Comprehensive Course Syllabus

Course Title
French IV (WLG 140-101)
French V (WLG 150-101)
2009-2010

Course Description:
French IV students continue to build on the skills from the first three levels of their study of French by developing and refining the five major skills of listening, speaking, reading, writing, and cultural competency. They read authentic texts that include advanced grammatical structures (i.e. passive voice, subjunctive and conditional moods, indirect discourse), and topics that are technical, scientific, philosophical, and literary. As the year progresses, students’ written and oral French is expected to reflect advanced grammatical structures and an ever-expanding, sophisticated, precise, and eloquent vocabulary. Students become more adept at comprehending the speech of native speakers, speaking at a normal rate of speed, in most situations.

Expectations for performance and progress are higher for French V students. Students at level V of French continue to build on the five skills. Due to their experience with and exposure to the language and francophone cultures, they are expected to self-assess and demonstrate greater mastery of the grammar and vocabulary in their written and oral communication. As the year progresses, students will be expected to demonstrate increasingly effective communication through the creative use of vocabulary in context, and grammatical and syntactical accuracy. For example, their written French will demonstrate increased fluency, a more concise expression when necessary, and a greater control of the mechanics of the written and spoken language. Spoken French will reflect more accurate pronunciation, increasing fluency, and authentic French intonation.

INSTRUCTOR:
• Name: Mme Brenda Crosby
• Office Number: A127
• Office hours: I-day 1 – 3 pm Walk-ins welcome and by appointment
• Telephone number: 630-907-5884
• Email address: brendac@imsa.edu

Meeting Days, Time and Room(s)
Section 1: A and C day 9:35 – 10:45 am and B and D day 9:35 – 10:20 am
Section 2: A and C day 2:15 – 3:25 pm and B and D day 2:15 – 3 pm
Room A121

Texts / Materials:
Various supplementary grammar packets, exercises, teacher generated handouts, and reading materials selected by the instructor,

The following texts and films are read and viewed during alternating years:

**Year 2009-2010:**
- Ionesco, Eugène, *La Leçon*, Gallimard, 1951
- Rostand, Edmond, *Cyrano de Bergerac*, Presses Pocket, 1989 (Originally published in 1897)

**Films:** *Maman regarde!* (film shorts)
- *Le fabuleux destin d’Amélie Poulain*
- *Chocalat*
- *Inch’Allah dimanche*
- *La promesse*

**Year 2010-2011:**
- Ionesco, Eugène, *Rhinocéros*, Gallimard, 1959
- Camus, Albert, *L’hôte*, date?

**Films:** *Madame Rosa*
- *Le diner de cons*
- *Danton*
- *Indigènes*
- *La Haine*

2” three-ring binder, with loose-leaf paper or a spiral notebook, to be used only for French I class. Blue and black pens for quizzes and homework. Students may use other colors when doing peer editing or grading a classmate’s quiz. NO PENCILS, please.

**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)
- expressing feelings and emotions
- engaging in oral and written discourse
- 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
- using strategies that enhance the effectiveness of communication
- applying content knowledge to create with the target language.
- providing and obtaining information
- 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 languages 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
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.

**Student Expectations:**

Immersion means that you will be surrounded by French at a level that is appropriate for you. You will not hear English from me and I expect to hear only French from you. Students speak French to the best of your ability at all times. The more closely guided
and directed instructional elements encountered in the earlier levels of instruction will give way to less structured content-based instructional units.

Students are expected to treat each other and the instructor with respect. They are expected to be a positive contributor to the community of learners that is the French IV-V class. They are expected to be in class daily, 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.

The amount of time outside of class that a student requires to become proficient in French varies from individual to individual. A reasonable expectation is that students spend 30 to 40 minutes outside of class per day doing homework and reviewing for a total of 210 to 280 minutes per week. 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 should be construed essentially as time devoted to practice in which the various skills can be refined in order to ensure success at the time of assessment.

Active class participation is essential to your success and to the success of the course.

Academic Honesty

I follow the Academy's Academic Integrity policy; refer to the Student Handbook/Planner, pages 9-10 for this information. I expect you to conduct yourselves in accordance with five fundamental values: honesty, trust, fairness, respect, and responsibility.

Specific examples of cheating in the French classroom include: using an English version of a foreign language text; and using an online translator for more than individual words. When in doubt, ask me for clarification and we will discuss examples of appropriate Vs inappropriate collaboration and intelligent use of on-line dictionaries.

Attendance

I follow the Academy's attendance policy; refer to the Student Handbook/Planner each student receives. 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 turn homework in 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, oral assessments such as skits or presentations if your absence is unexcused.

