

French 102
Beginning French 2

4 credits
GE-IA Communication - Language Arts
LE-S1 Written and Oral Communication

Mon Wed Thu Fri
Section 001 at 9
Section 002 at 10
HHH 316

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Office hours
Wednesdays 1 to 1:50
Fridays 11 to 11:50

I. NATIONAL STANDARDS AND COURSE OUTCOMES

At the end of the semester, students should perform at the Novice High proficiency level according to the national standards described by the American Council on the Teaching of Foreign Languages (ACTFL). The benchmarks to attain in all modes of communication are described in the NCSSFL-ACTFL performance indicators (www.actfl.org/global_statements) for language learners as follows.

1. I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions. (Interpersonal Communication)
2. I can present basic information on familiar topics using language I have practiced using phrases and simple sentences. (Presentational Speaking)
3. I can write short messages and notes on familiar topics related to everyday life. (Presentational Writing)
4. I can often understand words, phrases, and simple sentences related to everyday life. I can recognize pieces of information and sometimes understand the main topic of what is being said. (Interpretive Listening)
5. I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life. I can sometimes understand the main idea of what I have read. (Interpretive Reading)

The proficiency outcomes above support intercultural competence, i.e. the ability to use the language and behave appropriately in cultural contexts. The intercultural outcomes for the Novice level described by the NCSSFL (National Council of State Supervisors for Languages) for this course are:

1. I can identify some products and practices of cultures.
2. I can identify some basic cultural beliefs and values.
3. I can function at a survival level in an authentic cultural context.

II. UW-EAU CLAIRE LIBERAL EDUCATION CORE OUTCOMES

Skills Outcome 1 (S1): Written and Oral Communication - Write, read, speak, and listen effectively in various contexts using a variety of means including appropriate information sources and technologies.

III. MATERIAL

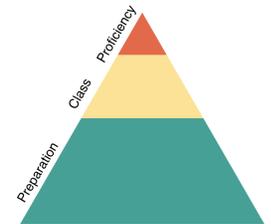
Points de départ, (Pearson Higher Education, 2011) by M. E. Scullen et al.
Textbook + workbook

IV. TIPS FOR SUCCESS

Research shows that learners who improve their second language skills are those who are self-motivated, take risks, seek feedback, strategize, practice out loud, have empathy, and identify with the target culture. Use French as much as possible in and out of class. Make mistakes and learn from them. Practice daily.

V. COURSE STRUCTURE

Two hours of preparation are required for each class. Preparation usually involves discovering and memorizing vocabulary, reading grammar, and practicing new concepts through a variety of exercises. Preparation is designed to introduce difficulties. Students are expected to somewhat struggle during preparatory work. They should then bring their questions to class. Class time is devoted to mastering the concepts introduced during preparatory work through active language use and feedback from peers and instructor. Class time will be ineffective if students come unprepared.



VI. WEEKLY ASSESSMENTS

Your proficiency will be evaluated every week through formative assessments. You will receive personalized feedback and advice on all modes of communication (see section I "National standards and course outcomes"). Once a month, you will self-assess to help you reflect on personal goals and how to attain them. Twice a semester (midterm and final weeks) you will take a week-long summative assessment measuring your proficiency level in each of the three modes of communication more precisely and in more depth. This process will ensure timely progress. For every assessment, you will gain up to 4 points reflecting your proficiency growth, according to the criteria below:

- 4 = Exceeds expectations
- 3 = Meets expectations
- 2 = Approaches expectations
- 1 = Is too far from expectations
- 0 = Missing

Learn more about effective learning behaviors that will help you increase your proficiency, as well as my scoring rationale in the "Assessment" document.

VII. COURSE GRADE

Assessments provide opportunities for feedback and growth. Missing them is detrimental to your progress. At the end of the semester, your course grade will be whichever is highest: the sum of your formative assessments (weekly evaluations) or the sum of your final summative assessments (final exam components). In addition, if your attendance rate is above 90% (i.e. you missed less than a week's worth of classes, whether excused or not), your final grade will be increased. For example, if you earn a grade of B and your attendance rate is 91%, your final course grade will be B+. However, if your attendance rate is below 80%, your final grade will be the sum of your final summative since there will be insufficient data to gauge your in-class performances.

