

# **Illinois Mathematics and Science Academy**

Igniting and nurturing creative, ethical, scientific minds that advance the human condition

## **Comprehensive Course Syllabus - French III (WLG 130)**

### **Course Description:**

In French III, students continue to build upon the communication skills developed in Levels I and II as they progress in French from Intermediate Low to Intermediate High as defined by the American Council on the Teaching of Foreign Languages (ACTFL). Specifically, students participate actively in extended oral and written discourse, using compound and complex sentences to provide information in a coherent and fluent manner. Students narrate and describe past and present events and predict future events. They develop critiquing skills. Students explore options in a given situation, and handle difficulties and unexpected events. They also learn to initiate and sustain a conversation, discussion, or debate. Students demonstrate these language functions in various contexts and modes (personal, social, political, socio-economic, scientific, literary, artistic, historical and philosophical). Reading selections include fairy tales, plays, short stories, and novels. Students also participate in free reading time, for the purpose of developing reading skills (and interests) in a relaxed setting.

### **Instructor: Monsieur Joseph Marshall**

Office: A125

Office Hours / Tutoring: I-day 1:00 - 3:00 (or any time by appointment)

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Meeting Days/Time:  
Days A, B, C, et D

Class Group #1 / Module 3 = 10:00am - 10:55am  
Class Group #2 / Module 6 = 1:20pm – 2:15pm

Class group #1 meets in Room A121. Group #2 meets in Room A123.

### **Course Material and Texts:**

- Bien dit! French 3  
par DeMado, Champeny, et. al. Holt, 2008.
- Le Petit Prince  
par Saint-Exupéry, Antoine de. (1943). New York: Harcourt.
- La Belle et la Bête  
par Leprince de Beaumont, J. M. Gallimard, 1983.
- Supplementary handouts, literature (mostly short stories and poems), articles, films, and online activities.
- Audio and video recordings, supplementary grammar and vocabulary exercises, teacher generated handouts, internet videos, grammar and vocabulary exercises, and additional online material.
- Diverse reading material selected by the instructor.
- Other resources:

<http://www.lepointdufle.net>  
<https://www.howtopronounce.com/>

Individual materials:

- One three ring binder with loose-leaf paper (or notebook paper) and dividers.
- French/English dictionary for in-class writing
- When accessing online dictionaries for writing or other course work, students are strongly advised to use:

<http://atilf.atilf.fr/>

<http://www.larousse.fr/>

<http://www.bescherelle.com/>

A valuable resource for confirming verb conjugations.

- Pens of varied 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. I suggest dividing your French binder into sections per Unit of study: Unité 1, Unité 2, Unité 3, Unité 4, Unité 5, etc.

## **Academic Year 2017-2018**

### 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 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 their 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:

I.A. 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 develop their critical and creative thinking skills.

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 III 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, student participation grades, 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 quarter of instruction, identify areas of individual strength, and set personalized goals for future performance.

## **STUDENT EXPECTATIONS**

### 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). Students involved in breaches of academic integrity (cheating, plagiarism, and inappropriate collaboration) will receive a zero for the assignment or assessment. Cheating includes: copying another's person work and presenting it as yours, using any form of notes during a test, looking over another person's answers during an exam, using a translator device or service when not appropriate, and using an English version of a French text when not assigned.

### 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. Students will regularly assess their own participation. I will provide oversight to let students know if I agree with their self-assessment. Students are expected for the most part to speak and write only French in class with the instructor and their classmates.

Also, students are encouraged to speak French informally outside of class with anyone who speaks the language. Remember, practice makes perfect!

Proficiency Level:

Students in French III are anticipated to begin the year with a Intermediate Low level proficiency as defined by the American Council on the Teaching of Foreign Languages. At the end of French III, they are anticipated to be at the Intermediate High level (minimum goal) of proficiency.

Rubrics that align with their developing level of performance will be used for their oral and written assessments. Students will frequently self-assess their proficiency level.

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 generally not need to speak English to complete activities that you engage in during this course. Outside of class, I can help you in English, if necessary. Full immersion is vital to developing your performance levels at the Intermediate High level range, the established expectation of the World Languages Department as defined by the American Council on the Teaching of Foreign Languages (ACTFL).

Should a student fail to participate in class in French, I will meet with them to discuss the next steps required to rectify the situation.

Attendance:

Students are expected to be in class daily, be punctual, and be well prepared with all required class materials and completed assignments.

Attendance will be taken within the first five minutes of class.

The WL Team follows the Academy's attendance policy. Please refer to the Student Handbook for a thorough explanation of the policy. 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.

