

**ACADÉMIE DE MATHÉMATIQUES ET DE SCIENCES DE L'ILLINOIS
DÉPARTEMENT DES LANGUES DU MONDE
FRANÇAIS**

**Français IV/V (WLG 120)
COURSE SYLLABUS
2018-2019
Meeting times: Days A,B,C and D
Module 8: 3.20-4.15**

**Instructor: Dr. Nadia Miskowiec
Office Number: A125
Phone:630-907-5884
Office Hours: I-day 1-3 pm or by appointment
E-mail: nmiskowiec@imsa.edu**

Classroom: A121

WELCOME TO FRENCH IV/V!

Please read the following information carefully to ensure your success in this course. You are expected to read and understand this syllabus in its entirety and complete all readings, exams, and assignments as indicated. If you have any questions, please ask your instructor. Being unaware of course policies, exam/due dates, etc. is not an acceptable excuse.

In this syllabus, you will find important information on the following:

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| 1. Required Course Material | 4. Grading |
| 2. Essential content | 5. Student Expectation |
| 3. SSL and learning outcomes | 6. Sequence Of Major Topics And Activities |

1. REQUIRED COURSE MATERIALS

- We will not follow a textbook but if you like the safety of one consult <http://www.laits.utexas.edu/fi/>
You can order the textbook, print it for yourself or simply use the online version of it which I recommend doing.
- Supplementary handouts, literature, articles, films, and online activities will be used as needed. You are responsible for acquiring and holding on to ALL material distributed in class.
- Students are expected to have a Laptop, tablet or phone, charged and with a working microphone, headset, a note-taking medium (binder, notebook etc) and writing utensils, one of which should be a blue or black pen. **No pencil on graded assignments**

It will be your responsibility to keep all of your notes and handouts 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. Pay particular attention to your graded material, as reviewing past performances will enhance your future results.

2. ESSENTIAL CONTENT

Level 4/5 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.

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 one speaks another language, he or she thinks and acts differently. One's 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:

- Communicate in multiple modes (Interpersonal, Interpretive, and Presentational).
- Understand the relationships among the Practices, Products, and Perspectives of the cultures studied.
- Reinforce and further knowledge of other disciplines through the foreign language.
- Acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
- Understand the nature of language through comparisons of their own language and the language studied.

- Understand the concept of culture through comparisons of their own culture and the cultures studied.
- 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 Outcomes: The following SSL's, correlated with learning outcomes, will be targeted and assessed in this course.

IA. Students are expected to develop automaticity in skills, concepts, and processes that support and enable complex thought by:

- engaging in oral and written discourse
- providing and obtaining information
- expressing feelings and emotions
- exchanging opinions
- 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
- controlling the linguistic system (syntax, morphology, phonology, semantics, lexis)
- using strategies that enhance the effectiveness of communication
- 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
- recognizing and interpreting how cultural perspectives, embedded in the artifacts of the culture, give meaning to language
- directly accessing knowledge and information generated by other countries and cultures
- communicating with people from other countries and cultures

II. A. Students are expected to identify unexamined cultural, historical, and personal assumptions and misconceptions that impede and skew inquiry by:

- recognizing the existence of other peoples' world views, their unique way of life, and the patterns of behavior which order their world
- demonstrating mutual cultural understanding and respect
- assessing the linguistic and cultural differences that contribute to the distinctive viewpoints that are only available through the foreign language and its cultures
- identifying patterns among language systems
- recognizing that language learning is not simply a word-for-word translation process, but rather the acquisition of an entirely new set of concepts

IV.B. Students are expected to write and speak with power, economy, and elegance by:

- engaging in oral and written discourse on given topics
- providing and obtaining information
- expressing feelings and emotions
- exchanging opinions
- 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
- controlling the linguistic system (syntax, morphology, phonology, semantics, lexis)
- using strategies that enhance the effectiveness of communication
- 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

IV.D. Students are expected to develop an aesthetic awareness and capability 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
- recognizing that people of other cultures view the world from a perspective different from their own
- identifying patterns of behavior among people of other cultures
- applying knowledge of the perspectives, artifacts, and practices of a culture experiencing more fully the artistic and cultural creations of other cultures

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
- applying knowledge of the perspectives, artifacts, and practices of a culture
- assessing the linguistic and cultural differences that contribute to the distinctive viewpoints that are only available through the foreign language and its cultures
- 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 communication in the target language with correct, uninhibited, and creative expressions.

