Comprehensive Course Syllabus

French III WLG 130

Course Description:

In Level III, students continue to build upon communication skills developed in Levels I and II. Specifically, students participate actively in extended oral and written discourse, using compound and complex sentences to provide information in a coherent and fluent manner. Students narrate and describe past and present events; they predict future events. They develop critiquing skills. Students explore options in a given situation, and handle difficulties and unexpected events. They also learn to initiate and sustain a conversation, discussion, or debate. Students demonstrate these language functions in various contexts (personal, social, political, socio-economic, scientific, literary, artistic, historical and philosophical). Reading selections include children’s literature, poetry, short stories, and three French novellas: La Belle et la bête, Le petit Nicolas, and Le petit prince. Students also participate in "free reading” time, for the purpose of developing reading skills (and interests) in a non-threatening relaxed setting. Finally, it is tradition to have a "Café-Baratin" in the classroom every Friday where students gather in small groups over a cup of tea, hot chocolate, coffee, or hot cider, to chat about their personal lives, before engaging in more structured activities.

Instructor:

- Willa Lee Shultz
- Office A127: pre-arranged appointments; walk-ins welcome
- Telephone: 630-907-5471
- Email: willa@imsa.edu

Meeting Days, Time and Room
A/C, mods 4-5 (8:45-9:30); B/D, mods 3-5 (8:20-9:30), room A121
A/C, mods 14-15 (1:25-2:10); B/D, mods 13-15 (1:00-2:10), room A121

Text(s):
Blume & Stein. French Three Years, Amsco, NY, 1994
Herbst & Sturges. Encore Une Fois, Longman, NY, 1984
Saint-Exupéry. Le petit prince
Schunk & Waisbrot. Explorations, Heinle & Heinle, Boston, 1990
Sempé-Gosciny. Le petit Nicolas, Denoël, 1960
De Beaumont. La Belle et la bête

Supplementary literature (including poetry), and films (see below)

Materials: two-inch three-ring binder, with loose-leaf paper and dividers
- French/English dictionary
- pens of varied colors

YOUR BINDER: Keep a three-ring binder of past and present work, and all handouts. It will be your responsibility to keep all of your papers in order. DO NOT DISCARD ANYTHING! The notes you
take in class, along with Xeroxed materials that you receive, allow you to prepare for classes and to review material covered in class. If you know that you are not an organized person, see me, and I will help you.

**Essential Experiential Aspect:**
At the Illinois Mathematics and Science Academy®, one of our main objectives in teaching foreign languages is for students to engage, on a deep, intellectual, and personal level, in new ways of seeing, thinking, interacting, and communicating. In order for this objective to be realized, students must encounter a communicative system and cultural perspectives different from their own. It is essential for our students’ growth that they engage in immersion-based learning experiences where they are supported in going beyond normal comfort levels, and where they learn to function within a system that is unfamiliar to them, thereby developing real-world proficiency in another language and in other cultures.

As a result of language learning, our students think and act globally, are cosmopolitan in their outlook, and international in their understanding. They will be ethical leaders who advance the human condition. When students speak another language, they think and act differently. Their perspective is widened and horizons are expanded. Students have a greater capacity to empathize, to make friends, to imagine “what it would be like” to be in another person's shoes. Imagination is stretched. Students no longer see “aliens” or “others”, but rather they see real people with differences and similarities. If students stop studying a language, they may forget the words and grammar details. However, learning another language and its culture(s), learning how to effectively communicate with other human beings, and learning how meaning is constructed through words other than one’s native tongue, will remain for a lifetime.

The IMSA World Language Learning Standards, in which the five unifying concepts (communication, cultures, communities, comparisons, connections) are embedded, are the guiding principles of the program. Our standards are adapted from *Standards for foreign language learning: Preparing for the 21st century, National Standards in Foreign Language Education Project, 1996*.

