonstrate an understanding of some of the salient features of France's socio-cultural makeup. Students should be able to demonstrate an understanding of some of the salient features of some of the history and culture (perspectives, practices, products) of the French-speaking world. Upon completion of the course, students should be able to communicate in all 3 modes--interpretive, presentational, interpersonal—at the ACTFL Intermediate level (low-mid).

INSTRUCTOR & STUDENT ROLES

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 assignments.

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)

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

Texts: *Français interactif* 4th. Edition, 2019 Go to the textbook page of the Français interactif website: <http://www.laits.utexas.edu/fi/textbook> for a direct link to the book (required). The hard copy textbook can also be purchased for US\$ 29.50. <http://www.lulu.com/shop/http://www.lulu.com/shop/karen-kelton-and-nancy-guilloteau-and-carl-blyth/fran%C3%A7ais-interactif/paperback/product-24203100.html>

English Grammar for Students of French. ISBN: 093403432X (recommended)

Other Resources:

ACTFL guidelines

<http://www.actfl.org/files/public/Guidelinespeak.pdf>

<http://www.actfl.org/files/public/writingguidelines.pdf>

Standards

http://www.actfl.org/files/public/StandardsforFLLexecsumm_rev.pdf

<http://www.vark-learn.com/english/index.asp>

Class Schedule and Assignments:

DATE **ASSIGNMENTS** are due the day they are listed, so prepare in advance –**the only exception is the first day of classes.**

première semaine:

mardi 27 août

Introduction-Révision : Interviewez et présentez votre camarade de classe.
Phonétique 0, 1, 2—Chapitres 0, 1 **être** (Tex 1.2) [FI ex 7, 12, 13, 16, 17, 20, 21, 25, 30] Complétez la COMPÉTENCES CHECKLIST
<http://www.laits.utexas.edu/fi/page/scripts> (devoirs pour jeudi)

jeudi 29 août

Chapitre 2 **avoir, -er** (Tex 2.1, 2.2) [FI 2, 5, 6, 8, 9, 17, dictogloss, 21, 22, 28, 30, 31] (devoirs : grammaire 2.1 ; 2.2)

deuxième semaine

mardi 3 septembre

Chapitre 3 **faire, aller, partir/sortir/dormir** (Tex 3.1-3.6)
[FI 11, 16, 19] –futur proche [26, 27, Dictogloss 2] (devoirs : grammaire 3.1 ; 3.2 ; 3.3 ; 3.5)

jeudi 5 septembre

Chapitre 4 **verbes pronominaux** (Tex 4.5) [FI 22-29] portrait physique et moral (devoirs : grammaire 4.5)

troisième semaine:

mardi 10 septembre

Examen 1 (chapitres 0-4) (devoirs : Testez-vous chapitre 4)

jeudi 12 septembre

Phonétique 5, 8 Chapitre 5 **-ir(iss), prendre, boire/croire/voir** (Tex 5.3-5.5) et vocabulaire [FI 18, 19, 23, 26] (devoirs : grammaire 5.3 ; 5.4 ; 5.5)

quatrième semaine:

mardi 17 septembre

Chapitre 6 - **verbes en –re et passé composé** (Tex 6.1, 6.4, 6.5)
[FI ex 3,5, 6-11, 19-35 !!] (devoirs : grammaire 6.1 ; 6.4 ;6.5)

jeudi 19 septembre

Chapitre 7 - **verbes en -ir (irréguliers), imparfait** (Tex 7.1, 7.4-7.6) [FI ex 2,22, 25-31] (devoirs : grammaire 7.1 ; 7.4 ; 7.5 ; 7.6)

cinquième semaine:

mardi 24 septembre

Chapitre 8 -**le passé composé des verbes pronominaux, l' impératif, venir** (Tex 8.1, 8.4, 8.5) et vocabulaire[FI 6-10, 24-28] (devoirs : grammaire 8.1 ; 8.4 ; 8.5)

jeudi 26 septembre

Chapitre 8- **les pronoms y et en** ; décrivez la maison de vos rêves (présentation orale) (devoirs : grammaire 8.2 ; 8.3 et décrivez la maison de vos rêves- rédaction de 250 mots)

sixième semaine:

mardi 1 octobre

Examen 2 (chapitres 5-8) (devoirs : Testez-vous chapitre 8)

jeudi 3 octobre

Examen oral 1 (interview)

septième semaine:

mardi 8 octobre

Rédaction 1-- Chapitre 9 : Vidéo: Introduction (Qui présente le chapitre? Où est-il/elle? Quels sont les thèmes du chapitre?)
Vidéos: Gérard-kiosquier – (write-out exercise)
Note culturelle, Les journaux, p. 215
Ex. 1 Les films
Ex. 2 La communication (look over in advance of signature activity)
(devoirs: Préparation du vocabulaire, complétez la feuille)

jeudi 10 octobre

Chapitre 9 : Phonétique
Ex. 3 Devinettes Grammaire interactive (qui et que)
Grammaire : 9.1 (qui et que)
Vidéos: Les médias (les étudiants) -- paragraphe à remettre en classe
Ex. 4 La télé
Ex. 5 Le langage SMS
(devoirs : vidéos: Les médias (les Français) (fill in pdf))

huitième semaine:

mardi 15 octobre

Chapitre 9 Ex. 6 Quiz culturel (exchange partners for B.)
Ex. 9. Vos goûts culturels)
Ex. 9B. Posez les meilleures questions à votre partenaire.
Ex. 10 Vrai ou faux?
Ex. 11 Le contraire
(devoirs: Ex. 7 Qu'est-ce que Laila regarde à la télé? et Ex 8 Vos préférences)

jeudi 17 octobre

Chapitre 9- Ex. 12 menteur-menteur et Ex. 14 Corey, le cafard dépressif!
Ex. 13 Vos expériences audio visuelles.
Ex. 14 Corey, le cafard dépressif/15/16/17

9.2 négation, alternate forms (ne...jamais, ne...rien, personne,etc.)
(devoirs : Chapitre 9 Ex. 9C. Vos goûts (paragraphe à remettre))

neuvième semaine:

mardi 22 octobre

Chapitre 9- Vidéo: Mme de Leusse et sa fille
Activité internet: la télévision française --prepare Ex. C to do in class in groups
Ex. 18 Discrimination auditive avec lire, dire, écrire (et conduire)
Ex. 19 Qu'est-ce qu'on dit?
Ex. 20 Êtes-vous romantique?
Ex. 21 Marion Cotillard (inductive grammar for narration)
(devoirs : grammaire 9.4 lire dire et écrire)

jeudi 24 octobre

Chapitre 9 Ex. 22 Discrimination auditive avec vouloir, pouvoir et devoir
Ex. 23 Vrai ou faux?
Ex. 24 Pourquoi?
Ex. 25 Ce week-end
Ex. 26 Vive internet!
Ex. 28 On n'arrête pas le progrès!
(devoirs : 9.5: vouloir, pouvoir, devoir)

dixième semaine:

mardi 29 octobre

Chapitre 9 Ex. 27 Au téléphone.
Dictogloss 1. Au téléphone.
Ex. 29 Une conversation téléphonique (préparation pour l'oral)
Ex. 30 Tex au cinéma
Ex. 31 Noël et la Saint-Sylvestre chez les Guilloteau.
publicité Boursin (students do timeline)
publicité Minute Maid (have answers ready to compare with a partner)

jeudi 31 octobre

Chapitre 9 Conversations téléphoniques- **Examen oral 2**
Assign Ex. 32 Cadavre exquis A ou B (each student does either A or B)
Révision du chapitre 9
Last Day to Drop !

onzième semaine:

mardi 5 novembre

Examen 3 (devoirs : testez-vous chapitre 9)

jeudi 7 novembre

Rédaction 2 – Chapitre 10 les parties du corps
Ex. 2. Le corps humain: vrai ou faux
Ex. 3. Quelle partie du corps?
Ex. 4. Quelle partie du corps?
Vidéo – Ex. 1. Est-ce que vous êtes en forme?
Note culturelle, p. 236

douzième semaine:

mardi 12 novembre

Chapitre 10 La phonétique – Les voyelles nasales
Vidéo - Les passe-temps (A et B)
Ex. 5: Aïe! Qu'est-ce que j'ai mal!
Dictogloss 1. Une consultation chez le médecin.
Note culturelle, p. 238
Ex. 6. Vous parlez de votre forme et de votre espérance de vie.
(devoirs : Ex. 1C Qui est plus sportif ?)

