Comprehensive Course Syllabus

Course Title
French I (WLG 110-101)
2009-2010

Course Description:
In French I, students begin to develop proficiency in listening, speaking, reading, and writing. Topics revolve around the students’ immediate world, including self, family, friends, school and home communities, interests, food, professions, health, transportation, holidays, seasons, and clothes. Students build good pronunciation and listening skills, and read simple authentic texts. In addition, this course seeks to develop and enhance an understanding of the diverse cultures of the francophone world.

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
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Meeting Days, Time and Room(s)
A and C day 7:30 – 8:40 am; B and D day 7:30 – 8:15 am
Room A121

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

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 for 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
aplying knowledge of the perspectives, artifacts, and practices of a culture

V.A. 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 be a positive contributor to the community of learners that is the French I class. Students speak French to the best of their ability and do not speak English unless instructed to do so. Students 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.

**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 times 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 (Interpretive Mode of Communication):

1. when I am conveying information about the course, course expectations and goals, and assessments, for example.
2. when we are discussing and/or conveying meta-cognitive information, i.e. 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.
3. when we review language-learning strategies. These short English discussions are meant to serve as strategy sessions to assist you in learning. I also will sometimes explain grammar and syntax in English.

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 when we are in the language production/acquisition mode (Interpersonal and Presentational Modes of Communication - again, more on these later). You will *not need* to speak English to complete the oral grammar and vocabulary activities in which you will engage in this class.

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 French I students spend 15 to 30 minutes outside of class per day doing homework and reviewing for a total of 105 to 210 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. You will be regularly asked to assess your own learning, to engage in peer editing, and to reflect on your learning experience.

A baseline video will be conducted during the first weeks of instruction. The primary purpose of this assessment is to preserve a record of your oral proficiency at the beginning of French I, thereby providing us with a reference point from which to assess your growth. Throughout the year, you will add to your electronic portfolio of video and audio assessments of Interpersonal and Presentational modes of communication on the server. 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 interpersonal and presentational modes. These rubrics also designate which Standards of Significant Learning are targeted in the learning experience.

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:

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<th>Grade</th>
<th>Points</th>
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<td>A+</td>
<td>30</td>
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<td>A</td>
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<td>A-</td>
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<td>B+</td>
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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 (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:

10-9 neat, complete, almost perfect
8-7 neat, almost complete, up to four minimal errors (accents, spelling, vocabulary or grammar)
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**

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. Je suis (I am) (7 weeks)
   A. Baseline video assessment: une conversation (formative, no grade)
   B. Essay: Ma première autobiographie en français

II. Ma famille et mes amis (My family and friends) (6 weeks)
   A. Video assessment w/partner: Mon arbre généalogique (My family tree) (graded)
   B. Essay: Ma famille

III. Mangeons! (Let’s eat!) (3 weeks)

IV. Holiday Traditions in France and New Year’s Resolutions (2 weeks)

V. Mon école (My school) et Vivre à l’AMSI (Living at IMSA) (7 weeks)
   A. Oral assessments:
      1. Audio recording of a conversation about one’s school schedule.
      2. Still image film of your room and residence hall
B. Essay: Mon emploi du temps (schedule) et mes cours à l’AMSI (my classes at IMSA)

V. Mes loisirs (Leisure time activities including eating, sports, hobbies, shopping, and music) (4 weeks)
   A. Oral assessment: Discussion, using a collage, with a partner of your leisure time activities.
   B. Essay: Your leisure time activities

VI. Ma maison et ma ville (réelles et imaginaires) (Time permitting)
   A. Video assessment: Interview avec un agent immobilier (real estate agent)
   B. Biographie et agenda d’un habitant d’une ville française imaginaire (Biography and daily planner of an inhabitant of an imaginary French city)
   C. Essay: Le logement de mes rêves (My dream home)

VII. Moi et mon monde (Me and my world) Second semester final
   A. Two part oral assessment: 1. Collage and oral recording of the different aspects of your personality and life 2. In-class conversations with classmates about one’s personality, interests, life, and world
   B. Essay: Your personality (based on collage and oral presentation)

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