

**FREN 4400A**

**CRN # 21805**

**French Phonetics and Advanced Conversation**

3 hours of credit

Prerequisite: **FREN 3302 or consent of instructor.**

West Hall Room

Days & Time:

Department: Modern and Classical Languages

College: Arts and Sciences

University: Valdosta State University

Instructor: Dr. M. Hardin, PhD

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Office Hours: MW 11:00-12:00noon; or by appointment

Course Description

**FREN 4400** Study of phonetic principles and their applications.

**TEXTBOOK** (Required): *Savoir Dire: Cours de phonetique et de prononciation*, Diane Dansereau.. Houghton Mifflin Company, Boston/New York, 2006.

**COURSE OBJECTIVES:** This course is designed to improve the student's ability to speak, write, read and understand the French language. Upon successfully completing this course the student will demonstrate the ability to transcribe (international phonetic alphabet) passages in French and correctly pronounce French.

**ASSESSMENT STANDARDS**

**1. In this document ACTFL refers to the American Council on the Teaching of Foreign Languages Proficiency Guidelines, which can be found at:**

<http://www.sil.org/lingualinks/languagelearning/OtherResources/ACTFLProficiencyGuidelines/contents.htm>

**And (Speaking, revised 1999; Writing, revised 2001)**

<http://www.actfl.org/i4a/pages/index.cfm?pageid=4236>

**2. Valdosta State University General Education Outcomes can be found at:**

[HTTP://WWW.VALDOSTA.EDU/ACADEMIC/VSUGENERALEDUCTIONOUTCOMES.SHTML](http://www.valdosta.edu/academic/vsugeneraleducationoutcomes.shtml)

3. OUTCOMES FOR THE MAJOR IN FRENCH, LANGUAGE AND CULTURE TRACK MAY BE FOUND AT:

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

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

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

**ACTFL Descriptors &**

**OUTCOMES: Advanced-Low.** By the end of this course, the successful student will be able to

***A. Reading Comprehension:***

1. get the main ideas and facts, but may miss some details, of descriptions and narrations such as simple short stories, news items, bibliographical information, social notices, personal correspondence, routinized business letters and simple technical material written for the general reader.

***B. Writing:***

2. produce routine social correspondence, write about familiar topics by means of narratives and descriptions of a factual nature, write simple summaries and demonstrate the ability to narrate and describe in major time frames with some control of aspect.
3. produce writing samples comprehensible to native speakers unaccustomed to dealing with non-native speakers of the target language.
4. demonstrate sustained control of simple target-language sentence structures and partial control of more complex structures.

***C. Listening Comprehension:***

5. Understand both the main idea(s) and most supporting details in a short conversation, a monologue or a narrative of approximately 250 words, on topics appropriate to the course content.
6. Understand complex questions phrased using the indicative and subjunctive moods and their respective tenses.
7. Understand the instructor's use of appropriate vocabulary for this level.

**D. Speaking:**

8. demonstrate an ability to ask and answer complex questions using vocabulary appropriate to this level as well as the indicative and subjunctive moods and their respective tenses.
9. produce speech comprehensible to native speakers unaccustomed to dealing with non-native speakers of the target language.

**E. Culture:**

10. demonstrate an awareness of social, linguistic, and cultural references that go beyond the literal meaning of the written text.

**Criteria for evaluation of speaking:**

The objective is for the student to communicate a comprehensible spoken message. The question the instructor must answer is: does the message the student is attempting to communicate make sense? These criteria are designed to help determine the comprehensibility of the student's message.

- **Fluency** (is the delivery so slow and halting that it interferes with comprehension, or is it beginning to be smoother and more like normal speech even though utterances may be quite brief?)
- **Pronunciation** (is pronunciation accurate enough so as not to interfere with comprehension by an individual accustomed to dealing with non-native speakers of French?)
- **Accuracy** (although speech may not be error free, is it correct enough to make sense, to be understood by individuals accustomed to dealing with non-native speakers of French?) Elements to be considered under the category "accuracy" are control of verb tenses appropriate to this level and comprehensibility. Speech that interferes with comprehensibility of the message should be penalized.
- **Vocabulary** (is it appropriate for this level and is the student able to use it in context?)
- **Creativity** (is the student beginning to be able to depart from textbook vocabulary, phrases and mostly memorized material in order to demonstrate an emerging ability to engage in meaningful conversation, express feelings

and emotions, and to present information accurately to a degree appropriate for this level of study?)

