



ARIZONA STATE UNIVERSITY
GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

Academic Unit	<u>College of Liberal Arts and Sciences</u>	Department	<u>School of International Letters and Cultures</u>
Subject	<u>FRE</u>	Number	<u>110</u>
Title	<u>Intensive French I</u>		Units: <u>6</u>

Is this a cross-listed course? No
If yes, please identify course(s) _____

Is this a shared course? No If so, list all academic units offering this course _____

Course description:

Proficiency-based course that provides an intensive introduction to the French language and culture. Introduces the language and culture through a variety of topics from everyday life. Focuses on the development on all four communicative skills. Class time is spent mainly on communicative activities based on active listening and speaking practice of everyday French as used in different social situations, with much use of various print, video and Web-based media.

Requested designation: Global Awareness-G

Note- a separate proposal is required for each designation requested

Eligibility:

Permanent numbered courses must have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu or Lauren.Leo@asu.edu.

Submission deadlines dates are as follow:

For Fall 2015 Effective Date: October 9, 2014

For Spring 2016 Effective Date: March 19, 2015

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- ◊ Literacy and Critical Inquiry core courses (L)
- ◊ Mathematics core courses (MA)
- ◊ Computer/statistics/quantitative applications core courses (CS)
- ◊ Humanities, Arts and Design core courses (HU)
- ◊ Social-Behavioral Sciences core courses (SB)
- ◊ Natural Sciences core courses (SQ/SG)
- ◊ Cultural Diversity in the United States courses (C)
- ◊ Global Awareness courses (G)
- ◊ Historical Awareness courses (H)

A complete proposal should include:

- Signed General Studies Program Course Proposal Cover Form
- Criteria Checklist for the area
- Course Catalog description
- Course Syllabus
- Copy of Table of Contents from the textbook and list of required readings/books

Respectfully request that proposals are submitted electronically with all files compiled into one PDF. If necessary, a hard copy of the proposal will be accepted.

Contact information:

Name Mariana Bahtchevanova Phone 480 727-9139

Mail code 0202 E-mail: MarianaB@asu.edu

Department Chair/Director approval: (Required)



ARIZONA STATE UNIVERSITY

Chair/Director name (Typed): Joe Cutter Date: 3/18/15

Chair/Director (Signature): 

Arizona State University Criteria Checklist for

GLOBAL AWARENESS [G]

Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America's cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: (1) in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, (2) the study of contemporary non-English language courses that have a significant cultural component, (3) comparative cultural studies with an emphasis on non-U.S. areas, and (4) in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.

Reviewed 4/2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[G] CRITERIA			
GLOBAL AWARENESS [G]			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.	Syllabus, Table of Content
		2. The course must match at least one of the following descriptions: (check all which may apply):	
<input type="checkbox"/>	<input type="checkbox"/>	a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	b. The course is a language course for a contemporary non-English language, and has a significant cultural component.	syllabus, textbook's table of content
<input type="checkbox"/>	<input type="checkbox"/>	c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.	
<input type="checkbox"/>	<input type="checkbox"/>	d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue's place within each culture and the effects of that issue on world cultures."	

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Course Prefix	Number	Title	Designation
FRE	110	Intensive French I	Global Awareness (G)

