GENERAL STUDIES COURSE PROPOSAL COVER FORM

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

College/School: College of Liberal Arts and Sciences
Department/School: SILC
Prefix: FRE
Number: 194
Title: Gateway to French
Units: 3

Course description: This course is designed for beginner students who have no previous knowledge of French but wish to attend a study abroad program in France or in the Francophone countries of Europe and Africa as well as Québec. Students will acquire basic French skills necessary not only to survive in French speaking countries, but most importantly to enjoy their study abroad in a special way, showing their appreciation for the people, country and culture where they will be studying.

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:

Note: For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.

Is this a permanent-numbered course with topics? No

If yes, all topics under this permanent-numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

Requested designation: Global Awareness—G
Note: A separate proposal is required for each designation.

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.

Submission deadlines dates are as follow:
For Fall 2018 Effective Date: October 1, 2017
For Spring 2019 Effective Date: March 10, 2018

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 (SO/SG)
- Cultural Diversity in the United States courses (C)
- Global Awareness courses (G)
- Historical Awareness courses (H)

A complete proposal should include:
- Signed course proposal cover form
- Criteria checklist for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.
Contact information:

Rev. 3/2017
Name: Mariana Bahtchevanova  
E-mail: MarianaB@asu.edu  
Phone: (480) 727-9139

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Nina Berman  
Date: 9. 14. 17

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.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
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</thead>
<tbody>
<tr>
<td>☒</td>
<td>☐</td>
<td>1. Studies <strong>must</strong> be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.</td>
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</tbody>
</table>

2. The course must match at least one of the following descriptions: (check all which may apply):
   
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.**

b. The course is a language course for a contemporary non-English language, and has a significant cultural component.

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.

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."
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.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAMPLE: 2d: study the cultural significance of a non-U.S. centered global issue</td>
<td>The course examines the cultural significance of financial markets Japan, Korea, and the UK.</td>
<td>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 &amp; 5 do the same for Korea and modules 6 &amp; 7 do the same for the UK.</td>
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<tr>
<td>1. The course addresses or leads to an understanding of the contemporary world outside the US</td>
<td>This is an introductory course to the French language and French and Francophone cultures designed for students who will study abroad. Understanding the society and culture(s) where French is spoken is one of the goals of the class. That's why in addition to the basic spoken French, students also learn about various aspects of the culture where they are going.</td>
<td>Some of the cultural topics covered in the course are the Francophone world (cities in regions in France, Francophone Canada and Quebec, Africa, Belgium, and Switzerland); shopping, food, coffee shops, restaurants and bistros, politeness strategies, traveling, etc. 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.</td>
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<tr>
<td>.b: the course is a language course of a contemporary non-English language, and has a significant cultural component</td>
<td>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.</td>
<td>Each module has 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). Students will learn about different aspects of the culture where they are going. The cultural comparison section at the end of each module includes readings, sites, visual and video materials 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. Students have discussion forums in English for each cultural topic and a final research project on on France or another French-speaking country, region and city. Please refer to the Table of Contents and</td>
</tr>
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</table>
the Syllabus for more details
Course catalog description

FRE 194 Gateway to French Units 3

This course is designed for beginner students who have no previous knowledge of French but wish to attend a study abroad program in France or in the Francophone countries of Europe and Africa as well as Québec. Students will acquire basic French skills necessary not only to survive in French speaking countries, but most importantly to enjoy their study abroad in a special way, showing their appreciation for the people, country and culture where they will be studying.
French 194: Gateway to French

Spring 2018

Course Number: FRE 194

Course Title: Gateway to French

Credits: 3

Prerequisites: None

Instructor: Marie Winter  
School of International Letters and Cultures  
G. Homer Durham Languages and Literatures Building,

Email address: Marie.Winter@asu.edu

Offices Location: Tempe: Languages & Literatures Building LL41 B (Basement)  
Office Hours: Tuesday & Thursday from 10 to 11:30am or by appointment

Required text and online program:  
The customized bundle for ASU includes the following:  

. All additional course materials are available in the Weekly Folders on Blackboard.

Course Description

This course is designed for beginner students who have no previous knowledge of French but wish to travel to a French speaking country or who plan on attending a study abroad program in France, or in another French-speaking country in Europe, Africa or North America.
Students will acquire basic French skills necessary not only to survive in French speaking countries, but most importantly to enjoy their study abroad in a special way, showing their appreciation for the people, country and culture where they will be travelling or studying.

In addition to learning basic 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 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.

Learning Outcomes

Upon successful completion of this course, students will be able to:

- Effectively listen to simple native speech and respond appropriately
- Communicate orally in simple but complete sentences with good pronunciation.
- Read simple texts in target language on topics studied in the course related to the cultural themes of the module.
- Analyze and compare social and cultural topics related to different Francophone countries

Course Overview

This course will take place online. There are no face-to-face meetings, except for the videoconferences. You can log into your course via MyASU or https://my.asu.edu

The coursework for FRE 194 Gateway to French will take place on Blackboard and will cover 6 units. Each unit will be spread over a 7 days period. Individual portions of the unit will have deadlines on Mondays and Thursdays, **always at 11:59 pm Arizona time**.

