

**FRENCH 2010A:**

Intermediate Conversation

3 hours of credit

Prerequisite: FREN 1002 or the equivalent

CRN #21896

Day/Time: TR 5:00pm-6:15pm

West Hall Room 144

Department: Modern and Classical Languages

College: Arts and Sciences

University: Valdosta State University

Instructor: Dr. M. Hardin, PhD

Office: West Hall Room 132

Phone: (220) 333-5948

Email: [mhardin@valdosta.edu](mailto:mhardin@valdosta.edu)

Office Hours: TR 11:00am-12:00noon; 4:00pm-5:00pm; or by appointment

**Course Description**

**COURSE DESCRIPTION (from catalog):** A study of conversational techniques, integrating grammatical structures and appropriate vocabulary. Emphasis is given to practicing spoken French and to using audio programs to increase listening comprehension. Attention is also given to pronunciation and phonetics. **Nota bene: As this class is the entrance to the major as well as the minor, you may be asked to take the OPI, the Oral Proficiency Interview to obtain your ACTFL (see below) rating.**

**TEXTBOOK with CD:** *Du Tac au tac*, 3<sup>ème</sup> éd., Heinle; **WEBSITE:**

<http://cettesemaine.heinle.com>

**RECOMMENDED DICTIONARY:** Harrap's

**STANDARDS, GOALS, and OUTCOMES:**

Valdosta State University General Education Outcomes can be found at:

<http://www.valdosta.edu/academic/VSUGeneralEducationOutcomes.shtml>

Outcomes for the Major in French – Language and Culture Track can be found at:

<http://www.valdosta.edu/mcl/assessments.shtml>

Future and prospective teachers (Foreign Language Education track) may consult the Conceptual Framework of the College of Education at:

<http://www.valdosta.edu/coe/ecre/documents/COEConceptualFrameworkELEMENTSANDINDICATORS2.doc>

The American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines can be found at:

<http://www.sil.org/lingualinks/languagelearning/OtherResources/ACTFLProficiencyGuidelines/contents.htm> And at: [Speaking, revised 1999; Writing, revised 2001]

### **ACTFL LEVELS:**

**Listening—Intermediate Low:** Understand sentence-length utterances which consist of recombinations of learned elements in a limited number of content areas, particularly if strongly supported by the situational context. Content refers to basic personal background and needs, social conventions and routine tasks, such as getting meals and receiving simple instructions and directions. Listening tasks pertain primarily to spontaneous face-to-face conversations. Understanding is often uneven; repetition and rewording may be necessary. Misunderstandings in both main ideas and details arise frequently.

**Intermediate Mid:** Able to understand sentence-length utterances which consist of recombinations of learned utterances on a variety of topics. Content continues to refer primarily to basic personal background and needs, social conventions and somewhat more complex tasks, such as lodging, transportation, and shopping. Additional content areas include some personal interests and activities, and a greater diversity of instructions and directions. Listening tasks not only pertain to spontaneous face-to-face conversations but also to short routine telephone conversations and some deliberate speech, such as simple announcements and reports over the media. Understanding continues to be uneven.

**Speaking—Intermediate Low:** Able to handle successfully a limited number of interactive, task-oriented, and social situations. Can ask and answer questions, initiate and respond to simple statements, and maintain face-to-face conversation, although in a highly restricted manner and with much linguistic inaccuracy. Within these limitations, can perform such tasks as introducing self, ordering a meal, asking directions, and making purchases. Vocabulary is adequate to express only the most elementary needs. Strong interference from native language may occur. Misunderstandings frequently arise, but with repetition, the Intermediate-Low speaker can generally be understood by sympathetic interlocutors.

**Intermediate Mid:** Able to handle successfully a variety of uncomplicated, basic, and communicative tasks and social situations. Can talk simply about self and family members. Can ask and answer questions and participate in simple conversations on topics beyond the most immediate needs; e.g., personal history and leisure time activities. Utterance length increases slightly, but speech may continue to be characterized by frequent long pauses, since the smooth incorporation of even basic conversational strategies is often hindered as the speaker struggles to create appropriate language forms. Pronunciation may continue to be strongly influenced by first language and fluency may still be strained. Although misunderstandings still arise, the Intermediate-Mid speaker can generally be understood by sympathetic interlocutors.

### **COURSE OBJECTIVES AND OUTCOMES:**

1. Upon completion of this course, student proficiency (performance in the language) should fall within the *Intermediate-low to Intermediate-mid* levels in listening and

speaking as measured according to the scale provided by ACTFL (American Council on the Teaching of Foreign Languages), through an OPI (Oral Proficiency Interview).