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
SAMPLE: 2d: study the cultural significance of a non-U.S. centered global issue	SAMPLE: The course examines the cultural significance of financial markets Japan, Korea, and the UK.	SAMPLE: Module 2 shows how Japanese literature has shaped how Japanese people understand world markets. Module 3 shows how Japanese popular culture has been changed by the world financial market system. Modules 4 & 5 do the same for Korea and modules 6 & 7 do the same for the UK.
1. The course addresses or leads to an understanding of the contemporary world outside the US	This is the first semester of an intensive introductory course to the French language and culture. It is impossible to learn a language without understanding the society and culture(s) where it is spoken. That's why in addition to the French language, students also learn about various aspects of the French society and Francophone cultures around the world.	Some of the cultural topics covered in the course are the Francophone world and the status of French in the 21st century, regions in France, French Louisiana, Francophone Canada and Quebec, the educational system in France, French coffee shops, restaurants and bistros, French traditions; the family structure in France and Quebec, vacation and holidays in the French society. Please refer to the highlighted sections in the course syllabus and the underlined sections in the table of contents for a detailed list of cultural topics and themes (the first six chapters of the textbook)
2.b: the course is a language course of a contemporary non-English language, and has a significant cultural component	One of the objectives of the course is for students to gain a better understanding of the French and francophone cultures, to develop cultural awareness and critical thinking skills necessary to acquire intercultural communication competence.	Each chapter has a regional focus and a cultural theme (with visuals, maps, short texts as well as Internet sites, short films, authentic documents, and interactive activities that focus on the presented cultural information. It also profiles French and Francophone artists from one of the regions of focus. The cultural comparison section at the end of each chapter includes additional readings and materials about different aspects of the Francophone cultures and encourages students to make cross-cultural comparisons. In addition, students are asked to identify and discuss the basic behavioral and sociolinguistic protocols appropriate in everyday situations in the foreign culture. Please refer to the Table of Contents and

		the Syllabus for more details

FRE 110 **Intensive French I**

Proficiency-based course that provides an intensive introduction to the French language and culture. Introduces the language and culture through a variety of topics from everyday life. Focuses on the development on all four communicative skills. Class time is spent mainly on communicative activities based on active listening and speaking practice of everyday French as used in different social situations, with much use of various print, video and Web-based media.

Allow multiple enrollments: No

Repeatable for credit: No

Offered by: College of Liberal Arts and Sciences – School of International Letters and Cultures

Primary course component: Integrated
Lecture/Lab

Grading method: Student Option

Intensive French I- FRE 110 Fall 2015

Instructor: Mariana Bahtchevanova
Office: LL 164 F
Email: MarianaB@asu.edu
Office phone: 480 727-9139
SILC main office: LL440 (480-965-6281)
Office hours:
or by appointment

If my regular office hours are not convenient for you, we can set up an appointment outside those times. You can contact me via e-mail for an appointment or for other questions and problems. I will try to get back to you within 24 hours.

Required text:

Manley, Smith, McMinn, and Prévost. Horizons. Custom Edition for ASU. Boston: Heinle & Heinle, 2015 and Code for Heinle iLrn Center, 6th edition at <http://iLrn.heinle.com>. This is a custom edition for ASU and it is different and **cheaper than the regular 6th edition**.

The book key gives you access to the e-book and to the center where you will submit online workbook and lab activities. Please read the special instructions for the registration posted in Blackboard. If you bought a 101 packet from the ASU bookstore, you already have a key. If you have a used book, you must purchase a book key. Book keys may be purchased through the ASU Bookstore or directly from the iLearn Center which is found at ilrn.heinle.com (iLrn™ Heinle Learning Center 3-Semester Instant Access Code).

Recommended (optional):

Morton, Jacqueline. English Grammar for Students of French. Olivia and Hill Press

Course Description:

FRE 110 is a first-year intensive course for students with a) no prior knowledge of French or b) placement test scores for 101 or 111 or c) authorization from the French section. See your instructor if you are in this course for any other reason. This is a six-credit hour course that meets on Mondays, Tuesdays, Wednesdays and Thursdays for 75 minutes in the classroom. In addition to the work in class, students are expected to complete written and oral homework assignments on a daily basis. How much time you should spend studying outside of class depends on a number of individual factors such as your linguistic aptitude, self-discipline, attitude toward studying, attitude toward learning a foreign language, etc. You should, on average, plan to spend at least 2 hours each day studying French. Read the document entitled "How to study for this class" posted in the Course Documents folder on Blackboard for suggestions, which will help you in your learning process.

In this course emphasis will be on both oral and written communication through development of skills in listening, speaking, reading, writing, and cultural awareness.