Students studying foreign language at IMSA will:

A. communicate in multiple modes (interpersonal, interpretive, and presentational).
B. understand the relationships among the practices, products, and perspectives of the cultures studied.
C. reinforce and further knowledge of other disciplines through the foreign language.
D. acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
E. understand the nature of language through comparisons of their own language and the language studied.
F. understand the concept of culture through comparisons of their own culture and the cultures studied.
G. use knowledge of language and culture both within and beyond the school setting for personal enjoyment and enrichment.

In addition, the WL team guides students in the development of their metacognitive skills, their ability to collaborate, and their ability to accurately assess learning--skills which are applicable to all of their learning experiences.

**Standards of Significant Learning and Outcomes:**
I.A. Students are expected to demonstrate automaticity in skills, concepts, and processes that enable
complex thought by
- controlling the linguistic system (syntax, morphology, phonology, semantics, lexis)
- engaging in oral and written discourse
- using strategies that enhance the effectiveness of communication
- applying content knowledge to create with the target language
- providing and obtaining information
- expressing feelings and emotions
- exchanging opinions
- compensating for linguistic inadequacies and cultural differences when they occur, and applying knowledge of cultural perspectives governing interactions between individuals of different age, status, and background
- directly accessing knowledge and information generated by other countries and cultures
- decoding written and spoken language on a variety of topics
- presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics
- transferring content knowledge in alternative scenarios and new problems.

II. A. Students are expected to identify unexamined cultural, historical, and personal assumptions and misconceptions that impede and skew inquiry by
- recognizing that language learning is not simply a word-for-word translation process, but rather the acquisition of an entirely new set of concepts
- processing information on the nature of language and/or culture
- identifying patterns among language systems
- demonstrating mutual cultural understanding and respect.

IV. B. Students are expected to write and speak with power, economy, and elegance by
- providing and obtaining information
- presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics
- controlling the linguistic system (syntax, morphology, phonology, semantics, lexis)
- using strategies that enhance the effectiveness of communication
- engaging in oral and written discourse on given topics
- recognizing the linguistic and cultural differences that contribute to the distinctive viewpoints that are only available through the foreign language and its cultures
- compensating for linguistic inadequacies and cultural differences when they occur, and applying knowledge of cultural perspectives governing interactions between individuals of different age, status, and background
- expressing feelings and emotions
- exchanging opinions
- decoding written and spoken language on a variety of topics.

IV. D. Students are expected to develop an aesthetic awareness and capability by
- recognizing that language learning is not a word-for-word translation process, but is the acquisition of an entirely new set of concepts.
- recognizing that people of other cultures view the world from a perspective different from their own
- experiencing more fully the artistic and cultural creations of other cultures
- identifying patterns of behavior among people of other cultures
- applying knowledge of the perspectives, artifacts, and practices of a culture.
VA. Students are expected to identify, understand, and accept the rights and responsibilities of belonging to a diverse community by
- recognizing the existence of other peoples' world views, their unique way of life, and the patterns of behavior which order their world
- assessing the linguistic and cultural differences that contribute to the distinctive viewpoints that are only available through the foreign language and its cultures
- applying knowledge of the perspectives, artifacts, and practices of a culture
- engaging in oral and written discourse
- providing and obtaining information
- expressing feelings and emotions
- exchanging opinions
- compensating for linguistic inadequacies and cultural differences when they occur, and applying knowledge of cultural perspectives governing interactions between individuals of different age, status, and background
- explaining the process of stereotyping and the role stereotypes play in forming and sustaining prejudice
- demonstrating mutual cultural understanding and respect
- engaging in meaningful direct interactions with members of other cultures
- sharing their knowledge of language and culture.