**Criteria for evaluation of writing:**

The objective is for the student to communicate a comprehensible written message. The question the instructor must answer is: does the message the student is attempting to communicate make sense? These criteria are designed to help determine the overall comprehensibility of the student's message.

- **Content** (Is the argument, or content, clearly defined? Are ideas connected, clearly presented in a logical, straightforward manner and supported by examples where appropriate?)
- **Organization** (Does the writing sample present ideas and a conclusion in a logical sequence that clearly indicates how one idea leads to the next? Are transitional devices used appropriately for this level of study? In other words, does the writing sample have a clearly stated theme, perhaps even a thesis statement, as well as a beginning, middle and end?)
- **Vocabulary** (Does the student demonstrate appropriate use of vocabulary in context for this level of language learning?)
- **Accuracy** (Does the student demonstrate an appropriate use of grammar at this level of language learning?)
- **Creativity** (is the student able to depart from textbook vocabulary, phrases and mostly memorized material in order to demonstrate an emerging ability to engage in meaningful conversation, express feelings and emotions, and to present information accurately?)

\*All outcomes are in French utilizing the present, past, and future tenses and the Conditional and Subjunctive moods.  
ACTFL Target Level: Advanced-Low

**Assessment Instruments:**

1. Oral presentations/Conversations.....	20%
3. Class Participation .....	10%
4. Quizzes.....	20%
5 Homework Assignments .....	10%
6. Tests. ....	30%
7. Final Exam .....	10%
	<u>100%</u>

**GRADING SCALE:** 100-90 = A; 89-80 = B; 79-70 = C; 69-60 = D; 59 & below = F

<b>Course Outcomes</b>	<b>Assessment Instruments used to Measure Outcomes</b>	<b>Assessment Instruments used to Measure Outcomes</b>	<b>ACTFL/NCATE Program Standards</b>	<b>VSU General Education Outcomes</b>	<b>Projected Major Outcomes</b>
1	3,4,5,6	Formative written and oral assessments	1.a, 1.b, 1.c 2.a, 2.b	2,4,6,7,	1,2,3,4,6,9
2	2,3,4, 5	Formative written and oral assessments	1.a,1,b, 1.c, 2.a, 2.b	2,4,6,7	1,2,3,4,6,9
3	2,3,4,5,6	Formative written and oral assessments	1.a,1.b, 1.c, 2.a, 2.b	1,2,4,6,7	1,2,3,4,6, 9
4	1,2,3,4,5,6	Formative written and oral assessments Summative written examination Summative oral examination	1.a, 1.b, 1.c 2.b	2,4,6,7	1,2,3,4,6, 9
5	3,4,5,6	Formative written and oral assessments	1.a, 1.b, 1.c, 2.a, 2.b	2,4,6,7	1,2,3,4,6, 9
6	1,3,4,6	Formative written and oral assessments Summative written examination Summative oral examination	1.a, 1.b	1,2,3,4,6,7	1,2,3,4,6, 9
7	3,4,5	Formative written and oral assessments	1.a, 1.b, 2.a, 2.b	2,4,6,7.	1,2,3,4,6, 9
8	1,3,4,5,6	Formative written and oral assessments Summative written examination Summative oral examination	1.a, 1.b, 1.c, 2.a, 2.b	1,2,3,4,6,7	1,2,3,4,6, 9
9	1,2, 3, 4, 5,6	Formative written and oral assessments Summative	1.b, 1.c, 2.a, 2.b	2, 3, 6, 7	1, 2, 3, 4, 6, 9

		written examination Summative oral examination			
10	1, 2, 3, 4, 5,6	Formative written and oral assessments Summative written examination Summative oral examination	1.b, 1.c, 2.a, 2.b	2, 3, 6, 7	1, 2, 3, 4, 6, 9

