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

Office Hours: TBA & 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. You are most likely to make contact by e-mail. I expect everyone to meet with me during office hours at least twice, the first time should be within the first two weeks of 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.)

...to provide students with a basis for making sound decisions and mature judgments which depend upon an understanding of the...traditions of many cultures; to help each student reach maximum capability with respect to communications, effective reasoning, and analytical things; to educate students for living and working in a competitive global society...

Departmental purpose: to help students acquire the ability to read, write, speak, and understand world languages, and to appreciate and evaluate other literatures and culture...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 learning models in second language acquisition.

COURSE DESCRIPTION

French 1301 is a beginning French course designed to provide an 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 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.
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-by 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

WARNING: THESE LEARNING OBJECTIVES (using the same national standards as the TEKS in K-12) REMAIN THE SAME WHETHER THIS COURSE IS OFFERED IN A 4-1/2 WEEK SUMMER TERM OR AN 8-WEEK INTENSIVE COURSE OR A 14/15 WEEK REGULAR SEMESTER. Courses move through the material efficiently, emphasizing learning the rules and applying them in LOTS of practice. All research shows a minimum of 240 hours of instruction and guided practice are necessary for most adult English-speaking learners to reach Novice mid to high level in French. LANGUAGE LEARNING ALSO HAPPENS IN REAL TIME FACE-TO-FACE CONVERSATIONS, so your attendance and preparation and participation in virtual class is essential for success.

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):**

2. Learning fundamental principles, generalizations or theories (Understand mechanisms of both language and culture)

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

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**TEXTS**

**REQUIRED**  *Français interactif.* Go to the textbook page of the *Français interactif* website [http://www.laits.utexas.edu/fi/textbook](http://www.laits.utexas.edu/fi/textbook) to download for free (or for a direct link to purchase):

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**RESOURCES**


[http://oralproficiency.coerll.utexas.edu/oral-proficiency-levels/](http://oralproficiency.coerll.utexas.edu/oral-proficiency-levels/)

[http://www.laits.utexas.edu/spt/](http://www.laits.utexas.edu/spt/)


www.utm.edu/staff/bobp/french/french.html

[http://French.about.com](http://French.about.com)

French Grammar Games (for Grammar Geeks)

[https://www.edutopia.org](https://www.edutopia.org)

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**ASSESSMENT OF STUDENT LEARNING OBJECTIVES**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comp chpt exams (4)</td>
<td>40%</td>
</tr>
<tr>
<td>homework/class prep</td>
<td>20%</td>
</tr>
<tr>
<td>quizzes/participation</td>
<td>10%</td>
</tr>
<tr>
<td>In-class Compositions</td>
<td>15%</td>
</tr>
<tr>
<td>Oral Evaluations</td>
<td>15%</td>
</tr>
</tbody>
</table>

Four chapter tests (examens) will be given; these comprehensive 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**. Quizzes, both announced and pop, will evaluate your understanding of vocabulary and grammar points. Assessments will also include two oral assessments and two in-class written assessments on topics which will be announced in advance. There are **no make-ups**.

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**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 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 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.*
ASSIGNMENTS

DATE ASSIGNMENT Due the day it is listed, so Prepared in advance (the better prepared you are, the better you’ll perform in class)

**première semaine:**
lundi, 23 août Introduction—« Can do » statements, navigating Fl, Bb, syllabus, VARK, ACTFL
mercredi, 25 août Chapitre Préliminaire : Ex. 1, page 16, section A ; video « Impressions » : print and fill out chart (pdf on website)
Chapitre 1 : video « Bonjour »and Introduction questions top of pg 22
video "Bienvenue à Lyon" : print and fill out chart (pdf on website)
Préparation du vocabulaire 1: print and Begin to fill out (pdf on website)
Preview Tex (overview and characters)
Review l’alphabet online (listen, repeat)
Read Note Culturelle pg. 22 margin
Print song
vendredi, 27 août Chapitre 1 : Note culturelle p. 23 margin, Ex. 3 p. 20, Ex. 4 p. 21 (to turn in),
video « les Français à Austin » : Je me présente and Qui est-ce ? and corresponding charts (pdf on website)
video « les étudiants-UTAustin : Je me présente and Qui est-ce ? and corresponding charts (pdf on website)
**deuxième semaine**
lundi, 30 août Chapitre 1 : Ex. 10 p. 25 ; Activité Internet (to turn in) Bring photo of a famous person (see end of Ex 11 p. 25)
Tex 1.3, 1.4, 1.5, 1.6; Ex 14 (pg. 26) and 18 (p. 27)
mercredi, 1 septembre Chapitre 1 : Ex 21 (pg 28) ; video : « la salle de classe » and corresponding exercise (pdf on website) ; Ex 22, part A (p. 29) ;
vendredi, 3 sept Chapitre 1 : video « 1 à 10 » (on website—listen and repeat only) Ex 23 and 24 and 26 (pg. 30);
video: “les jours de la semaine” and corresponding exercise
video : « le calendrier » and corresponding exercise

Syllabus subject to revision.

REQUIREMENTS

**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. The Vark website has pages of suggested strategies to use your preferred mode of learning to improve your dispreferred. [http://vark-learn.com/the-vark-questionnaire](http://vark-learn.com/the-vark-questionnaire), [https://vark-learn.com/the-vark-questionnaire/strategies-questionnaire/](https://vark-learn.com/the-vark-questionnaire/strategies-questionnaire/)

Welcome to [Français interactif](http://vark-learn.com/the-vark-questionnaire), a unique first year French program developed at the University of Texas. [Français interactif](http://vark-learn.com/the-vark-questionnaire) 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. The UT students will introduce you to their French host families, their French university, and their lives in France. Keep in mind as you watch these students that they were in your position only a year ago—enrolled in French 506 and 507! This program shows you that it IS possible to learn French well enough to communicate with native speakers.

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.) These video-based materials give [Français interactif](http://vark-learn.com/the-vark-questionnaire) an authenticity and immediacy lacking in most commercially produced textbooks.

As its name implies, [Français interactif](http://vark-learn.com/the-vark-questionnaire) 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!

**Virtual class attendance is crucial to your success in this course.** I expect all students to ‘attend’ ALL assigned Collaborate virtual class sessions. 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. In the event you are not able to ‘attend’ class, or if you want to watch it again, these Collaborate class sessions will be recorded, but do notice that no late assignments are accepted.

According to the [Angelo State University Undergraduate Catalog](http://vark-learn.com/the-vark-questionnaire), valid reasons for an absence include illness, family emergency, religious holy day as defined below 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 immediately after your absence—within 24 hours of your return—do not wait till the end of the semester. Petition may be downloaded from Blackboard and it has been emailed to you. 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.

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’.

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).

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.**

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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.

Students should keep updated about protocols and policies by consulting the Covid-19 Update Page at  https://www.angelo.edu/covid-19/