Instructional Design and Approach:
World Languages teachers establish an immersion classroom where the goal is correct, uninhibited, creative expression and communication in the target language. "Communication" includes speaking, reading, listening, and writing. We denote, and help students to develop skills in, three modes of communication: presentational, interpersonal, and interpretive. Our instructional design provides the opportunity for students to develop core competency learner characteristics. We empower and enable students to discover what they personally need in order to acquire and use a foreign language; we place responsibility on the individual student to collaborate, utilize problem-solving skills, and critical and creative thinking. We ask students to persist through frustration, and to maintain a tolerance for ambiguity; we demand that they look at problematic situations from various viewpoints and perspectives, and we design instruction so that they must develop and go beyond automaticity, actively construct meaning, seek connections and interactions that deepen understanding, and appreciate the value of knowledge from multiple sources and perspectives. We help students develop the cultural sensitivity that is necessary to guard against miscommunication or misunderstanding. We assume that students will display the motivation, maturity, and personal responsibility necessary to participate in this sort of language acquisition environment.

The Webster's Ninth New Collegiate Dictionary defines "immerse" as "to plunge into something that surrounds or covers" and "immersion" as "an act of immersing: a state of being immersed." Immersion means that you will be surrounded and covered by French at a level that is appropriate for you!

Student Expectations:
Students are expected to treat each other and the instructor with respect. They are expected to contribute to the community of learners that is the French III class. Active class participation is essential to your success and to the success of the course. Students speak French to the best of their ability and do not speak English unless instructed to do so. World Language classes are impossible to "make up". It is in your best interest to avoid absences. Speak your best French at all times, with the teacher and your classmates. Even informal conversation among classmates must be in French.
Basically, once you cross the threshold into the French classroom, you are expected to use French exclusively. Use of English in class will have a detrimental effect on your language acquisition and your grade. In other words, your written work may be excellent, but if you regularly break into English during small group activities, don't expect to receive an A.

Use of English vs. French in the French classroom

Our primary language for oral and written communication will be French - the reason you are studying French! There will be rare occasions when we will speak English or I will direct you to write responses in English. The three situations when use of English will be acceptable are:

1. when I am conveying information about the course, course expectations and goals, and assessments;
2. when we are discussing and/or conveying meta-cognitive information, such as the review of language-learning strategies; and,
3. when I am checking your understanding of a grammar structure, or you are discussing your understanding of a written text, an audio or video recording, or cultural differences (Interpretive Mode of Communication).

I will be very specific and tell you when we may speak English. Other than the three situations above, I will speak to you in French and you are expected to speak French with your classmates and with me.

In addition to consistent attendance, students are expected to be punctual, and to be prepared, i.e. assignments completed, and in possession of materials that the teacher has prepared or distributed which are necessary for participation in class. Students should understand that assignments are not only written documents which are periodically collected for review by the teacher, but also include thinking about language, practicing, learning, studying, and yes, even memorizing.

As French III students, you have already acquired a broad base from which to continue to develop your proficiency in French. The more closely guided and directed instructional elements that you encountered in the earlier levels of instruction will give way to less structured content-based instructional units. The amount of time outside of class that a student requires to succeed in French III varies from individual to individual. A reasonable expectation is that students spend 20-40 minutes outside of class per day doing homework and reviewing. Shorter daily study sessions are much more conducive to language acquisition than one or two longer periods during the week. Class time and study time outside of class allow you to practice and refine the skills that you need for successful assessments.

Academic Honesty

Refer to the Student Handbook/Planner. We will discuss academic honesty as it specifically relates to World Language learning.

Attendance

Refer to the Student Handbook/Planner. I will not inform you if you have too many tardies or absences; it is the responsibility of students and parents to check the attendance record in PowerSchool. If you are absent, it is your responsibility to submit homework as soon as possible, to inform yourself of what we did in class, and to obtain the new homework. I cannot replicate what we did in class so you must make every effort to be ready to work and participate in class on the day of your return. If you are absent the day we view a film, you must borrow it from me, from the IRC, or another source. Long-term absences due to illness will be dealt with on a case-by-case basis.
You may not make up quizzes or oral assessments such as skits or presentations for credit if your absence is unexcused; however, I urge you to complete the assessment anyway, so that you can check your own progress, and receive valuable feedback.