**Module 1**

Welcome to the francophone world!

**Salutations**: formal and informal greetings

Introduction to the French-speaking world

Politeness strategies in different Francophone countries=

**Module 2**

**Commuting**: Learning about transportation in the country where you are traveling: where to buy tickets or discount card. How to read bus or train schedule

**Cultural Comparisons** Public transportation
Cultural Comparisons Public transportation

Module 3

In town: getting to know the city and country where you are going: geography, landmarks, food, traditions, festivals, museums, majors industries, universities, etc.

Learning the name of the important places: bank, post office, pharmacy and where they are. How to ask information and directions. Politeness Strategies when asking for information

Module 4

Shopping: going around town and shopping for different needs such as food and clothing.

Shopping and Food: Cultural Comparisons between US and the country you will be researching

Module 5

Going out: At the restaurant: how to read a menu, order and pay. Going to a museum, theater or movie theater: finding and reading schedules (hours) and information, buying tickets

Module 6

Travel and Excursions: Meeting new friends: language encounters and exploring the region

Module 7

Review: Reviewing the essential phrases and information needed to travel around

Discussion Forums

There will be one discussion forum per unit. The Discussion Forums are written forums. In order to foster exchange with your classmates and a sense of community, which can be difficult to achieve in an online course, you will communicate with your classmates through Discussion Boards posted on Blackboard. You are required to participate in two steps per Discussion Board: in the first step -- initial post-- to answer the questions, and in the second step --response posts-- to comment on your classmates’ posts. Please use common sense: just saying that you agree or disagree does not constitute an acceptable post. The grade you will receive is based on the quality and the amount of your participation as judged by the professor and as described in the discussion board rubric. For each module, you will have a discussion forum question. The posts must address the topic and add something new and substantive to the discussion. All responses must be your own. Entries will be in
**English.** You will discuss the readings, videos and other materials posted on Blackboard and will analyze and compare the target culture to your culture.

**Voice Threads**

Voice Threads are video/audio / speaking forums. In order to practice your conversation skills in an oral-aural format there will be **oral assignments on Blackboard.** These assignments will be done in Voice Threads and specific instructions will be given prior to each assignment.

**Lessons quizzes**

There will be short lesson quizzes at the end of each half-unit. It will be completed in Blackboard, in the unit tab. The quizzes are timed at 15 / 20 minutes, and will shut down automatically when the time has expired. They are meant to be a quick check of your vocabulary acquisition and comprehension. Prepare ahead of time, you will not have time to search for information once you have started the quiz. You are allowed two attempts per quiz.

**Language practice & assessment: Videoconferences**

Each week, there will be hours when your instructor will be available to meet you online to answer any questions you might have and to **practice your French.** There will be a topic for each meeting as a springboard to language practice. To schedule appointments, the instructor will post a google.doc with the different slots available for your meeting. The approximate length of each appointment will be about 15 minutes. **You are required to participate to a minimum of 6 meetings.**

**Project**

Each student will have to prepare a project that will help them be ready for their study abroad: students will research the location of their study abroad, find which means of transportation there are, what can be found around their housing location, what places they could visit. Students will have to prepare maps, lists of resources and other material necessary for an enjoyable study abroad. In the last portion of the project, they will write a synthesis of the readings and video materials related to the target culture and will compare them to the US culture.

**Activities & Grading**

Activities used for instruction and assessment of learning include: discussions; voice thread activities; individual assignments and activities; quizzes. **All work is due at 11:59pm Arizona Time.**

**Grading Scale**

It is imperative that the students work regularly as language learning is a cumulative skill. Grades will be calculated as follows:
Homework 15%
Discussion Board 15%
Voice Threads 15%
Lesson Quizzes 15%
Video Conferences 20%
Project 20

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 - 76    C
60 - 69    D
0 - 59     E

Grading Procedure and Feedback

Grades reflect your performance on assignments and adherence to deadlines. Graded assignments for the week will be available every Friday at 12 pm via the Weekly Units.

You will have true grading/feedback from the instructor on your Discussion Boards, Voice Threads and written assignments in your grade book. There is a 50% penalty for late assignments.

Your instructor is available and eager to help you. Do not procrastinate, seek help as soon as you hit a rough spot, or don’t understand some portion of the material, or need help with the assignments. You can email your instructor or even schedule a video conference.

Netiquette

Clear and respectful communication with your instructor is key to your success in this course. Feel free to email your instructor if you have questions or doubts. In the French culture, communication with professors is formal and courteous. Let’s learn it now! When emailing your professors, always greet and address them, and sign your email. Lack of courtesy is lack of respect, and emails lacking proper decorum will not be answered.

Also, always use your asu.edu account!

