1302: FRENCH II
Department of English and Modern Languages, Angelo State University
Spring 2020; MWF 11h-11h50. A 107

Instructor: Dr. Karen CODY
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E-mail: karen.cody@angelo.edu
Phone: (325) 486-6159

Office Hours: MWF 8-11 a.m., TR 9:30 -11 a.m., 12:30-2 p.m. & by appt
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 twice, 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 high to 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


www.utm.edu/staff/bobp/french/french.html http://French.about.com
OFFICE HOURS OF 2 FRENCH PROFESSORS AND FREE TUTORING AVAILABLE

ASSESSMENT OF STUDENT LEARNING OBJECTIVES

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Chapitre exams (3)</td>
<td>30%</td>
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<tr>
<td>prep/participation</td>
<td>20%</td>
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<tr>
<td>Comprehensiven final</td>
<td>20%</td>
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<tr>
<td>In-class Composition</td>
<td>15%</td>
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<tr>
<td>Oral Evaluations— (2)</td>
<td>15%</td>
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</tbody>
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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>
<th>Due the day it is listed, so Prepared in advance (the better prepared you are, the better you’ll perform in class)</th>
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<tbody>
<tr>
<td><strong>première semaine:</strong></td>
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<tr>
<td>lundi, 13 janvier</td>
<td>Introduction au cours</td>
<td>Reuvre des chpts. 1-4</td>
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<tr>
<td>mercredi, 15 janvier</td>
<td>Reuvre des chpts. 1-4</td>
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<tr>
<td>vendredi, 17 jan</td>
<td>Chapitre 5 vocab</td>
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<tr>
<td><strong>deuxième semaine</strong></td>
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<tr>
<td>mercredi, 22</td>
<td>Chapitre 5 vocab</td>
<td></td>
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<tr>
<td>vendredi, 24</td>
<td>Chapitre 5 structures (Part. art.)</td>
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<td><strong>troisième semaine:</strong></td>
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<td>lundi, 27 jan</td>
<td>Chapitre 5 structures (exp. de quantité)</td>
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<td>mercredi, 29 jan</td>
<td>Chapitre 5 structures («ir» verbs)</td>
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<tr>
<td>vendredi, 31 jan</td>
<td>Chapitre 5 structures (boire, croire, voir)</td>
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<td><strong>quatrième semaine:</strong></td>
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<tr>
<td>lundi, 3 fév</td>
<td>Chapitre 5 structures (les mots interrogatifs)</td>
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<td>mercredi, 5</td>
<td>Chapitre 5 structures (inversion)</td>
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<tr>
<td>vendredi, 7</td>
<td>examen oral</td>
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<td><strong>cinquième semaine:</strong></td>
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<tr>
<td>lundi, 10 fév</td>
<td>Chapitre 5 : EXAMEN</td>
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**Chpt 5—printemps 2020**

17 janvier
-Ch. 5 Introduction video Bon appétit
-Ch. 5 Préparation du vocabulaire (pdf—in stages but early in chpt)
    (pdfs) -video Au marché, les fruits - video Au marché, les légumes
    video Une poissonnerie -video Une épicerie -video Une boulangerie-pâtisserie
-Ex. 1 (A) (Rappel! use DEFINITE ARTICLES)
-Tex 5.1 (print out answer page of all Tex web exercises to turn in / correct errors by hand)

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
-Ex. 8-12 -culture video Saucisson...en chocolat (pdf)
-Dictogloss 1 (look over to prepare for class) -video La fondue (I couldn’t find it !)

27 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
-video Au restaurant, en entrée -video Au restaurant, en plat principal
-video Au restaurant, en dessert -Ex. 21 - 25

3 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) -video Les galettes de Pérouges (I couldn’t find it !)
-Ex. 26 – 31 -read note culturelle

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
-videos Les Français et Les étudiants: La cuisine
-videos Les Français et Les étudiants: La cuisine française
-review completed Vocabulaire template -verb practice
-testez-vous ¡ (print out answer pages to turn in / correct errors by hand)

-Prepare for oral exam le 7 février and Exam 5 le 10 février

mercredi, 12 Chapitre 6 vocab
vendredi, 14 Chapitre 6 vocab

sixième semaine:
lundi, 17 fév Chapitre 6 structures (verbes en « re »)
mercredi, 19 Chapitre 6 *structures (contractions)*
vendredi, 21 Chapitre 6 *structures (les prépositions)*