**Assessment Practices, Procedures, and Processes:**
The World Languages Team feels very strongly that assessment is much more than a letter grade or a numerical value. Assessment is integrally connected to the teaching and learning process; it involves both the teacher and the students. The teacher provides regular feedback on student performance. The student follows through on the teacher’s feedback, and engages in self-assessment. We encourage our students to self-assess, and to measure progress in written and oral language proficiency on a daily basis. Written and oral homework preparation, quizzes, journal entries, compositions, listening comprehension, small and large group participation, skits, daily language production, and a positive attitude all contribute to your success in acquiring a new language. Emphasis is on continued efforts to improve language proficiency. Essential elements of effective communication are comprehensibility and comprehension, language control, creative use of vocabulary in context, communication strategies, and cultural awareness. You should always have a fairly clear idea of how you are doing in the course, because of immediate feedback you receive from the teacher during class, your own sense of comprehension and your ability to actively participate during class activities, your knowledge of the thoroughness of your homework preparation, and of course, the grades and comments you receive on written assignments. Accurate self-assessment requires some practice. It is my experience that IMSA students frequently under-estimate their performance, however, on occasion, a student may have an inflated sense of his/her proficiency (grade). If, at any time, you are unsure of your progress, make an appointment to discuss it with me. Nothing is secret.

To measure your developing proficiency in French, assessments will reflect one of three modes of communication: Interpretive, Interpersonal, and Presentational. In order for you to clearly understand what constitutes the targeted outcome of your learning experience, what meets, does not meet, or exceeds expectations for your level, you will receive rubrics for interpretive, interpersonal and presentational modes. These rubrics also designate which Standards of Significant Learning are targeted in the learning experience. You will receive feedback after performing each task to help you prepare for completion of the subsequent task, as all tasks within a thematic unit are interrelated, and build upon one another. In the same way that no skill exists in isolation while the language is being acquired, the instructor will assess your integrated, natural progression.

You can refer to the general World Languages rubric for oral and written proficiency to see what type of performance constitutes a particular letter grade. Additional expectations for specific assignments are denoted in supplementary handouts and rubrics.

All hand-written assignments and quizzes must be double-spaced. Please make every effort to write neatly and legibly in ink. If you make an error, neatly cross out the word. If I cannot read your writing, I cannot assess your work.

Assessment categories in Power School include: Quizzes/Exams; Writing (short writes, homework, journal entries, compositions); Oral assessments (videos, skits, recitations); and Class Participation. Most assessments will be assigned a point value of 10, 20 or 30, depending on the length of the assignments, and the time and effort required to produce the work. The categories are not weighted.
The point distribution relates to letter grades in the following manner:

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Class Participation: Every two weeks you will receive a grade which reflects your daily participation: speaking French, listening, engaging in all activities, attitude, positive risk-taking behavior, willingness to make mistakes and to learn from them, preparedness for class (supplies and completion of homework).

Homework: You will have homework every day. It may be written, oral, or review. Assignments are due at the beginning of class. If you submit work at the end of class, later in the day, or the following day, you will get a grade lower than you would have had, based on the quality of your work.

Quizzes/Exams: If you have an excused absence on the day of a quiz or exam, you have 48 hours to make it up. However, it is YOUR RESPONSIBILITY TO TAKE THE QUIZ/EXAM. I WILL NOT APPROACH YOU ON THIS MATTER.

Follow these steps when making up a quiz after an excused absence:
1) Find the folder marked “Mme Shultz: Make-up quizzes, French II and III” on the table in front of Mme Crosby's desk.
2) Find the quiz with your name on it.
3) When finished, put your quiz on my chair.

Sequence of Major Topics and Activities:
As French III is a year-long course, we have the flexibility of modifying and adjusting the pace and content of activities, units of study, and assessments, according to the identified needs of the current class. Please note that reading and film selections, as well as topics for compositions, may be different than those indicated below. In addition, the sequence may be modified.