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. If your absence is unexcused, there will not be make-ups for any form of assessments, including unit final projects, presentations, etc. To clarify, if an assessment takes place on the day of your unexcused absence, you will be unable to make it up.

### Counselor Excused Absences

Make-up 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 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.

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 generally 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
- Exams and/or quizzes
- Group projects

Reflections and self-assessments will be essential components of your learning. Accurate self-assessment requires some practice. IMSA students sometimes underestimate 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. It is your responsibility to carefully read any instructions and rubrics given out in class or on our Moodle page. It is also your responsibility to follow these instructions and ask

for clarification if you do not understand or need assistance (either in class or individually with me).

Please make every effort to write neatly and legibly if writing by hand. If you make an error, neatly cross out the word. If I cannot read your writing, I cannot assess your work. If you are purposefully sloppy or ambiguous to hide lacunes in your knowledge, your answer will be marked wrong.

For your grade, there will be four categories in PowerSchool:

Our major assessments will be structured around the three modes of communication (Interpretive, Interpersonal, and Presentational).

Your final course grade will be computed as follows:

Oral Assessments - 25%

Written Assessments - 25%

Exams and Quizzes - 25%

Participation/Homework - 25%

### **Oral Assessments - 25%**

Graded individual or group presentations (presentational mode) or individual or group (2-3 students) conversations (interpersonal mode) which will be video or audio recordings.

Students who miss an oral assessment due to an excused absence will make up the assessment with another student or with M. Marshall. If a student is absent unexcused the day of an oral assessment, a zero will be entered in PowerSchool and the student may not make up this assessment for a grade.

### **Written Assessments - 25%**

Student produced written work. This work will include all three modes of communication: presentational, interpretive and interpersonal. The point value will be indicated in Power School.

### **Exams and Quizzes - 25%**

Longer written assessments will take the form of, for example, content from the unit (not necessarily at the end of a unit), reading comprehension of a text and responding to questions, a listening comprehension exam, quotes from a reading or film, discussion of characters or ideas from a film or reading, a question a student posed in class during discussion, or grammar and vocabulary.

Students who miss an exam due to an excused absence will make up the assessment (date to be determined based on length of absence). If a student is absent unexcused the day of an exam, he or she will have 24 hours to contact me and make alternative arrangements.

Quizzes provide a means by which both you and I can assess your progress. The day after a given homework assignment (see Homework below), I might give you a quiz. In other words, these will be “pop quizzes” on the previous day’s material. You will take, on average, one quiz every couple of weeks. Some quizzes may be peer corrected in class. You will be regularly asked to self-assess your learning, to engage in peer critiques and reflect on your learning experience. Every quarter you will reflect on your performance level in French according to the ACTFL scale. To see what performance constitutes a particular grade (exceeds expectations = A, meets expectations=B, B+ (strong) or B- (weak), does not meet expectations = C).

To clarify, the established expectation in Interpersonal Communication is that individual students will perform at an Interpersonal High level by the end of the academic year. Performing at this level will result in a B for Interpersonal Oral Assessments.

All assessments will be awarded a point value, depending on the length of the assignment, and the time and effort required to produce the work.

## Grading Scale

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

A 92.5

A- 90.0

B+ 87.5

B 82.5

B- 80.0

C+ 77.5

C 72.5

C- 70.0

D 69.9 and lower

F 0

### **Homework - 25%**

Homework will be indicated on Moodle and/or in class. Homework will be, for example, oral practice and preparation for the next class session, written or online exercises to practice grammar and vocabulary, reading, research, or other written work.

Written homework in the form of photocopies for practice or review of vocabulary and grammar will be discussed and corrected in class or by myself within a short period of time.

Students will frequently self-assess their class participation. If you are absent, you will need to ask a classmate to compare your “answers” with his/hers after class and before the next class meeting. Field trips and school-sponsored activities are excused absences, but you must have your homework done at your return. The amount of time outside of class that a student needs to spend in order to acquire proficiency in French varies from individual to individual. A reasonable expectation is 30 minutes per day. Shorter daily study and practice sessions are much more conducive to language acquisition than one or two longer periods during the week. Group work and collaboration outside class to practice speaking is highly encouraged.

### **Homework and PowerSchool:**

Failure to participate in class will result in a lowering of your participation grade. Failure to come to class well prepared will result in a lowering of your participation grade. Being disruptive in class will result in a lowering of your participation grade. Your participation should be self-motivated and generated (i.e. don't just wait for me to call on you.). Active use of the language is essential to your continuing progress so please take advantage of any opportunities you have to communicate in French.