Communicative Functions and topics covered in FRE 110 include: meeting and greeting people; talking about likes and dislikes; describing friends and family members; providing background information (name, date of birth, address, etc.); narrating daily activities; talking about future plans; giving instructions; making purchases; ordering food; inviting, accepting and rejecting suggestions, describing daily routines, talking about relationships, discussing health, physical conditions and survival needs; narrating in the past; making travel arrangements; requesting and giving directions, ordering food; making comparisons; obtaining information about people and things; making purchases; expressing and reacting to opinions; expressing emotions, wishes, doubts, and certainty; talking about the future; expressing agreement and disagreement; making hypothetical statements.

Grammatical Structures covered in this class: gender and number of nouns and adjectives; comparative structures with adjectives and adverbs; all articles, personal, possessive, and demonstrative pronouns and adjectives; relative pronouns (*que, que* and *dont*) and the pronouns *y* and *en*; the present tense of regular and most frequent irregular verbs; different types of questions; basic negation structures; futur proche and future simple; passé composé; reflexive verbs, structures with avoir, aller and faire.

Culture: In addition to learning basic writing, speaking, listening, and reading skills, students will gain a better understanding of the French culture and the francophone world through readings, video, audio materials and francophone guest speakers. Developing cultural awareness and critical thinking skills necessary to acquire cultural awareness is crucial to successful intercultural communication. In addition, they will learn some pragmatic strategies, which will help them communicate more successfully in the target language. Throughout the semester, a number of cultural activities and projects will take place. Students are strongly encouraged to participate in the activities organized by the French Club at ASU (le Cercle Français) and the other cultural events. I will details on Blackboard at a later date.

Learning outcomes (In alignment with the ACTFL Proficiency Guidelines 2012):

Speaking (Novice High): After completing FRE 110, students will be able to

- create short messages on familiar topics that affect them directly using learned material and formulaic utterances
- ask and answer very basic questions about everyday topics in the present tense and with less accuracy in the past tense
- initiate and respond to simple statements, and maintain limited face-to-face conversations about familiar topics.

Writing (Novice High-Intermediate Low): Students will be able to

- meet limited practical writing needs by writing short statements, paragraph-length descriptions, biographical information on forms and documents, and simple questions that are within the structural (grammar) and lexical (vocabulary) parameters of the course syllabus
- write lists, short messages, postcards, and simple notes or narratives on very familiar topics replying mainly on recombining the practiced material

Reading (Intermediate Low): Students will be able to

- read and understand, fully and with relative ease, key words and cognates, formulaic language and familiar language across a range of highly contextualized texts, featuring non-complex description and narration
- read and understand predictable language and messages such as those found on train schedules, roadmaps, street signs, menus, brochures, TV guides, etc. with familiar vocabulary

Listening (Novice High): Students will be able to

- comprehend information from sentence-length speech, one utterance at a time, in basic personal and social contexts where there is contextual or extra-linguistic support not included in the language itself, such as visual or contextual clues (although comprehension may often be very uneven)
- understand speech dealing with areas of practical need such as highly standardized messages, phrases, or instructions in face-to-face speech as well as in audio and video interviews and clips dealing with familiar topics if the vocabulary has been learned.

Grade Assignment: Grades will be calculated on the following basis:

Chapter Exams	30%
Journals	12% (6 journals @2 %)
Homework /online	13%
Midterm Oral Exam	5%
In-class work	15%
Final Oral Exam	15%
Final Written Exam	10%

Grading Scale:

98 – 100	A+	80 – 82	B-
93 – 97	A	77 – 79	C+
90 – 92	A-	70 – 77	C
87 – 89	B+	60 – 69	D
83 – 86	B	0 – 59	E

Description of assignments:

Chapter exams: Chapter exams will consist of sections assessing your interpersonal, interpretative and presentational skills in French. There are 6 exams scheduled during the semester, which are indicated on the course calendar. Each exam is comprehensive. There will be a review session the day before the exam. If you miss an exam due to illness or another properly authorized excused absence, you will have to contact the instructor the day of the exam to arrange for a make-up exam. Students who do not have a valid reason for their absence will NOT be allowed to make up any examination (including all written/oral exams, quizzes, etc.). Students are responsible for contacting the instructor and providing the proper documentation for their absences.

