French IV (2312.010), Spring 2020, TTR 11 a.m.-12.15 p.m. online

Instructor: E.C. Muelsch  
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Office Hours: MWF 11 a.m.-12 p.m., TTR 1-2 p.m. and 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. (*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 3 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 4th edition, 2019. 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 14 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 16 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 16 janvier**

Chapitre 9 Quiz conjugaison des verbes (lire, écrire, dire) (vouloir, pouvoir, devoir) au présent, passé composé, imparfait) Activité orale avec partenaire : Commencer avec les questions qui précèdent « Le Cinéma d’auteur »(hand-out) **Devoirs**: Lisez le texte « Le Cinéma d’auteur » Répondez aux questions « Qu’en pensez-vous » (p.225)

**deuxième semaine**

**mardi 21 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 ? This homework is for January 28, 2020 !

**jeudi 23 janvier**

View “The Cowboy and the Frenchman” work in groups answering the assigned questions. **Group mails answered questions to me at emuelsch@angelo.edu at the end of the class period!**

**troisième semaine:**

**mardi 28 janvier**


**jeudi 30 janvier**

**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 4 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 connaître)

**jeudi 6 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 11 février**

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

**jeudi 13 février**

**Oraux** (Interview-voos études secondaires, votre emploi du temps, vos études universitaires)

**sixième semaine:**

**mardi 18 février**

**Rédaction**

**jeudi 20 février**

Introduction au subjonctif 11.4 regular subjunctive (Texercises 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 25 février
Introduction au subjonctif irrégulier faire 11.5 irregular subjunctive, ex. 25, 26, 27-31, 32, 33, Dictogloss 1-L’Université en France. (Devoirs : Testez-vous Chapitre 11)

jeudi 27 février
Examen 2

10e semaine:
mardi 24 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 26 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, et dans le livre exc. 15 A + B) Last day to drop a course !!

11e semaine
mardi 31 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 2 avril
Redaction

12e semaine :
mardi 7 avril
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/meilleur vs bien/mieux)

jeudi 9 avril
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)

13e semaine:
mardi 14
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.)

jeudi 16 avril
Examen 3 (Devoirs: Préparation pour l’oral. Ce sera un oral format interview)

14e semaine:
mardi 21 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 23 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...
15 semaine:
puis continuez avec le subjonctif exc. 8, 9, 10, 12 (Devoirs: 
Grammaire 13.2 Subjunctive usage: will, emotion, desire; exc. 13 +14)
jeudi 16 avril  Dictogloss 1; Regarder la vidéo Dans 5 ans- Les Français (remplir la feuille). 
Introduction du conditionnel exc. 16, 17, 18 (Devoirs: Grammaire 13.3 
Conditional)

EXAMEN FINAL mardi 5 mai 10h30-12h30
Syllabus subject to revision.

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 10%

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.

- 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/reflective), 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:**
As this is an online class now, attendance rules will be somewhat modified. It is crucial though that you are there for the remaining oral and the two exams!! It is quite difficult to adjust to the new scenario, hence it is even more difficult to organize make-ups. Do every effort to be there!

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.

**Faculty Absence**
Should I be absent from class or not be able to keep office hours (e.g., in case of illness, conference attendance, meetings) I will notify you of my absence via blackboard.

**Office Hours:**
I have outlined in blackboard how office hours will be handled for the remainder of the semester.
Homework Assignments:
I rely on your good faith that you have prepared the homework for the next class period. As I will receive a multitude of emails, I can no longer collect your email. If you tell me that you have done the assignment, I trust that you tell me the truth and you will receive 100 on your homework grade.
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. 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.)

Compositions and Orals:
The compositions and orals (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.

I apologize for this giant space, but I seem to be unable to reformat it correctly. Please read on!!
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.

Title IX at Angelo State University:
Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.
You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D.
You may submit reports in the following manner:

**Online:** [www.angelo.edu/incident-form](http://www.angelo.edu/incident-form)

**Face to Face:** Mayer Administration Building, Room 210
**Phone:** 325-942-2022

**E-Mail:** michelle.boone@angelo.edu

*Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).*

For more information about resources related to sexual misconduct, Title IX, or Angelo State's policy please visit: [www.angelo.edu/title-ix](http://www.angelo.edu/title-ix)

Student Disability Services
ASU 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 of 2008 (ADAAA) and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student’s responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the Student Disability Services website at [www.angelo.edu/ADA](http://www.angelo.edu/ADA). The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Ms. Dallas A. Swafford
Director of Student Disability Services
325-942-2047
dallas.swafford@angelo.edu
Houston Harte University Center 112
Student Absence for Observance of Religious Holy Days
A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. See ASU Operating Policy 10.19 Student Absence for Observance of Religious Holy Day for more information.

Incomplete Grade Policy
It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10.11 Grading Procedures for more information.

Student Conduct Policies
Academic Integrity
Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

The College of Science and Engineering adheres to the Statement of Academic Integrity

Plagiarism
Plagiarism is a serious topic covered in ASU’s Academic Integrity policy in the Student Handbook. Plagiarism is the action or practice of taking someone else’s work, idea, etc., and passing it off as one’s own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list.

Papers are subject to be evaluated for originality via Turnitin. Resources to help you understand this policy better are available at the ASU Writing Center.

Copyright Policy
Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

General Policies Related to This Course
All students are required to follow the policies and procedures presented in these documents:
• Angelo State University Student Handbook
• Angelo State University Catalog

The syllabus is subject to change.