

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

**Français IV/V (WLG 120)  
COURSE SYLLABUS  
2019-2020  
Meeting times: Days A,B,C and D  
Module 8: 3.20-4.15**

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**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.

**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.

**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
<b>Summative</b>	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
<b>Formative</b>	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**

	<b>Does not meet expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
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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

**Late assignments will be accepted for partial credit but will incur a penalty. Late assignments are immediately deducted 10 percent and up to 50% if submitted 2 days after the due date.**

## 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.**