

[French I - 20608 - FREN 1301 - D10](#)

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Mission statement of Angelo State University:

"Angelo State University provides highly competitive graduates to the global marketplace by delivering quality programs in a values-focused and student-centered teaching and learning environment."

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 ideally 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 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-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 weatherc 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 vacationc 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
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)

Important (I)

3. Learning to apply course material (to improve thinking, problem solving, and decision making)
8. Developing skills in expressing oneself orally and in writing (Basic spoken and written communication in French)

TEXTS

Français interactif 4th Edition, 2019 available at qoop.com. Go to the textbook page of the Français interactif website: <http://www.laits.utexas.edu/fi/textbook> for a direct link to qoop. (required).The hard copy textbook can also be purchased for US\$ 30.00.

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/StandardsforFLLxecsumm_rev.pdf

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

ASSESSMENT OF STUDENT LEARNING OBJECTIVES

Course grade computation

Homework 10%

Attendance orals (2) 10%

Examination orals (2) 10%

Quizzes 15%

Compositions (3) 15%

Exams (4, including final) 40%

Grading Scale

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

ASSIGNMENTS**Class Schedule and Assignments**

I will frequently post short Kaltura videos, which you can access in the left-hand menu bar of our blackboard class. In these videos, I will state what we are doing on a given day in class, which videos I would like you to watch, and which exercises I would want you to do. Further information will be provided in blackboard announcements. The videos and exercises from *Français Interactif* are easily accessible online.

DATE

ASSIGNMENT

Première semaine

mercredi, le 19 janvier

Introduction- je me présente ; l'alphabet; les matières; phonétique

vendredi, le 21 janvier

la grammaire de Tex: les animaux, Tex characters, Tex 1.5 (definite articles)

deuxième semaine

lundi, le 24 janvier

[Meeting online in blackboard at 12 pm!](#) Introduction video « Bonjour » and Introduction questions, liste de vocabulaire: salutations, presentations, la salle de classe. Tex 1.1. Tex. 1.3.

mercredi, le 26 janvier

vocabulaire en contexte : bienvenue à Lyon, la salle de classe, 1-10, Tex.1.2

vendredi, le 28 janvier

Attendance Oral**troisième semaine**

lundi, le 31 janvier

liste de vocabulaire : en classe, les nombres cardinaux, la date ; vocabulaire en contexte : les jours de la semaine, le calendrier, les anniversaires.

mercredi, le 2 février

Les Français à Austin: je me présente

vendredi, le 4 février

Les étudiants à Austin je me présente

quatrième semaine

lundi, le 7 février

Review Tex. 1.1, 1.2, 1.3 Les Français à Austin: Qui est-ce? Les étudiants à Austin : Qui est-ce ?

mercredi, le 9 février
vendredi, le 11 février

cinquième semaine

lundi, le 14 février

mercredi, le 16 février

vendredi, le 18 février

sixième semaine

lundi, le 21 février

mercredi, le 23 février
vendredi, le 25 février

septième semaine

lundi, le 28 février
mercredi, le 2 mars
vendredi, le 4 mars

huitième semaine

lundi, le 7 mars
mercredi, le 9 mars
vendredi, le 11 mars

neuvième semaine

Spring Break

dixième semaine

lundi, le 21 mars

mercredi, le 23 mars

Tex. 1.4, Tex. 1.6, Tex. 1.7 **Devoirs** : Testez-vous !

Examen 1

Examination oral 1 (Examen oral) Devoirs :
Préparation du vocabulaire –chapitre 2

Introduction : Me voici. Vocabulaire en contexte : Franck
Guilloteau : Me voici & ma famille. Phonétique

Tex 2.1 (avoir) Tex. 2.3 (adjectifs possessifs)

Tex. 2.2 (verbes en –er), vocabulaire en contexte : les
passe-temps Audrey et Camille

Tex. 2.4, Tex. 2.5

Vocabulaire en contexte : l'heure ; Tex. 2.7

Tex 2.8, Tex. 2.9 description des personnes

Composition 1(rédaction 1)

Vocabulaire en contexte : les continents et les pays

Tex 2.6 (introduction aux adverbs)

Les Français à Austin: questions personnelles/Ma
famille –**Devoirs**: Testez-vous chapitre 2

Examen 2 (Devoirs : Préparation du vocabulaire
chapitre 3)

Introduction: Les Vacances en France; Phonétique;
Vocabulaire en contexte: l'Hexagone; à la gare, Tex. 3.3

Vocabulaire en contexte: Quel temps fait-il? Tex. 3.1,
Tex. 3.2.