2. Students should demonstrate effective listening techniques, through study of topics such as word groups and breath groups, and linking and liaison, that enable him or her to comprehend increasingly rapid speech on a variety of subjects in a variety of contexts during listening assessments based on authentic language.
3. Students should demonstrate pronunciation and intonation that are near-native through speaking exercises such as keeping an oral diary, recitations, and daily conversations.
4. Students should demonstrate conversational techniques for initiating, maintaining, and closing a conversation on subjects appropriate to the levels identified for this course through daily practice and periodic formal assessments.
5. Students should demonstrate the ability to perform specific communicative tasks appropriate to their level such as reacting to information; asking for clarification and or additional information; asking for favors, information, advice, and or help; making and adjusting plans; expressing emotions and opinions; telling stories; talking about music, film, and literature on a basic level; and discussing basic items in the news through daily practice and assessments.

**Assignments and Assessments** (details beginning on page 5):

- |  |     |
|--|-----|
| 1. Attendance, Preparation, Participation (daily)        | 20% |
| 2. Oral Assessment (le 10 février)                       | 10% |
| 3. Homework ( <i>Du Tac, Pronounce It</i> , etc.; daily) | 10% |
| 4. Pop Quizzes (vocabulary or dialogs; may be daily)     | 10% |
| 5. Oral Diary in French (weekly; due on Tuesday)         | 10% |
| 6. Tests (2; 10% each; le 17 février et le 31 mars)      | 20% |
| 7. Final exam (le 7 mai de 10 h 15 à 12 h 15)            | 20% |

**Alignment of Outcomes with Assignments and Assessments**

Course Outcomes	Grade Components used to Measure Outcomes	Types of Assessments	ACTFL / NCATE Program Standards	VSU General Education Outcomes	Projected Major Outcomes
1	1,2,4,5,6,7	Formative and summative written and oral assessments	1a, 1b, 1c 2a	1,2,3,4,5,6,7, 8	1,2,5,6,9

2	1,2,3,4,6,7	Formative and summative written and oral assessments	1a, 1b	3,4,7	1,5,6,9
3	1,2,4,5,6,7	Formative and summative oral assessments	1a, 1b, 1c	2,3,4,7	2,5,6,9
4	1,2,4,6,7	Formative oral and written assessments; summative oral assessments	1a, 1b, 1c, 2a	1,2,6,8	1,2,5,6,9
5	2,6,7	Formative and summative oral assessments	1a, 1b, 1c, 2a, 2c	1,2,4,6,7,8	1,2,5,6,9

**GRADING SCALE:**

90-100 A  
80-89 B  
70-79 C  
60-69 D  
0-59 F

**MINIMUM REQUIREMENTS FOR SATISFACTORY COMPLETION OF THE COURSE:**

1. **Daily attendance and completion of all assignments.**
3. Satisfactory completion of all assessments.
4. **Speaking French in class (and you have to be present to do this).**
6. Ownership of required text and associated material
7. Use of your Valdosta State University e-mail account.

**Nota bene: Due to the particular nature of the class, changes may be made during the semester.**

**SPECIAL SERVICE: Students requesting classroom accommodations or modifications because of a documented disability [should discuss these needs with me and] must contact the Access Office for Students with Disabilities located in room 1115 Nevins Hall. The phone numbers are 245-2498 (voice) and 219-1348 (tty).**

**THE STUDENT SUCCESS CENTER:** The Student Success Center (SSC) provides **free peer tutoring** in core courses, the top four of which are math, writing, Spanish, and biology/chemistry. It also offers Regents' Test Preparation, time management, and study skills workshops as well as provides free professional academic advising and on-campus job information in one location: Langdale Residence Hall above the Tech shop. Help is available to all VSU students. Call 333-7570 to make an appointment, or visit the website: [www.valdosta.edu/ssc](http://www.valdosta.edu/ssc)