Journals: The composition portion of your grade will consist of short writing assignments called journals. The journal allows you to combine all that you have studied to communicate your own thoughts. There are two drafts for each journal. The topics and the rubrics are posted on Blackboard in the folder **Devoirs/Journal**. There is a robust online spellchecker and grammar checker for Anglophone learners of French that you should use before turning in your journals: **bonpatron.com**. We will have a short training session in the lab to show you how to use the program. You are also encouraged to use dictionaries and grammar reference materials **but do NOT use online translators**. This is considered cheating and will not help you learn the language.

Homework: Your textbook comes with a “key” which will allow you to access the Heinle iLrn website. The Heinle Learning Center consists of an audio and video-enhanced eBook, online Textbook activities, online Student Activity Manual (SAM), Video Library, Enrichment and Diagnostics Sections. Your instructor will regularly assign online activities from the Video Library, SAM, and the online Textbook activities. This work will constitute the major component of your homework grade for the course. The online lab component is crucial for your success in the class because it will help you practice and develop your listening and speaking skills. The online activities will be assigned on the Heinle iLrn page. All other homework assignments (readings, cultural presentations, clips, etc) will be posted on Blackboard in the folder “Devoirs.” It is your responsibility to check regularly the online assignments and complete them on time. **NO LATE WORK WILL BE ACCEPTED.**

Oral Exams: The midterm oral exam and the final oral exam represent short scheduled oral interviews with your instructor, which will assess your speaking and listening comprehension skills. You will be given a study guide and the rubric for both oral exams at least one week in advance. The oral exams reflect all the work you do inside and outside the classroom and will cover the basic communicative functions studied in this course.

Final exam: The final written exam is a comprehensive cumulative exam, which will assess your language proficiency skills in reading and writing. The room, date and time for the final exam will be posted on Blackboard several weeks before the day of the final

In-class work: It is imperative that students attend class regularly as language learning is a cumulative skill. Quizzes both announced and unannounced will be given on a regular at

the beginning of class. Their format will vary depending on the learning objectives for the day. If you are late for class, you will miss the quiz and will lose points. In addition to the quizzes, you will be graded on class participation, which will include a wide range of tasks.

Policy on absences and tardiness:

Excessive unexcused absences can and will adversely affect your final grade in the course, since oral work done in class cannot be made up. Exceptions may be made on a case by case basis. Extenuating circumstances should be discussed with your instructor. However, that does not guarantee that an exception will be made and documentation will be required. You must email or call your instructor to arrange for makeup work if necessary.

Students who need to be absent from class due to religious observances or due to participation in university- sanctioned activities, should notify the instructor at the beginning of the semester about the need to be absent from class and make arrangements to make up missed assignments and in-class work.

Students who have more than four unexcused absences will lose 4% of their final in-class work grade (these are the points for participation). Moreover, they will miss additional points because they didn't take the in-class quizzes on the days they were absent and didn't submit or present the homework assignment in class. If you are absent without extenuating circumstances, make sure to submit an electronic copy of your written assignment due in class before class starts. A hard copy, however, is required the next day.

Excessive tardiness will adversely affect your grade. The quiz will be given at the beginning of class, so make sure to be always present on time. Extenuating circumstances may be explained to the instructor but documentation will be required.

Email: Make sure you check your ASU email account on a daily basis. Go to the Computing Commons east of the MU before or on the second day of class to get it set up. If you don't use your ASU account, please make sure you **link your personal email to the ASU** otherwise you won't receive emails from your instructor.

Blackboard and Online Work: You need to log in on a daily basis for assignments, course documents and announcements. You will also need to complete online assignments on the publisher's site every day. If you do not have access to a personal computer, you can go to the SILC Learning Support Facilities in LL 65 and LL 61.

Student Code of Conduct:

Students are expected to know and adhere to the Arizona Board of Regents Student Code of Conduct. For detailed information about the Student Code of Conduct and Student Disciplinary Procedures, please refer to the following site:
<http://www.asu.edu/aavd/manuals/ssm/ssm104-01.html>

Students are allowed to use their laptops to access the online ebook, to take notes or to complete online activities. Students who use their laptops for any other purpose during class time will no longer be allowed to use their computer during class. Students are not

allowed to use their cell phones in class. Dictionaries and reference materials are allowed except during an examination.