VIII. PARTICIPATION AND ATTENDANCE

Everyone is expected to enthusiastically contribute to this course by doing all assignments with care and by engaging in group discussions. Homework is self-evaluated: you are responsible for knowing what assignments to complete when, and for comparing your work with the answers provided (see "Blueprint"). Daily preparation work and attendance are key components of success in language learning. Absences are not excused unless they are authorized university absences or there are circumstances over which the student has no control. Here are the detailed university policies. (www.uwec.edu/DOS/policies/attendance.htm)

IX. D2L

The UW course management system is D2L (www.uwec.edu/d2l). In this course, D2L is used to watch videos, share documents, and record scores and attendance. Consult the D2L student support page if you are not familiar with this online tool (www.uwec.edu/LTS/services/software/d2l-student).

X. CIVILITY

Promoting a respectful environment favorable to learning is important. Remember to be considerate to your classmates and instructors: address them politely using their personal pronouns (mine are *elle, la/lui, vous*), meet deadlines, and arrive on time. Avoid behaviors that distract you and others from learning: keep chattering to a minimum, put away mobile devices, pay attention to instructions, be seated when class starts, and engage actively language practice.

XI. EMAIL AND OFFICE HOURS

Instructors receive an unmanageable number of messages. Please refrain from using email to ask questions that are answered in the syllabus or could be addressed in person, either in class or at office hours. Asking in person will ensure a timely answer and will benefit classmates too. You are also encouraged to come to office hours anytime, even without an appointment.

XII. UNIVERSITY POLICIES

Deadlines for dropping a course with no record and for withdrawing with a grade of W can be found on MyBlugold CampS (<https://my.uwec.edu>) by clicking on "Class Schedule", or on the registration calendar (www.uwec.edu/Registrar/calendar).

XIII. INCLUSIVENESS

You are encouraged to use non-sexist language in instances where sex is irrelevant, and to use non-gendered language in instances where gender is irrelevant. Here are examples and suggestions for linguistic solutions: www.uwec.edu/usenate/ExecRecord/130402GenderInclusiveExamples.pdf.

XIV. ACADEMIC INTEGRITY

Any academic misconduct in this course is a serious offense, and I will pursue the strongest possible academic penalties for such behavior. The disciplinary procedures and penalties for academic misconduct are described in the UWEC Student Services and Standards Handbook in the section titled, "Chapter UWS 14–Student Academic Disciplinary Procedures." (<https://www.uwec.edu/DOS/upload/Blugold-Student-Conduct-Code-2016.pdf>)

XV. ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Any student who has a disability and is in need of classroom accommodations should contact the instructor and the Office of Services for Students with Disabilities in Centennial Hall 2106 at the beginning of the semester. Students must self-identify. The need for special arrangements must first be documented before the instructor is allowed to accommodate. (www.uwec.edu/ssd)

XVI. FINAL EXAM TIMES

The final exam for this class will be communicated later and available on MyBlugold CampS (<https://my.uwec.edu>). If you have three or more exams on the same day, please contact one of your instructors immediately to request an individual change of examination time. Approval for an arranged change must be obtained from the Dean of the school in which the course is offered. If a common exam causes three or more exams in one day, it is the responsibility of the common exam instructor to arrange an alternative time.

XVII. TENTATIVE TOPICAL OUTLINE AND OUTCOMES

Weeks 1 to 4

Module 1: Architecture

What type of architecture do we consider to be attractive?

- I can introduce myself and describe where I live.
- I can understand simple information about lodging.
- I can locate places on city maps.
- I can exchange information about places to go.
- I can sometimes understand a simple sales transaction.
- I can ask for and give directions to a place.

Weeks 5 to 8

Module 2: Health

What helps us stay healthy?

- I can give basic biographical information about myself and others.
- I can understand physical descriptions.
- I can request an appointment.
- I can understand information about someone's life with help from photos.
- I can present life events that are important to me based on photos.
- I can ask basic questions about a friend's life events.

Weeks 9 to 12

Module 3: Professional skills

How do interdisciplinary skills prepare us for our careers?

- I can tell what I do on campus.
- I can sometimes understand questions about my life as a student.
- I can accept or reject an invitation.
- I can write a short professional note.
- I can write about the type of career that interests me.
- I can ask questions about classmates' academic and professional life.

Weeks 13 to 16

Module 4: Citizenship

How are communities similar to and different from families?

- I can understand simple captions under photos.
- I can describe a location I would like to visit.
- I can ask questions about a friend's travel plans.
- I can interpret information for travelers (a map, a public transportation schedule).