Immersion means that you will be in class surrounded by French at a level that is appropriate for you. "Communication" includes speaking, reading, listening, and writing within a cultural context. 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.**

French IV/V is built around a premise of “learning together” in which students become active participants in every aspect of learning and instruction. In practice, this means that:

- Active participation in all learning activities is required and expected,
- Frequent and ongoing interaction with other students and the instructor are integral components of each lesson,
- Pair activities and small group interactions for practicing the language are the most common instructional arrangements,
- Frequent choice of instructional formats (individual, pair, small group), assessment types (presentations, skits, discussions) and media (audio, video, pictures, music, etc.) are built into the course,
- Self-reflection is promoted by means of self-assessments for video projects, the design of rubrics by the students themselves, the administration of a learning- styles questionnaire, and the identification of strategies to enhance individual learning.

Students are always involved in assessing their own learning. Video assessments, beginning with a baseline video in the first few quarter of instruction, identify areas of individual strength, and sets personalized goals for future performance.

4. GRADING

Assessment is an ongoing process of goal setting and measuring involving both the teacher and the student. The teacher provides regular feedback on student performance. Students incorporate the teacher’s feedback to improve his proficiency. Students are encouraged to engage in self-

assessment regularly. Emphasis is on continuous efforts to improve language proficiency instead of completion of tactical tasks.

Students are assessed **daily** on the production of spoken and written language, and on reading and listening comprehension. Summative assessments are held towards the conclusion of each unit. There are two types of assessment: formative and summative. **Formative assessments** are used throughout instructions to provide the teacher and students with the indications of students' progress. **Summative assessments** are designed to provide evidence that students have achieved the unit objectives and targeted proficiency. Both include assessments of interpretive, interpersonal and presentational modes.

Make-up assessments are given at the discretion of the instructor. Students with unexcused absences will not be entitled to the privilege of make-up exams. Students who miss a test due to excused absence should notify the instructor before exam time if at all possible. If a make-up test is appropriate, students should arrange to take a make-up exam as soon as possible within a week of return to IMSA.

For your grade, there will be assessments structured around the three modes of communication (Interpretive, Interpersonal, and Presentational). Your grade will be reflective of your skill level in the class (meet. Exceeds or does not meet expectations).

type		# of assignments per semester
Summative	Interpretive: listening and reading assessments	+/- 4 assessments /semester
	presentational Assessments: oral presentations skit, test messages, shorts essays, story narration	+/- 4 assessments /semester
	Interpersonal: simulated conversations, discussions, interviews	+/- 4 assessments /semester
	IPA	+/- 1 assessments /semester
Formative	Quizzes Homework, Participation, in class task based activities	+/- weekly /semester

Grading Scale: The following are the cut-off values for quarter and semester grades as calculated by PowerSchool:

A 92.5	B+ 87.5	B- 80.0	C 72.5	D 69.9
A- 90.0	B 82.5	C+ 77.5	C- 70.0	F 0

World Language Expectations for End of Advanced French Students

	Does not meet expectations	Meets Expectations	Exceeds Expectations
ACTFL Proficiency level	Pre-Advanced low	Advanced low/Advanced mid	Advanced mid/advanced high
Power school grade	C+/C/C-/D	A-/B+/B/B-	A

5. STUDENT EXPECTATIONS

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 even memorizing.

Academic Integrity:

IMSA students are expected to conduct themselves in accordance with five fundamental values: honesty, trust, fairness, respect, and responsibility. I follow the Academy's academic honesty policy; refer to the Student Handbook/Planner. Specific examples of cheating in the French classroom include, but are not limited to: using an English version of a foreign language text, using an online translator for more than individual words, copying someone else's work and presenting it as your own work (includes using information from a web site without citing the URL). When in doubt, ask me for clarification and we will discuss examples of appropriate Vs inappropriate collaboration and intelligent use of on-line dictionaries.

Active Class Participation:

Active and extensive class participation is essential to your success and the success of the course. Students are expected to be **positive contributors and collaborators** who actively participate in daily class activities. Bring your notebook and previous work every day. Students are expected to speak and write only French in class with the instructor and classmates. Also, students are encouraged to speak French informally outside class with anyone who speaks the language. Remember, practice makes perfect!