Academic Integrity:

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see <http://provost.asu.edu/academicintegrity>

Each student must act with honesty and integrity, and must respect the rights of others in carrying out all academic assignments. A student may be found to have engaged in academic dishonesty if, in connection with any Academic Evaluation or academic or research assignment (including a paid research position), he or she engages in any form of academic deceit, refers to materials or sources or uses devices (e.g., computer disks, audio recorders, camera phones, text messages) not authorized by the instructor for use during the evaluation or assignment; possesses, reviews, buys, sells, obtains, or uses, without appropriate authorization, any materials intended to be used for an evaluation or assignment in advance of its administration; acts as a substitute for another person in any academic evaluation or assignment; uses a substitute in any academic evaluation or assignment; depends on the aid of others, including other students or tutors, in connection with any evaluation or assignment to the extent that the work is not representative of the student's abilities; engages in plagiarism; uses materials from the Internet or any other source without full and appropriate attribution; permits his or her work to be submitted by another person in connection with any academic evaluation or assignment, without authorization; claims credit for or submits work done by another; signs an attendance sheet for another student, allows another student to sign on the student's behalf, or otherwise participates in gaining credit for attendance for oneself or another without actually attending.

Students are not allowed to use online translators for their compositions, journals, or other written assignments. They are encouraged to use bonpatron.com, good dictionaries, their textbooks, and other reference materials recommended by the instructor.

Disability Accommodations:

Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me at the beginning of the semester either during office hours or by appointment.

Note: Prior to receiving disability accommodations, verification of eligibility from the Disability Resource Center (DRC) is required. Disability information is confidential. Establishing Eligibility for Disability Accommodations: Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. Their office is located on the first

floor of the Matthews Center Building. DRC staff can also be reached at: 480-965-1234 (V), 480-965-9000 (TTY).

For additional information, visit: www.asu.edu/studentaffairs/ed/drc. Their hours are 8:00 AM to 5:00 PM, Monday through Friday.

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <http://sexualviolenceprevention.asu.edu/faqs/students>.

Important Information on Course Content:

The language and culture(s) you will be studying are different from your own in many ways. The goal is to help you not only learn a new language but also learn a new way of thinking about the world and a different way of organizing your knowledge about the world. Although some aspects of the French and francophone cultures may seem familiar, other aspects might be very different from your own and might even be considered offensive to some of you. If you find some of the course content (videos, movies, readings, etc.) offensive, please feel free to discuss it with your instructor.

Emploi du temps (Course Itinerary)

Week 1 (August 20)

Th: Course Introduction. Chapitre préliminaire/Compétence 1: Greetings and Introductions

Week 2 (August 25)

M: Chapitre préliminaire/Compétence 1: Welcome to the francophone world! Greetings and introductions

T: Chapitre préliminaire/Compétence 2: Counting and describing your week

W: Chapitre préliminaire/Compétence 3: Talking about yourself and your schedule

Th: Chapitre préliminaire/Compétence 4: Communicating in class: basic expressions, questions and answers in French class **Lecture: L'heure officielle (Cultural reading: Official Time)- answers due in class**

Week 3 (Sept 1)

M: Review of Chapitre préliminaire/ **Review (Comparaisons Culturelles- politeness)**

T: Chapitre Préliminaire - **Exam 1**

W: Chapitre 1/Compétence 1 : Identifying people and describing appearances

Th: Chapitre 1/Compétence 2 : Describing personality /**Journal 1 Draft 1 DUE**

Week 4 (Sept 7)

M: Labor Day **CONGÉ**

T: Chapitre 1/Compétence 3: Describing the university area

W: Chapitre 1/Compétence 4: Talking about your courses

Th: Culture: Les études (French educational system)/**Journal 1 Draft 2 due**

Week 5/ Sept. 14

M: Chapitre 1: **EXAM 2**

T: Chapitre 2/Compétence 1: Expressing likes, dislikes, and preferences

W: Chapitre 2/Compétence 2 : Leisure activities and free time

Th: Chapitre 2/Compétence 3: Asking questions about schedules and daily activities/ **Journal 2 -Draft 1 due**

