Comprehensive Course Syllabus

French II WLG 120

Course Description:
French II is designed to build upon and expand the communicative language competency that you have developed during your first year of French. Our goals are to extend your ability to comprehend, express and negotiate ideas and opinions, and to continue to assist you in developing a strategic ability to approach authentic material and new situational contexts. We will target all language skills: speaking, listening, reading and writing within a cultural context. Opportunities will be provided for developing your proficiency in French within an immersion environment, which means French will be the language of communication for both instructor and students. The Level II topical context is expanded from the Level I focus on the student's immediate world, to the world of the target cultures. Language learning, like skill in music or sports, takes practice. If you regularly review material covered in class, participate actively in class activities, experiment and create with language, then your language proficiency will continue to develop.

Instructor:

- Name: Mme Willa Shultz
- Office Number: A127; pre-arranged appointments; walk-ins welcome
- Telephone number: 630-907-5471
- Email address: willa@imsa.edu

Meeting Days, Time and Room(s)
A and C days - 10:50 - 11:35; B and D days - 10:25-11:35 (section 1)
A and C days – 3:30 – 4:15; B and D days – 3:05 – 4:15 (section 2)
Room A121

Texts / Materials:
Hand-outs, children's books, readings from various literary and cultural sources from the Francophone world, videos, games, magazines and newspapers

2” three-ring binder and dividers, notebook paper, French/English dictionary, pens, (including a variety of 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
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, and 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 II 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.

The amount of time outside of class that a student requires to succeed in French II varies from individual to individual. A reasonable expectation is that students spend 15-30 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 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, 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, 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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>A+</th>
<th>A-</th>
<th>A</th>
<th>B+</th>
<th>B-</th>
<th>B</th>
<th>C+</th>
<th>C</th>
<th>C-</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>30</td>
<td>27</td>
<td>28.5</td>
<td>26.4</td>
<td>25.5</td>
<td>24</td>
<td>23.4</td>
<td>22.5</td>
<td>21</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>18</td>
<td>19</td>
<td>17.6</td>
<td>17</td>
<td>16</td>
<td>15.6</td>
<td>15</td>
<td>14</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>9</td>
<td>9.5</td>
<td>8.8</td>
<td>8.5</td>
<td>8</td>
<td>7.8</td>
<td>7.5</td>
<td>7</td>
<td>0</td>
</tr>
</tbody>
</table>

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:

   My Family and Friends, Interests, School (review)

   - Grammar: present tense of regular and irregular verbs, and reflexive verbs; relative pronouns qui and que; interrogatives
   - Oral: Video, Interview based on collage about self; Video #2, Ma journée typique à l’AMSI
   - Written: Moi et ma famille; Mon/Ma meilleur/e copain/copine; Une semaine à l’AMSI
My Hometown

- Grammar: same as unit 1, also object pronouns
- Oral: Video role play with real estate agent.
- Written: Penpal letter describing hometown

Food, Clothing, Shopping and Dining

- Grammar: partitives, expression of quantity, en, idiomatic expressions related to food, future proche (aller + infinitif)
- Oral: Video, Situations related to shopping or dining
- Written: Planning a party (invitations, supply lists, phone transcripts)

Travel: Paris, France and La Francophonie

- Grammar: prepositions with geography and transport, y and en, past tense of regular and irregular verbs, and with reflexive verbs, some imperfect tense
- Oral: Video (presentational and interpersonal): Where to go on vacation (reflecting research of a francophone region, and persuasive language function)
- Written: Maps of France and French-speaking world; travel diary of a week in Paris

Wellness, Fitness, Personal Hygiene

- Grammar: idiomatic expressions related to the body; imperfect, imperative, future tenses, and limited use of conditional and subjunctive
- Oral: Video, situational related to topic (i.e. doctor’s office visit; visit to IMSA nurse, family discussions)
- Written: Self-assessment of personal health and nutrition habits (past and present), and summer wellness plan

To reference IMSA’s World Languages Learning Standards:

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

www.imsa.edu/learning/standards/ssl.php