jeudi 14 novembre

Chapitre 10

Vidéos: Les passe-temps-- Et vous, quels sont vos passe-temps préférés?
Ex. 7. Les questions.
Ex. 8. Est-ce que votre partenaire est sportif?
Ex. 9. Person or thing? Subject or object? (Inductive grammar – interrogative pronouns)
Ex. 10. Discrimination auditive avec mettre
Ex. 11. La vérité sur le professeur et les étudiants! D'accord ou pas d'accord?
(devoirs : Ex. 6E. Qu'est-ce que vous ou votre partenaire devez faire pour être en meilleure forme et pour vivre plus longtemps?)

treizième semaine:
mardi 19 novembre

Chapitre 10 Ex. 12. Quelle est la conséquence?
Ex. 13C. Découvrez votre style vestimentaire
Note culturelle, p. 243
Ex. 14B et C. Avez-vous un look habillé, branché ou décontracté?
Ex. 15 Défilé de mode
Ex. 16. Qu'est-ce que tu fais en général?
Ex. 17. Devinettes.
Ex. 18. Les Français et les étudiants du Français interactif.
Ex. 19. Quiz sportif.
(devoirs : grammaire 10.1 mettre et verbes irréguliers)

jeudi 21 novembre

Chapitre 10 Activité internet : C. Comparez les vêtements du site *La Redoute*
Présentation en groupe
Ex. 21-22
Ex. 23. Interviewez votre célébrité préférée!
Ex. 20. Les interviews fictives des célébrités (print out interviews and questions for students A and B from pages des profs)
(devoirs : grammaire 10.2 pronoms interrogatifs)

quatorzième semaine:
mardi 26 novembre

Chapitre 10
Vidéos: La forme et la santé les étudiants)
Ex. 25. Vrai ou faux?
Ex. 26. Chez le médecin.
Ex. 27. Corey, alors!
Ex. 28 Réussir sa vie à l'université.
Ex. 29 La nécessité (compare and give best answers in groups)
Ex. 30B et C. Qu'est-ce qu'il faut faire pour combattre le stress?
Ex. 31 Avec qui
Ex. 32 Quelle est votre réponse?
Ex. 33 Devinettes
Ex. 34 Etes-vous d'accord ou pas d'accord?
Ex. 35 Et toi?
Dictogloss 2. Pour être en forme.
Culture video : Anti Stress
(devoirs : Vidéos : la forme et la santé –les Français ; grammaire : expressions 10.3)

jeudi 28 novembre

Thanksgiving (jour férié)

quinzième semaine:
mardi 3 décembre

Chapitre 10 –Révision (devoirs : grammaire 10.4 disjunctive pronouns)

jeudi 5 décembre

Chapitre 10 – Révision (devoirs : grammaire : testez-vous)

seizième semaine

mardi

10 décembre EXAMEN FINAL 10.30h-12.30h

Assessment of Student Learning Objectives (Grade Computation):

| | |
|---------------------------|------------|
| 4 exams (including final) | 40% |
| 2 orals | 10% |
| 2 compositions | 10% |
| Pop-Quizzes | 10% |
| Homework/class prep | 20% |
| Participation | <u>10%</u> |
| | 100% |

Grading Scale :

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

Syllabus subject to revision.

REQUIREMENTS:

Welcome to **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.
- **Grammaire:** 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.

Office Hours:

Office hours held 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.

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.

However, you are only allowed to make up a test, an oral or a composition (no make-ups for quizzes, see exception under “Pop quizzes”) if you have a **valid** reason for an absence. 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 forty-eight hours after the test/oral/composition has been administered in class to make arrangements for the make-up. Please also see the University's regulations concerning Attendance: “Responsibility for class attendance rests with the student. Regular and punctual attendance at all scheduled classes is expected, and the University reserves the right to deal at any time, with individual cases of non-attendance. In case of an illness requiring an absence from class for more than one week, the student should notify his/her academic dean and/or the Executive Director of Student Affairs or designee. Angelo State University Operating Policy 10.04, Academic Regulations Concerning Student Performance provides complete information regarding class attendance and reporting student illness and emergencies.”

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 AM.) 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 homework and I won't accept any late homework.**

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** will 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. **THERE WILL BE NO MAKE-UP POP QUIZZES. There are two exceptions to this: a student taking a religious holiday (see "Absence from class for religious reasons") and a student participating in a university sponsored event (e.g., you are an ROTC student and are required to be at another event; you inform me that you will be absent on a particular day, and if a pop-quiz is given on that day, you will be allowed to make it up.)**

Activities:

You are invited to join the French Club (*Le Cercle français*)-- or now also our *Modern Languages Club* -- 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 one of ASU's exchange programs 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*."