Week 6 (Sept. 21)

M: : Chapitre 2/Compétence 4 Food/menu /Cultural Reading “ Au Trois Obus” (menu)
answers due in class

T: Chapitre 2 –Comparaisons culturelles: Le café et le fast food. **Chapter Quiz/Journal 2-Draft 2 due**

W: Chapitre 3/Compétence 1: Talking about where you live

Th: Chapitre 3/ Compétence 2 : Describing your possessions /**Journal 3- Draft 1 due**

Week 7 (Sept. 28)

M: Chapitre 3/ Compétence 3 : Describing your room

Tu: Chapitre 3/Compétence 4 : Giving your address and phone number/Cultural reading:
“Le Québec d’aujourd’hui” answers due in class;

W: **Chp.3- Review and project on culture due**

Th: **Chp. 3- Exam**

Week 8 (Oct.5)

M: Chapitre 4/Compétence 1 : Describing your family/**Journal 3 Draft 2 due**

T: Chapitre 4 /Compétence 2: My week-end plans

W: : Chapitre 4/Compétence 3 : Describing future plans /**Journal 4-Draft 1 Due**

Th: **Midterm oral exam**

Week 9 (Oct. 12)

M: *Fall break*

T: *Fall break*

W: Ch. 4/ Compétence 4

Th: Culture: L’histoire des Cadiens /answers due in class

Week 10 (Oct. 19)

M: Reading: Coeurs des Cajuns

T: Chapter Rerview

W: EXAMEN 5

Th : Chapitre 5/ Compétence 1

Week 11 (Oct. 26)

M: Chapitre 5/ Compétence 2: The weather/**Journal 5.1**

T: Chapitre 5/Compétence 3

W: Chapitre 5/ Compétence 4

Th: Clothes and shopping/ **Culture/Reading : Les loisirs des français**

Week 12 (Nov. 2)

M: Comparaisons culturelles: answers due in class

T: Ch. 5/ Review

W: Exam 6

Th: Le cinéma français et le cinéma américain / Journal 5. 2

Week 13 (Nov. 9)

M: Festival du film

T: Stories from the francophone world

W: *Veterans Day*

Th: Narrating in the past – **Journal 6.1 (mon blog)**

Week 14 (Nov. 16)

M: Poetry festival / "Déjeuner du matin"

T: Différences culturelles- posted on Blackboard (answers due in class)

W: Vacation/holidays in France

Th: TV 5 Monde- Social media

Week 15 (Nov. 23)

M: **Mon Blog due** on Blackboard/ Traveling in the Francophone world

T: Media in the Francophone world / **Journal 6.2**

W: Review

Th: Congé: Thanksgiving Day

Week 16 (Nov. 30)

M: Project presentation: Culture

T: Review for oral exam

W: Review for written exam

Th: FINAL ORAL EXAM

The date, time and room of your final exam will be posted on Blackboard.

This syllabus is subject to change.

given, self-check questions so they can verify their own comprehension of new rules and forms. Functional dialogues illustrate new structures in context and also supply students with models of how to fulfill certain functions in specific contexts.

Interesting and realistic exercises that progress from recognition to production and from more structured to increasingly open-ended. In *Horizons*, material is presented so that it helps increase students' confidence as their skills develop. New material is first presented in context, followed by recognition activities to familiarize students with it. After the recognition activities, new structures are explained and students work with them in numerous, varied activities. Production activities build from simple exercises where students answer with a word or a phrase, to realistic role plays. Personalized exercises encourage students to express their own thoughts in French. All activities create meaningful communication; even the simplest have been designed so that students must understand what they are saying. Students use grammar, vocabulary, and pronunciation as the tools of communication, not as ends in themselves. A unique feature of *Horizons* is its presentation of pronunciation, which is integrated into explanations of structures. For example, the vowel sounds of *le* and *les* are taught with the definite article in the context of distinguishing singular and plural nouns.