**Assessment Practices, Procedures, and Processes:**

Assessment involves both the teacher and the student. The teacher provides regular feedback on student performance. The student follows through on the teacher’s feedback, and engages in self-assessment. Emphasis is on continued efforts to improve language proficiency. Students are assessed daily through their participation and engagement in the production of written and spoken language, and on reading and listening comprehension. Essential elements of effective communication are comprehensibility and comprehension, language control (grammatical and syntactical accuracy), creative use of vocabulary in context, communication strategies, and cultural awareness.

To measure your developing proficiency in French, assessments will reflect one of three modes of communication: Interpretive, Interpersonal, and Presentational. 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. A variety of assessment tools will be used, including individual and group work, informal conversations, in-class presentations, video assessments, grammar exercises, quizzes, writing assignments of varying lengths, and reading and listening comprehension. There will be times when I ask you to reflect on your learning and progress, and you should regularly assess your own learning and to reflect on your learning experience. In addition, you will engage in peer editing.

Generally, you can continue to refer to the rubric for oral and written proficiency (soon to be distributed), to see what type of performance constitutes a particular 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. The words must be visible on the paper, and the print must be the equivalent of 12 font typed print. Please write in blue or black ink. If you make an error when writing in pen, neatly cross out the word.

If I cannot read your writing, I cannot assess your work.
All assignments will be awarded a 10, 20, or 30 point value, depending on the length of the assignment, and the time and effort required to produce the work. The point distribution relates to letter grades in the following manner:

<table>
<thead>
<tr>
<th>Grade</th>
<th>30</th>
<th>20</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>28.5</td>
<td>19</td>
<td>9.5</td>
</tr>
<tr>
<td>A</td>
<td>27</td>
<td>18</td>
<td>9</td>
</tr>
<tr>
<td>A-</td>
<td>26.4</td>
<td>17.6</td>
<td>8.8</td>
</tr>
<tr>
<td>B+</td>
<td>25.5</td>
<td>17</td>
<td>8.5</td>
</tr>
<tr>
<td>B</td>
<td>24</td>
<td>16</td>
<td>8</td>
</tr>
<tr>
<td>B-</td>
<td>23.4</td>
<td>15.6</td>
<td>7.8</td>
</tr>
<tr>
<td>C+</td>
<td>22.5</td>
<td>15</td>
<td>7.5</td>
</tr>
<tr>
<td>C</td>
<td>21</td>
<td>14</td>
<td>7.0</td>
</tr>
<tr>
<td>C-</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
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The following are the categories that will appear in PowerSchool:

**Bi-weekly Class Participation:** Every two weeks you will receive a grade which reflects your daily participation: speaking French, listening, engaging in all activities, attitude, preparedness for class, completion of homework, your preparation outside of class (this allows you to participate fully and actively during each class session), effort, and attendance. If you are speaking English in class during “French only” times, you will not receive the grade you seek.

**Oral Presentations/Assessments:** Graded individual or group presentations, skits, presentation of written work, and video and audio assessments.

**Compositions, including drafts:** Student-produced written work of one paragraph or more. Longer writing assignments will have a point value of 10, 20 or 30. Rough drafts of compositions and extended written responses to questions, or a series of questions, based on a reading or a film will be awarded 20 points. The final copy of a composition (usually one draft) will receive 30 points. The point value will always be indicated in Power School.

**Homework:** Homework consists of daily written assignments including photocopies for practice or review of vocabulary and grammar; they will most often be corrected in class. I will frequently walk around and note who has completed the work; late work will not be accepted or count for credit. You will also do short written assignments of a paragraph or two, targeting a grammar structure or specific vocabulary. Work is late if you do not submit it when I ask for it. Homework will include work submitted in preparation for a skit or other oral presentation.

Most shorter daily homework assignments will be worth 10 points. When I collect the homework, the breakdown of points will be as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-9</td>
<td>neat, complete, almost perfect</td>
</tr>
<tr>
<td>8-7</td>
<td>neat, almost complete, up to four minimal errors (accents, spelling, vocabulary or grammar)</td>
</tr>
</tbody>
</table>
6-5 about ½ complete, with more than four grammar errors related to the lesson
4-3 incomplete, not very legible, evidence of lack of effort or major
miscomprehension of lesson
2-1 Less than ½ complete, or too much of it is incorrect and/or I can’t read enough of
your handwriting to know if the grammar and vocabulary are correct.
0 Student did not submit or complete assignment.

If your handwriting is very difficult to read, type the assignment using ENGLISH as the
default so that Word does not correct your errors.

On days when I do not collect the assignment, I may still verify that you have completed
it. The points assigned will be: 10, 5, or 0.

Assignments are due at the beginning of class, when I walk around to see who has the
work, or when I ask for them. You will not receive credit for an assignment if you show
it to me after I have completed walking around to check work. If you do not have the
assignment complete when I check or collect it, you should complete it anyway in order
to get the practice.