First Semester Overview
The first weeks include extensive work on pronunciation and intonation. A baseline video will be conducted. The primary purpose of this assessment is to preserve a record of your oral language production at the beginning of Level 3, thereby providing us with a reference point from which to assess your growth. We will also complete an intensive review of regular and irregular present tense verb conjugations because all subsequent tense conjugations build upon accurate knowledge of present tense forms. The overarching themes for first semester are: Identity, Personal Growth, and The Individual in Society.
Grammar Emphasis:

- Review and acquisition of regular and irregular verbs (indicatif présent, impératif, passé composé, imparfait, passé simple, futur simple, et conditionnel)
- Pronoms relatifs
- C’est vs. il/elle est
- Adjectifs et adjectifs démonstratifs
- Comparaisons et Superlatifs
- Pronoms directs, indirects, et disjoints
- Adverbes
- Interrogatifs
- Expressions idiomatiques

Reading selections (may include, but are not limited to):

- Contemporary short stories and extracts from longer literary works
- Readings on francophone cultures, science, history, and news items
- *Le petit Nicolas*, Sempé & Goscinny
- *Si j’avais un gorille* – Mercer Mayer

Films: (may include, but are not limited to):

- *La femme Nikita*
- *Le retour de Martin Guerre*
- *Stupeur et tremblements*
- *Camille Claudel*
- *Champs d’honneur*

Major assessments:

**Oral:**
- Baseline video: Interview: Qui admirez-vous et pourquoi?
- Recitation of a literary selection (non-memorized)
- Participation in class discussion of films
- Teaching a class lesson based on a chapter from *Le petit Nicolas* (group)

**Written:**
- Examen: Les verbes irréguliers
- Examen: Le passé composé et l’imparfait
- Conte original (Bare Book)
- Compositions: 1) Une personne que j’admirer et pourquoi
- 2) L’événement le plus _______ de ma vie
- 3) Suis-je patrioté?
- 4) L’identité, de quoi consiste-t-elle?
Second Semester Overview

We will continue to examine the development of the individual within society as manifested through folk and fairy tales from various cultures. We will read and discuss Bettleheim’s *Psychanalyse des contes de fees* as it relates to selected tales and films (see below). Next, during our study of the French classic, *Le petit prince*, students will have opportunities to develop, discuss, and present personal values, philosophies, and worldviews. Finally, students will examine French colonialism and the modern French-speaking world through selected readings, poetry, and film.

Grammar Emphasis:

- Continue to refine skills introduced during first semester
- Prépositions
- Pronoms possessifs et démonstratifs
- Subjonctif (présent et passé)

Reading selections: (may include, but are not limited to):

- *The Uses of Enchantment* et *Psychanalyse des contes de fées*, Bruno Bettleheim, sélections
- Contes de fées et contes folkloriques
- *La Belle et la bête*, Mme LePrince de Beaumont
- *Le petit prince*, Saint-Exupéry
- Poèmes sélectionnés

Films: (may include, but are not limited to):

- *La Belle et la bête* (de Jean Cocteau)
- *Kirikou* (un dessin animé)
- *The Little Prince* (de Lerner et Loewe)
- *Rue cases nègres*

Major assessments:

Oral: Participation dans les discussions suivantes:

- Les éléments psychologiques des contes de fees
- *La Belle et la bête*
- *Le petit prince*

Sketch final du Petit Prince

Lecture à haute voix d’un passage du *Petit Prince*

Présentation et analyse d’un poème francophone

Written: Réponses écrites, *La Belle et la bête*, et Bettleheim

Examen de traduction, *La Belle et la bête*

Examen: le Subjonctif

Questions de compréhension, et petites réflexions, *Le petit prince*

Composition: options variées du *Petit prince*
REMEMBER: I am always available for tutorial help (in English or French), and for informal chats (in French). Do not hesitate to seek me out! Take advantage of our IMSA setting. Organize conversation groups. Arrange “French time” with your roommates, wingmates, and friends. If you are studying French because you want to communicate in another language, doesn’t it make sense to take every opportunity to do so?

To reference IMSA’s World Language Learning Standards:  
www.imsa.edu/learning/standards/wlang.php

To reference IMSA’s Standards of Significant Learning:  www.imsa.edu/learning/standards/ssl.php