vendredi, le 25 mars

Examination oral 2 (examen oral 2)

onzième semaine

lundi, le 28 mars

Les Français à Austin: Le temps; Les étudiants à Austin : Le temps

mercredi, le 30 mars

Vocabulaire en contexte: au lac, Les Français à Austin: Le week-end; Les étudiants à Austin : Le week-end

vendredi, le 1er avril

Tex 3.5 (aller)

douzième semaine

lundi, le 4 avril

Vocabulaire en contexte: en ville, Tex. 3.7 (prepositions with places)

mercredi, le 6 avril

Tex 3.6 (le futur proche) Les Français à Austin: Le week-end prochain; Les étudiants à Austin : Le week-end prochain

vendredi, le 8 avril

Les Français à Austin: Les vacances; Les étudiants à Austin : Les vacances

treizième semaine

lundi, le 11 avril

Composition 2 (rédaction 2)

mercredi, le 13 avril

Tex 3.4 **Devoirs:** Testez-vous chapitre 3

vendredi, le 15 avril

Examen 3 (Devoirs: préparation du vocabulaire chapitre 4)

quatorzième semaine

lundi, le 18 avril

Introduction: Les gens; Vocabulaire en contexte: le visage, les couleurs Audrey, le portrait physique

mercredi, le 20 avril

Vocabulaire en contexte: le portrait moral, Tex. 4.1

vendredi, le 22 avril

Tex. 4.2 (irregular adjectives), Tex. 4.3 (adjectives that precede the noun)

quinzième semaine

lundi, le 25 avril

Tex. 4.6 (comparison with adjectives)

mercredi, le 27 avril

Les Français à Austin: Votre portrait; Les étudiants à Austin : Votre portrait

jeudi, le 28 avril

Last day to drop!

vendredi, le 29 avril

Composition 3 (rédaction 3)

seizième semaine

lundi, le 2 mai

Attendance Oral

mercredi, le 4 mai

Tex. 4.4 et les stéréotypes

vendredi, le 6 mai

Les Français à Austin: Votre célébrité favorite; Les étudiants à Austin : Votre célébrité favorite. **Devoirs :** Testez-vous – everything except les verbes pronominaux

Examen final: Lundi, le 9 mai!

Syllabus subject to revision.

REQUIREMENTS

Attendance

This is an asynchronous class, hence there is no “roll call,” so to speak. You are supposed to read the posted material in blackboard and watch the assigned videos. Tests and quizzes will be posted online, and you will have to complete those in the indicated time frame. However, you will have to conduct virtual oral conversations with me, and I would want you to be present for those, evidently. I will coordinate specific times with you during which we will conduct our conversations. There will be two types of orals: one is the attendance/participation oral- we will just talk casually about things without you having to majorly prep for it, and if that goes ok, it will be an automatic 100. There will be two attendance orals. The other one is the examination oral, which will test your grammar and your vocab, and you will have a series of questions to prepare. There will be two examination orals. 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. For every class day, you will receive daily “class” and “homework” assignments. “Class” and “homework” assignments need to be completed by a given deadline, usually, before the next class day. It would be good, if you could find a partner with whom to practice some of the classroom activities. This would allow you to receive some feedback from other students in the class. [To allow you to get to know each other, I will set a short orientation meeting for Monday, January 24th at 12 pm in our blackboard collaborate ultra room – the meeting should not last longer than 20 minutes. \(Look in the left hand menu-bar of our blackboard class and click on the blackboard collaborate ultra link and then click on the link for lundi \(Monday\), le 24 janvier. If you are unable to attend the meeting, please send me an email to \[emuelsch@angelo.edu\]\(mailto:emuelsch@angelo.edu\) . Merci beaucoup!](#)

Make-up work

Make-ups will only be given if you provide documentation and give a valid reason why you were absent, e.g., couldn't take the exam/oral/composition at the assigned time/during the given timeframe (see definition of valid reason under “Attendance”). You will have to contact me within 24 hours after your class absence in order to schedule the make-up work. There will be no make-ups for quizzes!

FURTHER REQUIREMENTS:

Homework Assignments

These assignments will be given at the end of a class period and will be posted in blackboard. They will be checked and/or graded regularly. Each student must complete the work assigned by the specified deadline. 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. Please send all written homework assignments by the deadline to my email address: emuelsch@angelo.edu

Quizzes

I will give quizzes frequently to make sure that you know the material and are prepared for the chapter tests. These quizzes will be posted online and you should be completing them in the given time frame and by the given deadline.

Attendance Orals/Examination Orals

There will be two attendance orals and two examination orals. For a definition, please see the paragraph under attendance. For the examination orals, I will provide a list of questions, so you can prepare for it.

Compositions

You will have to write three short compositions. The topic will be assigned in blackboard and you will have to write the composition in the given time frame and finish by the indicated deadline.

Exams

There will be four (4) exams, including the final, clearly marked on the syllabus covering grammar points, the readings, the online assignments and the videos watched. The tests will include oral and written cues similar to the activities you have practiced in class. THERE WILL BE NO MAKE-UP EXAMS without prior coordination with the instructor. The final exam will be a comprehensive exam covering materials from all the chapters and culture units we have covered during this semester.

Office Hours

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.

Additional Information:

(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)

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. The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dr. Dallas A. Swafford
Director of Student Disability Services
325-942-2047
dallas.swafford@angelo.edu
Houston Harte University Center

(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 Miller, 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/>