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

	4	3	2	1
<b>Task completion</b>  <b>Self-directedness and thoroughness in fulfilling the requirements of the situation</b>  <b>Score =</b>	<b>Completes all required tasks without prompting or questioning by the instructor. Provides most details/data essential to the transaction.</b>	<b>Completes most required tasks without prompting. Needs to be questioned to provide some details/data essential to the transaction.</b>	<b>Completes some required tasks without prompting. Needs to be questioned to provide many details/data essential to the transaction.</b>	<b>Completes very few required tasks without excessive prompting. Needs to be questioned to provide most details/data essential to the transaction.</b>
<b>Comprehension and Interpersonal Communicative Strategies</b>  <b>Active participation and responsiveness in conversation; Ability to clarify misunderstanding</b>  <b>Score=</b>	<b>Consistently participates actively and responds in conversation; usually clarifies by asking questions. Responds appropriately to unexpected complications.</b>	<b>Almost always participates actively and responds in conversation; often clarifies by asking questions. Hesitates a bit in comprehending unexpected complications, but then responds appropriately.</b>	<b>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.</b>	<b>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.</b>
<b>Vocabulary</b>  <b>Appropriate, varied, and rich use of words in context</b>  <b>Score =</b>	<b>Consistently uses appropriate and logical vocabulary for the context. Uses a broad range and variety of vocabulary.</b>	<b>Almost always uses appropriate and logical vocabulary for the context. Uses a somewhat limited range and variety of vocabulary.</b>	<b>Often uses appropriate and logical vocabulary for the context. Uses a more limited range and variety of vocabulary.</b>	<b>Rarely uses appropriate or logical vocabulary for the context. Uses a clearly limited range and variety of vocabulary.</b>
<b>Grammar</b>	<b>Consistently uses well-</b>	<b>Almost always uses well-</b>	<b>Often uses well-constructed</b>	<b>Rarely uses well-constructed</b>

Accurate word order, verb endings, noun/adjective agreement  Score=	constructed sentences. Controls almost all verb conjugations and consistently observes agreement. Almost perfect; some minor, very few major errors.	constructed sentences. Controls most verb conjugations and almost always observes agreement. Majority of structures are accurate.	sentences. 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.
Comprehensibility  Degree to which the language produced is understandable to a native speaker Score =	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.
Total raw score				

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

**PREPARING FOR CLASS:** Each student **must** study the international phonetic alphabet and the pronunciation rules in the textbook before and after class. S/he must also look up all words s/he does not know. If you do not have a good French/English dictionary, you may use the ones in the library. **ALL FRENCH MAJORS MUST PURCHASE A GOOD FRENCH/ENGLISH DICTIONARY.** I recommend *Harraps*. You are encouraged to prepare for all class sessions over the week end—if you do so, you will only have to review on Tuesdays. You should be prepared to answer any question the professor may ask you about the exercises or vocabulary.

3. **PARTICIPATION**: The Participation grade is earned as follows:

100% If the student is prepared and speaks only in French while completing activities in class, he/she will receive 100. If the student uses English (or another language other than French) or does not speak at all, his/her grade will be reduced significantly. **This grade will be reduced 5 points each day the student is absent.**

**QUIZZES**: A quiz (announced or unannounced) may be given during any class period. Quizzes will usually be given on certain grammar lessons or vocabulary. If all students are not prepared for class each day, a quiz may be given at the beginning of each class.

**FINAL EXAM**: The final exam in this course will be cumulative—it will test everything that has been taught in the course. Although specific items from the last chapter may be included, the final exam will mainly test the student's ability to perform the above course objectives.

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

1. Daily attendance (See attendance policy below!)
2. Completion of homework assignments, study of vocabulary and preparation of phonetic exercises before and after each class session.
3. Satisfactory completion of all tests, Oral/written presentation, quizzes, etc.
4. Speaking French in class
5. Ownership of required textbooks

**ATTENDANCE POLICY**: All students must attend class daily. Any student who misses more than 20% of class meeting time (**6 days**) will fail this class--even if he/she has an A average (See university attendance policy in the Bulletin).