Learning strategies with activities. Students develop skills more quickly when taught strategies. In the last section of the first *Compétence* of each chapter of *Horizons*, students are explicitly taught reading and listening strategies and are given activities to practice them. These strategies are then recycled and practiced again in the *Student Activities Manual*. In the *Lecture* part of the *Lecture et Composition* section at the end of chapters, students are asked to reapply and expand the reading strategies they have learned to read a variety of authentic texts (realia, song lyrics, poems, articles, literary texts). In the *Composition* section, students learn and practice writing strategies.

Process-writing activities. In the *Composition* sections, pre-writing activities guide students as they organize their thoughts before writing compositions. Teacher's annotations suggest peer-review activities to guide students as they revise what they have written and finally produce short pieces that can become part of a portfolio.

A focus on the francophone world and activity-based culture sections. Each regional unit (two chapters) of *Horizons* revolves around a story of visitors to a different part of the francophone world (Côte d'Azur, Québec, Louisiane, Paris, Normandie, les Antilles). Each chapter opens with a photo expose of the region with geographical information and accompanying activities to set the scene and give students a visual representation of the area. As students follow the characters through the region, they learn about its culture: the customs, perspectives, and daily life of the people. Additionally, the *Bienvenue en Europe francophone* photo spread that follows *Chapitre 5* and the *Bienvenue en Afrique francophone* photo spread that follows *Chapitre 10* introduce students to additional fascinating francophone cultures. Chapters end with a *Comparaisons culturelles* section, which gives students information about various aspects of francophone culture and encourages them to make cross-cultural comparisons. Shorter *Notes culturelles* are interspersed in the margin of the text to catch the student's eye and to provide interesting bits of information.

Integrated review sections. At the end of each chapter, the *Résumé de grammaire* is a useful study tool that summarizes all of the grammar topics presented in the chapter on a concise two-page spread. Both the *Résumé de grammaire* and the review activities that close the fourth *Compétence* of each chapter are designed to help students become responsible for their own learning and review for exams.

Plentiful teacher notes. On-page teacher notes make *Horizons* user-friendly for instructors with varying levels of experience. These notes help teachers create lesson plans, suggest additional activities, and provide further cultural and linguistic information to share with students.

Video program. The new video, *Les Stagiaires*, created specifically for *Horizons*, integrates the vocabulary and grammar from each chapter into a series of vignettes about two new interns working in an office. Their daily interactions and adventures with their co-workers depict real-life uses of French in a variety of situations, allowing students to practice listening skills with the vocabulary and structures they have studied up to that point. A short scene is integrated with each chapter's review activities in the *Reprise* section of the fourth *Compétence*.

A robust book-specific website. The text's new Premium Website is your one-stop portal to an online suite of digital resources. Students have complimentary access to the complete in-text audio program, auto-graded vocabulary and grammar quizzes, cultural Web search activities, and chapter-specific Web links. Premium password-protected resources include the complete SAM audio program, the complete video program, audio-enhanced flashcards, vocabulary and grammar podcasts, and over thirty grammar tutorial videos.

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Student Textbook

Annotated Instructors Edition with Text Audio CD Program

Text Audio Program accessible via the Premium Website

Student Activities Manual (SAM) (Cahier d'activités écrites et orales)

Heinle eSAM powered by Quia (electronic version of the Student Activities Manual)

SAM Audio Program accessible via the Premium Website

SAM Answer Key and Audioscript

PowerLecture Instructor's Resource CD-ROM with Testing Program

Video *Les Stagiaires* available on DVD, the Premium Website and the iLrn Heinle Learning Center

Premium Website Students have complimentary access to the complete in-text audio program. Premium password-protected resources include the complete SAM audio program, the complete video program, grammar tutorials and more!

iLrn Heinle Learning Center A comprehensive course management system complete with an audio and video-enhanced eBook, eSAM, diagnostic tools for students, . . . and more!