Active Class Preparation:

Active and consistent class preparation is essential to your success and the success of the course. Students are expected to review and memorize grammar and vocabulary on a very regular basis. Although student's needs vary from individual to individual, students are expected to have spent an average of **10-15 minutes outside of class, per day**, doing homework and reviewing. Short, frequent review sessions are the most effective way to retain the language long term. They also allow students to quickly and efficiently address any misunderstandings they may have about any given point of the lessons. Students are also expected to conduct research and reflect on unit themes on a regular basis to enrich their contribution the general discussion. Group work and collaboration outside class to practice speaking is highly encouraged.

Use of English vs. French in the French classroom: I will speak to you in French and you are expected to speak French with your classmates and with me once you have **crossed the threshold into our classroom**. You will **not need** to speak English to complete activities in which you will engage in this class. Outside of class, I can help you in English, if necessary. Full-immersion is vital to developing your performance levels at the advanced range, the established expectation of the World Languages Department, as defined by the *American Council on the Teaching of Foreign Languages* (ACTFL).

Attendance:

Students are expected to be in class daily, be punctual, be well prepared with all required class materials and completed assignments. Attendance will be taken within the first five minutes of class, while students complete their échauffement (warm-up). Please refer to the Student Handbook/Planner for a thorough explanation of the policy. Failure to follow the attendance policy can ultimately result in the withdrawal of the student from the class.

Please, be aware that it is the responsibility of students and parents to check the attendance record in Power School. **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.**

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If you are absent, it is your responsibility to communicate with a classmate and with me to obtain the necessary information/class work/homework, etc. and to turn the homework in the day of your return to class.

Counselor Excused Absences Make-ups privileges for a grade will be at the instructor's discretion. Refer to the Student/Parent Handbook.

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.

To measure your developing proficiency in French, throughout the year, we will use a variety of assessments reflecting one of the three modes of communication: interpersonal, presentational, and interpretive. 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 training during the first week of first semester which will address your performance

level in French and the rubrics for interpretive, interpersonal and presentational modes. These rubrics also designate which Standards of Significant Learning are targeted in the learning experience. After each assessment, you will receive feedback on your performance. 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, paired and small group work
- Informal conversations in small and large groups
- In-class discussions and presentations
- Video and audio recordings of conversations and discussions
- Writing samples and compositions
- Reading and listening comprehension
- Discrete item quizzes
- Group projects

Reflections and self-assessments will be essential components of your learning. Accurate self-assessment requires some practice. IMSA students sometimes under-estimate their performance or students may have an inflated sense of their proficiency (grade). If, at any time, you are unsure of your progress, make an appointment to discuss it with me.

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.

Expectations for specific assignments are denoted in supplementary handouts and rubrics. It is your responsibility to read these instructions and rubrics carefully and to follow the instructions and ask for clarification if you do not understand.

All hand-written and typed assignments and quizzes must be **double-spaced**. If the assignment is typed, use **1 inch margins** and **Times New Roman font** or equivalent with a **font size of 12**. 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.

6. SEQUENCE OF MAJOR TOPICS AND ACTIVITIES

I. Grammar and vocabulary review and building (Quarter 1 and throughout the year)

Intensive 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 include quizzes, skits, and original student writing.

II. La jeunesse et la quête de soi.

Essential questions : Some will be determined by student research topics. Also: what are unexamined cultural, historical, and personal assumptions and misconceptions, and how do they impede and skew inquiry? How are my life experiences as a young person similar to and different from those represented in the films and texts we study? What rites of passage are important in the life of a young person? How do beliefs (les croyances) and values (les systèmes de valeurs) shape a young person's identity? How does one's identity develop over time? How can one become a member of a new community without being alienated from the first community?

III. Les défis mondiaux.

Essential questions : Some will be determined by student research topics. Also: What are the most critical environmental, health, political, and social issues in the world today? What actions or attitudes are the causes of these issues? What are the short & long-term consequences if nothing is done? What are possible solutions? What can one person, a city, a region, or a country do? How can we raise awareness of the problems and motivate people to work to find solutions?

IV. Les idées reçues.

Essential questions : Some will be determined by student research topics. Also: what are unexamined cultural, historical, and personal assumptions and misconceptions, and how do they impede and skew inquiry? How does analysis of a literary text develop critical thinking skills? How does one preserve one's sense of moral responsibility and individual thought? Why do people conform? What are the dangers of conformity and non-conformity? How do people use power over others and why? How and why do people use and abuse language? How do others see us?

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. Again, they 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 Languages Learning Standards:
<http://www.imsa.edu/learning/standards/wlang.php>

Academic Year 2016-2017
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Abridged Course Syllabus