



ARIZONA STATE UNIVERSITY
GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

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

**FRE 101: Elementary French:
Intensive aural/oral drill in class
and lab; basic grammar
supplemented by simple prose
readings.**

| | | | |
|---|---|---|---|
| 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>101</u> |
| | | Title | <u>Elementary French</u> |
| | | | Units: <u>4</u> |
| Is this a cross-listed course? If yes, please identify course(s) | <u>No</u> | | |
| Is this a shared course? Course description: | <u>No</u> | If so, list all academic units offering this course _____ | |

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 the General Studies Program Office at (480) 965-0739.

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, Fine Arts and Design core courses (HU)
 - * Social and Behavioral Sciences core courses (SB)
 - * Natural Sciences core courses (SQ/SG)
 - * Global Awareness courses (G)
 - * Historical Awareness courses (H)
 - * Cultural Diversity in the United States courses (C)

- A complete proposal should include:**
- Signed General Studies Program Course Proposal Cover Form
 - Criteria Checklist for the area
 - Course Syllabus
 - Table of Contents from the textbook and list of required readings/books

Contact information:

Name Mariana Bahtchevanova Phone (480) 727-9139

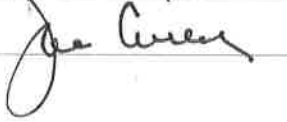
Mail code 0202 E-mail: MarianaB@asu.edu

Department Chair/Director approval: (Required)



ARIZONA STATE UNIVERSITY

Chair/Director name (Typed): Joe Cutter Date: 10/16/13

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.

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 Contents |
| | | 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 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 Table of Contents |
| <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." | |

| Course Prefix | Number | Title | Designation |
|---------------|--------|-------------------|----------------------|
| FRE | 101 | Elementary French | 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) |
|---|---|--|
| <p>SAMPLE: 2d. study the cultural significance of a non-U.S. centered global issue</p> | <p>SAMPLE: The course examines the cultural significance of financial markets Japan, Korea, and the UK.</p> | <p>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.</p> |
| <p>1. The course addresses or leads to an understanding of the contemporary world outside the US</p> | <p>This is the first semester of an 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 will be introduced to various aspects of the French and Francophone cultures.</p> | <p>Each chapter is organized around different cultural topics. 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 (from the preliminary chapter to chapter 5).</p> |
| <p>2b. This is a language course for a contemporary non-English language and has a significant cultural component</p> | <p>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.</p> | <p>Each chapter has a regional focus and a cultural theme (with visuals, maps, short texts as well as Internet sites, video short films, and interactive activities that focus on the presented cultural information. It also profiles French and Francophone artists from one of the regions of</p> |

| | | |
|--|--|--|
| | | <p>focus. The cultural comparison section at the end of each unit includes additional readings and materials about different aspects of the Francohpone 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</p> |
| | | |



Instructor: Diana Latimore
Office: LL 41 B
Email: Diana.Latimore@asu.edu
Office Hours: 2:30 pm to 4:30 pm
Wednesday 2:30 pm to 3:30 pm
Friday 2:30 pm to 3:30 pm
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, 2011 and Code for Heinle iLrn Center, 5th edition at <http://iLrn.heinle.com>. This is a custom edition for ASU and it is different and cheaper than the regular 5th 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:

This is the first semester of an introductory course to French. Emphasis will be on both oral and written communication through development of skills in listening, speaking, reading, writing, and cultural awareness. The class meets in the classroom twice a week for 75 minute sessions and online for the lab portion of the course. Since this is a hybrid class, students will submit online assignments through the Heinle iLrn site to complete the additional work required for the course. Students will also be required to complete online written homework in the ebook and the online student activities manual.

All course documents, course information and individual grade reports will be available online throughout the semester on the Blackboard course site. Please check the Heinle iLrn site and the course Blackboard site regularly. Please remember that this is a 4-credit hour hybrid class, which means that the lab portion of your class is not homework, but part of the online class work. Read the document entitled "How to learn a foreign language" for excellent suggestions, which will help you in your learning process.

Themes and Vocabulary Topics:

Greetings and introduction, numbers, dates and time, students' schedule and classes, campus life, the neighborhood, my family, daily activities, ordering food, my house/apartment (furniture, personal belongings), directions, talking about the weather, hobbies, shopping (clothes, types of stores), likes and dislikes, daily activities and future projects.

Communicative Functions covered in the course 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; reacting positively and negatively to what is said.

Grammar Topics: all -er verbs, the most frequent irregular verbs (avoir, être, aller, venir, faire); expressions with avoir and faire; the immediate future; nouns: number and gender; the definite and the indefinite articles, adjectives: forms and position in the sentence; demonstrative, possessive and interrogative adjectives; questions with intonation, inversion and est-ce que; basic negation structures (ne... pas and ne ... rien); expressions of time; prepositions (location, time, manner); the pronoun "y"; the direct and indirect object pronouns; most commonly used adverbs of time, place, and manner.