**septième semaine:**
lundi, 24 fév Chapitre 6 *structures (le passé composé avec avoir)*
mercredi, 26 Chapitre 6
vendredi, 28 Chapitre 6 *structures (le passé composé avec être)*

**huitième semaine:**
lundi, 2 mars Chapitre 6
**mercredi, 4** In-Class Composition
**vendredi, 6** *mid-semester review* Chapitre 6 : *EXAMEN*

---*Spring Break*---

**neuvième semaine:**
lundi, 16 mars *mid-semester review* Chapitre 7 *vocab*
mercredi, 18 Chapitre 7 *vocab*
vendredi, 20 Chapitre 7

**dixième semaine:**
lundi, 23 mars Chapitre 7
**mercredi, 25** *Last day to Withdraw 26 mars*--
**vendredi, 27** Chapitre 7

**onzième semaine:**
lundi, 30 mars Chapitre 7
**mercredi, 1 avril** *oral*
**vendredi, 3** Chapitre 7 : *EXAMEN*

**douzième semaine:**
lundi, 6 avril Chapitre 8
mercredi, 8 Chapitre 8
vendredi, 10 jour férié

**treizième semaine:**
lundi, 13 avril Chapitre 8
mercredi, 15 Chapitre 8
vendredi, 17 Chapitre 8

**quatorzième semaine:**
lundi, 20 avril Chapitre 8
mercredi, 22 Chapitre 8
vendredi, 24 Chapitre 8

**quinzième semaine:**
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. See below for the official policy concerning Holy Days. 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 til the end of the semester. Petition will be sent to you shortly, if you have not already received it. 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.**

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**LE CERCLE FRANCAIS**

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 Petit-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.*

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(8) **Student Handbook Statement of Academic Integrity**

Academic integrity is taking responsibility for one’s own class and/or course work, being individually accountable, and demonstrating intellectual honesty and ethical behavior. Academic integrity is a personal choice to abide by the standards of intellectual honesty and responsibility. Because education is a shared effort to achieve learning through the exchange of ideas, students, faculty, and staff have the collective responsibility to build mutual trust and respect. Ethical behavior and independent thought are essential for the highest level of academic achievement, which then must be measured. Academic achievement includes scholarship, teaching, and learning, all of which are shared endeavors. Grades are a device used to quantify the successful accumulation of knowledge through learning. Adhering to the standards of academic integrity ensures grades are earned honestly. Academic integrity is the foundation upon which students, faculty, and staff build their educational and professional careers.

Students must understand the principles of academic integrity and abide by them in all classes and/or course work at the University. Academic Misconduct violations are outlined in Part I, section B.1 of the *Code of Student Conduct*. If there are questions of interpretation of academic integrity policies or about what might constitute an academic integrity violation, students are responsible for seeking guidance from the faculty member teaching the course in question.

(9) **Operating Policy 10.5 (student accommodation)**

Angelo State University is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), and subsequent legislation. All students at Angelo State University must have the capacity and ambition to undertake, with reasonable accommodation from the faculty and administration, the academic challenges necessary to fulfill the academic requirements for the degree or certification programs which they are pursuing.

(10) **Operating Policy 10.19 (Holy Day):**

“Religious holy day” means a holy day observed by a religion whose places of worship are exempt from property taxation under Texas Tax Code §11.20. 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. A student who is excused under section 2 may not be penalized for the absence; however, the instructor may respond appropriately if the student fails to complete the assignment satisfactorily.

(11) Title IX at Angelo State University:
The University prohibits discrimination based on sex, which includes pregnancy, sexual orientation, gender identity, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination including: sexual assault, sex-based discrimination, sexual exploitation, sexual harassment, public indecency, interpersonal violence (domestic violence and/or dating violence), and stalking. As a faculty member, I am a Responsible Employee meaning that I am obligated by law and ASU policy to report any allegations I am notified of to the Office of Title IX Compliance.

Students are encouraged to report any incidents of sexual misconduct directly to ASU’s Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator at:

Michelle Boone, J.D.
Director of Title IX Compliance/Title IX Coordinator
Mayer Administration Building, Room 210
325-942-2022
michelle.boone@angelo.edu

You may also file a report online 24/7 at www.angelo.edu/incident-form.

If you are wishing to speak to someone about an incident in confidence you may contact the University Health Clinic and Counseling Center at 325-942-2173 or the ASU Crisis Helpline at 325-486-6345.

For more information about Title IX in general you may visit www.angelo.edu/title-ix.

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 ...