**NB** Homework can potentially count in two of the categories. When homework is
collected and graded, it will be a part of the "Homework" category. There are times
when I will just check to see that you have completed your homework. When homework
assignments are incomplete or non-existent, your class participation grade will suffer.

**Quizzes** (une interrogation, une interro) will be both graded and non-graded. You will
take, on average, one quiz a week. Most quizzes will be peer corrected in class, and then I
will collect and grade them. They provide a means by which both you and I can assess
your progress. If you are absent on the day a quiz is given, you have 48 hours from the
time of the quiz to make it up. However, it is YOUR RESPONSIBILITY TO TAKE
THE QUIZ. I WILL NOT APPROACH YOU ON THIS MATTER.

Follow these steps when making up a quiz after an excused absence:
1) Find the manila folder on the table in front of my desk. Make sure it is the one
marked “Mme CROSBY Les interros Français I et Français IV-V”.
2) Find your quiz. It will have your name on it.
3) When finished, put your quiz back into the same folder.

**Sequence of Major Topics and Activities 2009-2010**

Further explanation, including targeted SSLs, grammar, vocabulary, and culture, will be
provided at the start of each unit. Number of weeks indicated for each unit is an estimate.

I. Grammar and vocabulary review and building (Quarter 1)
   Intense review of more advanced grammar structures (to continue through the year).
Activities include, but are not limited to, pronunciation practice, traditional grammar and vocabulary exercises, skits using targeted material, student produced writing, reading, and listening exercises. Assessments will include quizzes, skits, and original student writing.

II. *La Leçon* by Eugène Ionesco (2 weeks)
Students will read, perform and discuss selected passages of the play. They will also predict and write an ending to the play.

III. Les outils (tools), les inventions et les objets (2 weeks)
Unit includes vocabulary building, listening, speaking, reading, and writing. For the final assessment, students will improve on an existing object or create a new one with the goal of improving people's lives. The presentation of the improved object will be recorded using Audacity.

IV. La France d’aujourd’hui (5 weeks)
This study of contemporary culture in France will consider these and other questions: What is culture? How does culture manifest itself? How is culture created? Who creates culture? What do cultural artifacts say about the people who create and use them? The film *Le fabuleux destin d’Amélie Poulain* will be the starting point for this study with the goals of raising awareness and deepening understanding of what life is like in France today, by focusing on life in the neighborhood of Montmartre in Paris. This study of contemporary France will also allow us to examine culture in America, and its physical manifestations. Activities include: examining cultural artifacts found in and representative of France and the United States, listening to songs by French artists which deal with contemporary issues, and writing new song lyrics. Students will write and perform pastiches of songs studied in class. As an oral evaluation, students will do a presentation of an "American" cultural artifact, explaining its history and significance.

V. La gastronomie (1-2 weeks)
What is the difference between gastronomy, cuisine, and food? What is the role of each of these in France? What influence has French cooking had on the world? And, what is the history of cafés and their culture? Activities include: readings and/or listening comprehension about gastronomy and food, and viewing and discussing selected scenes from films (may include *Vatel* (in English), *Argent de poche*, *Les Visiteurs*, and *Le Festin de Babette*). Evaluations will include a research project on a selected theme, and a presentation during a meal prepared by students.

VI. La France post-coloniale et l’immigration (Quarter 3)
This unit will focus on the effects of colonialism, immigration in the places of settlement (specifically, France, Belgium, and Cameroun), and the impact of migration on the individual. The films *Chocolat*, *Inch’Allah dimanche*, and *La promesse* will serve as primary texts. We will also read several texts on the themes of colonization and immigration in the Francophone world. This study will include an
examination of the historical context of immigration, the cultural differences and clashes that arise between the former colonizers and those from the former colonies, and how the individual seeks to find his/her place in new surroundings. Students will write compositions on the films. The final assessment will be a group project: students will make a storyboard for an American audience of the remake of one of the films we study.

VII. *Cyrano de Bergerac* by Edmond Rostand (Quarter 4)  
We will view the film of the same name (first viewing without subtitles). We will look at the historical, political and social contexts of the time the play takes place in order to better understand its significance. Activities include: reading, discussion, vocabulary and content quizzes, role-playing selected scenes, writing pastiches, and a final composition. Assessments include student-produced pastiches of Cyrano’s poetry and a final paper.

**NB** Throughout the year, as interesting and relevant current events in France and the United States present themselves, I will engage you in a discussion of these events. Students are also invited and encouraged to engage the class in discussions of current events. We may read an article in French and/or English, or view an on-line video, as a basis for our discussions. They may be brief (one class period) or could develop into an organized debate. These discussions will serve as an opportunity for you to further develop your written and oral expression, and to increase your knowledge of world events.

To reference IMSA’s World Language Learning Standards:  
[www.imsa.edu/learning/standards/wlang.php](http://www.imsa.edu/learning/standards/wlang.php)