Culture: In addition to learning basic writing, speaking, listening, and reading skills, students will be introduced to various aspects of the French and francophone cultures. Developing cultural awareness and critical thinking skills necessary to acquire cultural awareness is crucial to successful intercultural communication. Cultural topics covered in the class: the geography of the francophone world, regions in France, French Louisiana, Francophone Canada and Quebec, the educational system in France, French coffee shops, restaurants and bistros, French traditions; the French family structure, vacation and holidays in the French society

COURSE OBJECTIVES:

Speaking and listening:

After completing the 101 course, students will be able to

-use the target language to communicate minimally using learned material and formulaic utterances

- ask questions and make statements in order to satisfy immediate needs
- greet people in a polite way according to the social context
- introduce themselves
- answer simple questions using one word or one sentence answers, respond to very basic questions about their preferences, express agreement, disagreement, neutrality or an emotional reaction to a statement
- ask very simple questions regarding topics covered in class.
- talk in simple ways about themselves and their family members, their activities and classes, possessions, house, likes and dislikes.
- comprehend basic spoken French with sufficient ability to grasp the main idea and some supporting details in short interactions--both live and taped--that relate to the themes of personal identity, home and family, towns and giving directions, food, and university life, and that represent authentic situations.

Reading and writing:

Students should be able to

- write simple fixed expressions, memorized material, names, numbers, dates, own nationality, and other simple autobiographical information as well as supply information on simple forms and documents.
- compose short notes, to do lists, or shopping lists, or fill out simple forms.
- read and understand the main idea and some of the supporting details of both edited and non-edited material related to the topics covered in each chapter (including short narratives, simple poems, dialogues, advertisements, television and movie listings, tourist brochures, recipes, and menus).

Culture:

Students will be able to

- gain some understanding of the Francophone world, its diversity and complexity
- recognize some basic similarities and differences among Francophone cultures represented in the course, as well as fundamental similarities and differences between these Francophone cultures and their own
- show an emerging awareness of the pitfalls of stereotyping and of the complexities of cultural issues
- identify and use basic behavioral and sociolinguistic protocols appropriate in every day situations.

Grade Assignment:

It is imperative that students attend class regularly as language learning is a cumulative skill.

Grades will be calculated on the following basis:

| | |
|------------------------------|--------------------|
| Chapter Exams | 30% (3 exams) |
| Midterm Oral Exam | 5% |
| Final Oral Exam | 10% |
| Final Written Exam | 15% |
| Journals (compositions) | 12% (4 @ 3% each) |
| Online work | 20% |
| In-class quizzes/graded work | 4% |
| Participation | 4% |

Plus and Minus Grades are assigned. The scale is:

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

All students must take all written and oral exams, write all journals, and do the work assigned by the instructor.

Chapter exams will consist of an oral and a written part. There are 3 exams scheduled during the semester, which are indicated in your *Emploi du Temps*. Each exam is worth 10% of your final grade. 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/Compositions: The composition portion of your grade will consist of four writing assignments called journals. At the end of the second and fourth *Compétences* of a chapter, you will be asked to write a journal entry. The journal allows you to combine all that you have studied to communicate your own thoughts. Please also remember that Word has French spelling and grammar checks. Use them. Also remember that if you don't have Word and don't want to purchase a student copy from the Bookstore, you do have free access to it via My Apps on your My ASU page. 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.

Final exam. The final written exam is a common final and is scheduled for Friday, December 13 at 7:10 PM – 9:00 PM. The room for the final exam will be posted on Blackboard several weeks before the day of the final. This is a comprehensive cumulative exam (all chapters), which will have only written activities.

A midterm oral exam will be given in class. A final oral exam will be given at the end of the semester. You will be given a study guide for both oral exams at least one week in advance.

Online Work: The 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 online component of your grade for the course. The online component is crucial for your success in the class. The online activities will be assigned in Heinle iLrn center. It is your responsibility to check regularly the online assignments and complete them on time. **NO LATE WORK WILL BE ACCEPTED.**

Quizzes: Quizzes both announced and unannounced will be given during the first 10 minutes of class. If you are late for class, you will miss the quiz and will lose points.

All online assignments will be posted on Heinle iLrn each week. All other assignments (including journals) will be posted on Blackboard.

Policy on absences

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 two weeks of unexcused absences (7 for MWF classes) will lose 4% of their final grade (these are the points for class attendance/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 a doctor's note), your homework should not be submitted late. As far as compositions are concerned, you may submit an electronic copy of your work, before class starts (if you are going to be absent). 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.

Student Code of Conduct: Students are expected to know and adhere to the Arizona Board of Regents Student Code of Conduct. A link to the ABOR manual can be found at the following page: <http://www.asu.edu/aad/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. Dictionaries and reference materials are allowed except during an examination.

Academic Integrity: We expect the highest standards of academic integrity of our students. Please review the following obligations as set forth in the ASU Student Academic Integrity Policy <http://provost.asu.edu/academicintegrity> . For additional resources on academic integrity, visit the following site: <http://clas.asu.edu/current-students/student-academic-integrity-resources>.

All students are expected to abide by these rules and your Instructor will be following a zero tolerance policy. Failure to comply will result in appropriate sanctions up (reduced grade, failing grade, a grade of XE-failure through academic dishonesty).