**SPECIAL SERVICE**: **Students requiring classroom accommodations or modifications because of a documented disability should discuss this need with the professor at the beginning of the quarter. Students not registered with the Special Services Program must contact the Special Services Office in Nevins Hall, Room 1115. The phone number is 245-2498.**

**CLASSROOM POLICIES**: Disruptive behavior will not be tolerated in class. All students must turn off cell phones (or put them on vibrate when necessary) before class begins. No talking while the professor or another student is speaking to the class.

**REWARD**: Two points will be added to the final grade of each student who is **present every day.**



**BONUS POINTS:** Students may be given the opportunity to earn bonus points throughout the semester.

**TARDINESS:** If late for class, the student must remind the instructor of his/her presence and make sure he changes the absence. Unless handled the day s/he is tardy, the student's absence may not be changed (if the professor does not remember it).

**COMMUNICATION WITH INSTRUCTOR:** All email correspondence between the student and the instructor must be made using the VSU email system. The student should check his/her VSU email daily.

**ACADEMIC HONESTY POLICY:** Cheating will not be tolerated. Any Student caught cheating (this includes plagiarism or having someone else write your assignment) will receive a zero on that assignment and will be reported to university officials. Being caught cheating more than once will lead to a zero in the course. The instructor may use any available instrument to check assignments for plagiarism. VSU's Academic Integrity Code is available at <http://www.naldosta/academic/AcademicHonestyPoliciesandProcedures.shtml>

**FREE TUTORING:** The Student Success Center provides free peer tutoring in French (mainly for lower level students). The center is located in Langdale Hall above the tech shop. Help is available to all VSU students. Students may call 333-7570 to make an appointment, or visit the website: [www.valdosta.edu/ssc](http://www.valdosta.edu/ssc).

**SPECIAL SERVICE:** Students requiring classroom accommodations or modifications because of a documented disability should discuss this need with the professor at the beginning of the semester. Students not registered with the VSU Access Office must contact the Access Office in Nevins Hall, Room 1115 (this room number may have changed). The phone numbers are 245-2498 and 219-1348.

**DAILY SCHEDULE:** The following schedule is tentative and is subject to change.

août	15	Initiation; Chapitre 1: <b><u>Les Organes de la parole et les symboles phonétiques.</u></b> (pp. 2-8)
	20	Chapitre 1 : (pp.9-17)
	22	Chapitre 1 : (pp. 17-18)
	27	Chapitre 2 : <b><u>La Prosodie</u></b> (pp. 20-29 )
	29	Chapitre 2 : (pp30-34)
septembre	3	Labor Day (NO CLASS)
	5	Chapitre 2 : (pp. 38-58)

	10	Chapitres 1 & 2 (Révision)
	12	<b>TEST I</b>
	17	Chapitre 3 : <b><u>Étude détaillée des voyelles orales</u></b> (pp. 62-70)
	19	Chapitre 3 : (pp. 71-73)
	24	Chapitre 3 : (pp. 74-83)
	26	Chapitre 3 : (pp. 84-95)
octobre	1	Chapitre 3 : (pp. 96-102)
	3	Chapitre 3 : (pp. 102-122)
	4	<b>MIDTERM</b>
	8	<b>TEST II</b>
	10	Chapitre 4 : <b><u>Étude détaillée des voyelles nasales</u></b> (pp. 130-142)
	15	Chapitre 4 : (pp. 143-156)
	17	Chapitre 4 : (pp. 157-163)
	22	FALL BREAK (NO CLASS)
	24	Chapitre 5 : <b><u>Le e muet</u></b> (pp. 164-171)
	29	Chapitre 5 : (pp. 172-184)
	31	<b>TEST III</b>
novembre	5	Chapitre 6: <b><u>Les Semi-voyelles</u></b> (pp. 185-189)
	7	Chapitre 6 : (pp. 190-198)
	12	Chapitre 7 : <b><u>Étude des consonnes</u></b> (pp. 200-207)
	14	Chapitre 7 : (pp. 208-220)
	19	Chapitre 7 : (pp. 221-239)
	21	Révision
	26	<b>TEST IV</b>
	28	Révision
décembre	3	Révision
	5	Final Exam (Wednesday, 8 :00am-10 :00am)