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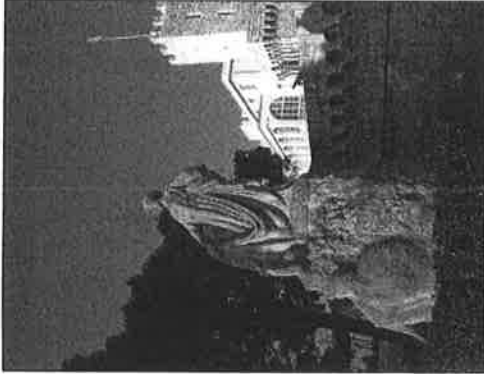
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PREFACE

Do you have a gift for languages?

Have you ever heard people say that they know someone who has a gift for languages? What does that mean? Are some people born with a special ability to learn languages? How do you know if you have a gift for languages? If you understood the sentence you just read, then you have a gift for languages. After all, you have already learned to speak and understand at least one language well—English. Everybody is born with a natural ability to learn languages, but some individuals seem to learn languages more quickly than others do. This is because, over time, we develop different learning styles.

The process individuals use to learn languages depends a great deal on their personality. As with any other process, such as learning a new computer program or writing a composition for English class, individuals can attain similar results, although they approach the task differently. Some language learners like to plan each step before beginning. Others prefer to jump in as soon as they know enough to get started, and continue from there using a hit-or-miss method. Some language learners like to understand in detail why a language works the way it does before they try to use it, whereas others are ready to try speaking as soon as they know only the most basic rules, making educated guesses about how to express themselves.

Both methods have advantages and disadvantages. Some people become so bogged down in details that they lose sight of their main purpose—communication. Others pay so little attention to details that what they say is unintelligible. No matter what sort of learner you are, the most important part of the language-learning process is to constantly try to use the language to express yourself. Always alternate study of vocabulary and structures with attempts to communicate.

Since you now know that you have a gift for languages, you might think of the following pages as a user's manual that suggests how to use your language-learning capacity to learn French efficiently. Some of the learning techniques will work for you, others may not fit your learning style. Read through the following three sections before beginning your French studies, and refer to them later to develop the language-learning process that works best for you.

- **Goals and expectations:** How much French should you expect to learn in your first year of study and how much time and effort will be required of you?
- **Motivation:** How do you motivate yourself to study and practice the language?
- **Learning techniques:** What are some study tips that will facilitate learning French?

Goals and Expectations

Who can learn a language?

Many people believe that, as an adult, you cannot learn a language as well as you might have when you were a child. It is true that children are good language learners, but there is no reason why adults cannot learn to speak a language with near-native fluency. Children learn languages well because they can adapt very easily and they do it willingly. Being able to adapt is very important in language learning. Children are not afraid to try something new, and they are not easily embarrassed if things do not turn out as they expect. Adults, on the other hand, are often afraid of doing something wrong or looking ridiculous. Don't be afraid to experiment, using what you already know to guess at how to express yourself in French. It does no harm if you try to say something and you do not get the expected response. Just try again.

By the time people become adults, they generally learn by analyzing, rather than by doing. They have also grown so accustomed to their own way of doing things that they are reluctant to change. Similarly, adult language learners often feel that the way English works is the natural way. They try to force the language they are learning into the same mold. In fact, languages work in a variety of ways, all equally natural. Learn to accept that the French way of doing things is just as natural and valid as the English way.

Another difference in the way that children and adults learn languages is that children spend a lot more time focused on what they are doing. When children learn languages, they spend almost every hour they are awake for several years doing nothing but learning the language. Learning to communicate is their principal objective in life. Most adults, on the other hand, spend just a few hours a week studying a new language, and during this time they are often distracted by many other aspects of their lives. In a classroom setting where small children have contact with a foreign language for just a few hours per week, children do not learn better than adults. In fact, adults have several advantages over children, such as their ability to organize and their longer attention spans. Your ability to develop fluency in French depends mainly on three things: the amount of time you spend with the language, how focused you are, and how willing you are to try to communicate using it.

How well will you speak after a year?

Those of you who are new to foreign language study probably have a variety of ideas about what you will be doing in this course. People who become frustrated in foreign language study generally do so because they start off with the wrong expectations. Some people begin a foreign language course with a negative attitude, thinking that it is impossible to really learn a language without