Student Obligations: 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 good dictionaries, their textbooks, and other reference materials.

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.

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 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/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 me. If you find it difficult to approach me, you should know that it is also possible to contact the coordinator of the lower division French courses, Dr. Bahtchevanova, who can address your concerns.

EMPLOI DU TEMPS

Semaine 1- Aout. 23

V: Introduction au cours; Présentations; Ch. préliminaire :compétence 1 : Comment se saluer, se présenter, prendre congé

DEVOIR (homework)- Purchase the Horizons bundle from the ASU bookstore, open an account with Heinle iLrn (follow the instructions posted on Blackboard), and enroll in my class. Practice basic greetings we learned in class.

Semaine 2: 26-28-30

Lundi: Ch. Préliminaire Compétence 1 The francophone world

Mercredi: Ch. Preliminaire : Compétence 2

Vendredi : Ch, préliminaire : Compétence 2

Semaine 3- septembre 2 -4-6

Lundi : LABOR DAY : CONGÉ

Mercredi: ch. Préliminaire, Compétence 3

Vendredi : Compétence 4 ; Cultural Comparaisons – Time and Schedule in the French-speaking countries

Online work due Sept. 9

Semaine 4 septembre 9-11-13

L: Ch. Préliminaire : Compétence 4

M: QUIZ on chapitre préliminaire/ REVISION

V: Ch. 1 compétence 1 France and its regions

Online work due Sept 16

Semaine 5 septembre 16-18-20

L: Ch. 1 : Compétence 1

M : Ch.1 : Compétence 2 Notes culturelles : taking classes in France

V : Ch.1 Compétence 3 : Differences between college life in the US and in France

Online work due Sept. 23

Semaine 6- septembre 23-25-27

L: Comp. 3

M CH. 1- Comp.4 Comparisons Culturelles: Studying in France

V : Révision

Online work due Sept. 30

Semaine 7 sept. 30 - octobre 2-4

L: EXAMEN 1

M : Ch.2 : Compétence 1 Regional focus : NICE

V : Compétence 1

Online work due Oct. 7

Semaine 8- octobre 7-9-11

L : Ch.2 : Compétence 2 Note culturelle : Having fun in France
M: EXAMEN ORAL
V: Ch. 2: Compétence 3

Online work due Oct. 14

Semaine 9 : octobre 14-16-18

L : VACANCES !!!
M : Ch. 2 Compétence 4 Comparaisons culturelles : Les cafés et les restaurants in the franchophone world
V : ch. 2: Compétence 4 Interlude Musical : Maurane (Belge) et Amaodou et Mariam (Mali)

Online work due Oct. 21

Semaine 10 : octobre 21-23-25

L : RÉVISION
M: EXAMEN 2
V: Ch. 3: Compétence 1 Culture: En Amérique: Québec
Online work due Oct. 28

Semaine 11 : octobre 28-30- novembre 1

L: Ch. 3 Compétence 1
M: Ch. 3 Compétence 2 Note culturelle: Accent Québécois
V : Ch. 3 Compétence 3

Online work due Nov. 4

Semaine 12: novembre 4-6-8

L: Ch 3 Compétence 3 Note culturelle : Living in Québec and France
M: Compétence 4 Comparaisons Culturelles : Quebec Today
V: Révision
Online work due Nov. 11

Semaine 13: novembre 11-13-15

L: VETERANS' DAY CONGÉ
M: EXAMEN 3
V: Ch. 4 compétence 1 Note Culturelle : The family in France
Online work due Nov. 18

Semaine 14 : novembre 18-20-22

L : Ch.4 : Compétence 1
M: Ch. 4: Compétence 2 « Traveling in France »
V : Ch. 4 Compétence 3
Online work due Nov. 25

Semaine 15 : novembre 25-27 -29

L : Ch. 4 : Compétence 3 Music in Québec : La boutine souriante
M: Ch. 4: Compétence 4 Comparaisons culturelles
V : Thanksgiving - CONGÉ
Online work due Dec. 2

Semaine 16 : décembre 2-4-6

L : Révision pour l'examen oral

M : Révision pour l'examen écrit

V : EXAMEN FINAL ORAL

EXAMEN FINAL: le vendredi 13 décembre de 19H10 à 21H00.

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 support 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 (readings, 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, Louisiana, Paris, Normandie, les Antilles). Each chapter opens with a photo exposé 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.

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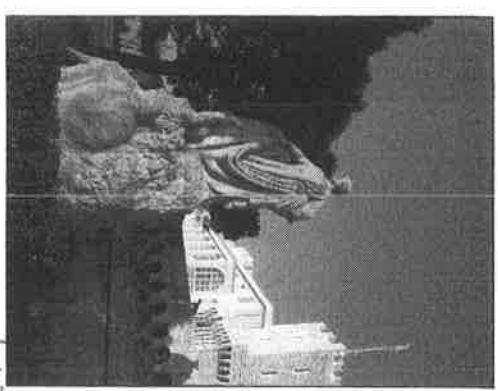
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PREFACE

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 understand 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. Every body 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 language 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