**Comprehensive Assessment Rubric \* (To be completed for every student)**

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<p><b>Task completion</b></p> <p><b>Self-directedness and thoroughness</b> in fulfilling the requirements of the situation</p> <p><b>Score =</b></p>	<p>Completes all required tasks without prompting or questioning by the instructor. Provides most details/data essential to the transaction.</p>	<p>Completes most required tasks without prompting. Needs to be questioned to provide some details/data essential to the transaction.</p>	<p>Completes some required tasks without prompting. Needs to be questioned to provide many details/data essential to the transaction.</p>	<p>Completes very few required tasks without excessive prompting. Needs to be questioned to provide most details/data essential to the transaction.</p>
<p><b>Comprehension and Interpersonal Communicative Strategies</b></p> <p><b>Active participation and responsiveness</b> in conversation;</p> <p><b>Ability to clarify</b> misunderstanding</p> <p><b>Score=</b></p>	<p>Consistently participates actively and responds in conversation; usually clarifies by asking questions. Responds appropriately to unexpected complications.</p>	<p>Almost always participates actively and responds in conversation; often clarifies by asking questions. Hesitates a bit in comprehending unexpected complications, but then responds appropriately.</p>	<p>Often participates actively and responds in conversation. May avoid attempts at clarification. Hesitates a great deal in comprehending unexpected complications and or does not respond appropriately.</p>	<p>Rarely participates actively or responds in conversation. Avoids any attempt at clarification. Shows evidence of not comprehending unexpected complications and /or cannot respond to them at all.</p>
<p><b>Vocabulary</b></p> <p><b>Appropriate, varied, and rich use of words in context</b></p> <p><b>Score =</b></p>	<p>Consistently uses appropriate and logical vocabulary for the context. Uses a broad range and variety of vocabulary.</p>	<p>Almost always uses appropriate and logical vocabulary for the context. Uses a somewhat limited range and variety of vocabulary.</p>	<p>Often uses appropriate and logical vocabulary for the context. Uses a more limited range and variety of vocabulary.</p>	<p>Rarely uses appropriate or logical vocabulary for the context. Uses a clearly limited range and variety of vocabulary.</p>
<p><b>Grammar</b></p> <p><b>Accurate word</b></p>	<p>Consistently uses well-constructed</p>	<p>Almost always uses well-constructed</p>	<p>Often uses well-constructed sentences.</p>	<p>Rarely uses well-constructed</p>

<b>order, verb endings, noun/adjective agreement</b>  <b>Score=</b>	sentences. Controls almost all verb conjugations and consistently observes agreement. Almost perfect; some minor, very few major errors.	sentences. Controls most verb conjugations and almost always observes agreement. Majority of structures are accurate.	Controls some verb conjugations and frequently observes agreement. Approximately half of structures are accurate.	sentences. Controls very few verb conjugations and rarely observes agreement. Less than half of structures are accurate.
<b>Comprehensibility</b>  <b>Degree to which the language produced is understandable to a native speaker</b>  <b>Score =</b>	Pronunciation is consistently correct, especially in terms of vowel sounds. Very few words are mispronounced, and there is very little English interference. Very few brief pauses to reorganize thoughts. Message totally comprehensible.	Pronunciation is almost always correct. Some words are mispronounced, there is some English interference, but utterances are still understandable. One or two pauses of somewhat considerable length. Majority of message is comprehensible.	Pronunciation is often correct. Many words are mispronounced; there is a lot of English interference which often makes utterances difficult to understand. Several pauses of more considerable length. Approximately 1/2 of message is comprehensible.	Pronunciation is rarely correct. Most words are mispronounced, English is used, and most utterances are not understandable. Number and length of pauses distracts significantly. Less than 1/2 of message is comprehensible.
<b>Total raw score</b>				

\*This rubric was adapted with slight modifications with the permission of Dr. Eileen Glisan of the Spanish and Teacher Education Program at the Indiana University of Pennsylvania

**ATTENDANCE, PREPARATION, PARTICIPATION:** The Attendance, Preparation, and Participation grade is earned as follows: **If the student is present, prepared, and participates every day, and speaks only French while completing activities in class, fully participating, s/he will receive a 100 as the participation grade.** Each day the student is absent this grade will be reduced 4 points. If the student uses a language other than French, or does not participate at all, his or her grade will be reduced significantly.

**ORAL ASSESSMENT (including PRONUNCIATION and INTONATION):** As this course is entitled Intermediate Conversation and focuses on oral work, accurate communication is crucial to your progress. To this end, your accurate pronunciation

(including enunciation), and to a certain extent, your accurate intonation—French being a language in which the intonation rises, generally speaking, at the end of breath groups—is essential to communicating well. Thus your pronunciation and intonation, especially your improvement in those areas, will be assessed on a daily basis as you speak in class, in your oral diaries and so on, as well as through an interview and major assignments such as a dialog or poem which you will perform with accurate pronunciation and intonation.

**HOMEWORK:** You will always have an assignment for each class which must be finished by the start of class. When you have to write something out then it must be written out more or less neatly in the book (or on paper) so it can be checked or turned in if called for. When we go over homework in class, you must make corrections (or notes) in a different color ink, crossing ~~through~~ (but not out) the wrong pronunciation, word, phrase, etc., and making the necessary corrections. The homework must be done by the day it is due for full credit.

**POP QUIZZES:** Quizzes will be averaged together and count as 10% of the final grade. The student will receive a **zero for all quizzes missed.** THERE ARE NO MAKE-UP QUIZZES. A limited number of exceptions may be made for those students who provide valid VSU approved excuses. Quizzes are short, usually 10 items (vocabulary or verbs, for example), and consist of a short listening, speaking, reading, or writing exercise, and may be given at the beginning, middle, or end of the class period. Once you get a quiz back, you must always make corrections in a different color ink, crossing ~~through~~ (but not out) the wrong word or phrase, and making the necessary corrections. You must keep all your quizzes.

**ORAL DIARY IN FRENCH:** At least two times per week you will record in French a journal entry about yourself, your family, friends, classes, likes and dislikes, and other topics appropriate to your level on a computer's sound recorder (**you will need HEADPHONES WITH MICROPHONE**). You may use the language lab to make these recordings, but the MCL department no longer supplies headphones. The diary is 10% of your grade so keep it well.

**TESTS:** Two primarily (2) oral (listening and speaking) tests will count as 20% (Each of 2 will count 10% each) of the final grade. The student will receive **a zero for all tests missed.** Since tests are returned in the next class meeting, **THERE ARE NO MAKE-UP TESTS.** A limited number of exceptions may be made for those students who provide valid VSU approved excuses. Tests will be varied and may consist of speaking sections, listening comprehension activities, pertinent reading and writing exercises, and may include information on cultural knowledge. One oral test—or part of it—may consist of a learned poem, song, or individual conversation with the professor. All tests are necessarily cumulative due to the nature of language learning.

**FINAL EXAM:** THE FINAL EXAM IS CUMMULATIVE. It counts as 20% of the final grade.

**LATE WORK:** Late work will not be accepted. All students **MUST** turn in all assignments on time to get credit for them. **If a student is absent, s/he is responsible for contacting a classmate to get homework assignments for the next class meeting date. These assignments are also on the syllabus, although occasional changes may be necessary.** Students must turn assignments in early when they know ahead of time that they will have a VSU excused absence. Legitimate excuses will be accepted only with official documentation (hospital admission form, etc., *not* a doctor's excuse).

**MAKE-UP QUIZ / TEST / EXAM:** No make-up quiz, test or exam will be given. If a student must be absent, prior arrangements must be made with the instructor.

**ATTENDANCE POLICY:** All students must attend class daily (See information regarding participation grade). THERE ARE **NO** "CUTS." Any student who misses more than 20% of class meeting time (**6 days**) will fail. Remember, any day you are absent, the participation grade is lowered by 4 points.

**ACADEMIC HONESTY is expected.** Any student not respecting this policy (this includes plagiarism or having any other entity do your assignment) will receive a zero on the assignment (which may result in a failing grade for the course) and will be reported to VSU officials. A second violation will result in a failing grade for the course.

Please see VSU's Academic Integrity Code—the full code is available at:  
<http://www.valdosta.edu/academic/AcademicHonestyPoliciesandProcedures.shtml>

"Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. **Students are responsible for knowing and abiding by the Academic Integrity Policy** as set forth in the Student Code of Conduct and the faculty members' syllabi. **All students are expected to do their own work** and to uphold a high standard of academic ethics." [emphasis mine]

Also see the Report of Academic Dishonesty:

<http://www.valdosta.edu/academic/documents/ReportofAcademicDishonesty.doc>

**CLASSROOM AND WORK CONDUCT:** Rules of common courtesy should be respected. **Cell phones and other electronic devices should be off** Both inside and outside of class VSU's **Academic Integrity Code** should be respected—**students should always do their own work without the help of others or of electronic devices.**

**COMMUNICATION WITH INSTRUCTOR:** If you need to communicate with me, you may e-mail me. According to VSU policy "all VSU-related correspondence should



be conducted via VSU email addresses for both student and instructor” (VSU Academic Affairs “Course Administration” webpage), so **please check your VSU e-mail daily.**

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**Nota bene: The following class schedule is subject to change. LISTEN TO YOUR CDs EVERY DAY**

**POP QUIZZES:** The professor may give an **unannounced quiz on any and every day of class.**

<b>jan.</b>	10	Introduction ; Prononciation ; Poser des questions.
	12	Prononciation ; Poser des questions. Conversation

More to come