Communicating With the Instructor
This course uses a discussion board called "General questions" for questions about the course. Prior to posting a question, please check the syllabus, announcements, and existing posts. If you do not find an answer, post your question. You are encouraged to respond to the questions of your classmates.

Email questions of a personal nature to your instructor. You can expect a response within 48 hours.

**Online Course**

This is an online course. There are no face-to-face meetings. You can log into your course via MyASU or [https://my.asu.edu](https://my.asu.edu).

**Email and Internet**

ASU email is an official means of communication among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly.

*All instructor correspondence will be sent to your ASU email account.*

**Course Time Commitment**

This three-credit course requires approximately 135 hours of work. Please expect to spend around 18 hours each week preparing for and actively participating in this course.

**Late or Missed Assignments**

Notify the instructor BEFORE an assignment is due if an urgent situation arises and the assignment will not be submitted on time. Published assignment due dates (Arizona Mountain Standard time) are firm. Please follow the appropriate University policies to request an accommodation for religious practices or to accommodate a missed assignment due to University-sanctioned activities.

**Submitting Assignments**

All assignments, unless otherwise announced, MUST be submitted to the designated area of Blackboard. Do not submit an assignment via email.

**Drop and Add Dates/Withdrawals**

This course adheres to a compressed schedule and may be part of a sequenced program, therefore, there is a limited timeline to [drop or add the course](https://my.asu.edu). Consult with your advisor and notify your instructor to add or drop this course. If you are considering a withdrawal, review the following ASU policies: [Withdrawal from Classes](https://my.asu.edu), [Medical/Compassionate Withdrawal](https://my.asu.edu), and a [Grade of Incomplete](https://my.asu.edu).

**Grade Appeals**
Grade disputes must first be addressed by discussing the situation with the instructor. If the dispute is not resolved with the instructor, the student may appeal to the department chair per the University Policy for Student Appeal Procedures on Grades.

Student Conduct and 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. Additionally, required behavior standards are listed in the Student Code of Conduct and Student Disciplinary Procedures, Computer, Internet, and Electronic Communications policy, and outlined by the Office of Student Rights & Responsibilities. Anyone in violation of these policies is subject to sanctions.

Students are entitled to receive instruction free from interference by other members of the class. An instructor may withdraw a student from the course when the student's behavior disrupts the educational process per Instructor Withdrawal of a Student for Disruptive Classroom Behavior.

Appropriate online behavior (also knows as netiquette) is defined by the instructor and includes keeping course discussion posts focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board posts may be deleted by the instructor.

The Office of Student Rights and Responsibilities accepts incident reports from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct.

Prohibition of Commercial Note Taking Services

In accordance with ACD 304-06 Commercial Note Taking Services, written permission must be secured from the official instructor of the class in order to sell the instructor’s oral communication in the form of notes. Notes must have the notetaker's name as well as the instructor's name, the course number, and the date.

Policy Against Threatening Behavior

All incidents and allegations of violent or threatening conduct by an ASU student (whether on-or off campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.
Course Evaluation

Students are expected to complete the course evaluation. The feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified when the online evaluation form is available.

Syllabus Disclaimer

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. Please remember to check your ASU email and the course site often.

Accessibility Statement

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act as amended (ADAAA) of 2008, professional disability specialists and support staff at the Disability Resource Center (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities.

Qualified students with disabilities may be eligible to receive academic support services and accommodations. Eligibility is based on qualifying disability documentation and assessment of individual need. Students who believe they have a current and essential need for disability accommodations are responsible for requesting accommodations and providing qualifying documentation to the DRC. Every effort is made to provide reasonable accommodations for qualified students with disabilities.

Qualified students who wish to request an accommodation for a disability should contact the DRC by going to https://eoss.asu.edu/drc, calling (480) 965-1234 or emailing DRC@asu.edu. To speak with a specific office, please use the following information:

ASU Online and Downtown Phoenix Campus
University Center Building, Suite 160
602-496-4321 (Voice)

Polytechnic Campus
480-727-1165 (Voice)

West Campus
University Center Building (UCB), Room 130
602-543-8145 (Voice)

Tempe Campus
480-965-1234 (Voice)

Computer Requirements

This course requires a computer with Internet access and the following:

- Web browsers (Chrome, Internet Explorer, Mozilla Firefox, or Safari)
- Adobe Acrobat Reader (free)
- Adobe Flash Player (free)
- Microphone, computer camera and speaker
Technical Support

This course uses Blackboard to deliver content. It can be accessed through MyASU at http://my.asu.edu or the Blackboard home page at https://myasucourses.asu.edu.

To monitor the status of campus networks and services, visit the System Health Portal at http://syshealth.asu.edu/.

To contact the help desk call toll-free at 1-855-278-5080.

Student Success

This is an online course. To be successful:

- check the course daily
- read announcements
- read and respond to course email messages as needed
- complete assignments by the due dates specified
- communicate regularly with your instructor and peers
- create a study and/or assignment schedule to stay on track
<table>
<thead>
<tr>
<th>SCHEDULE</th>
<th>jeudi/Thursday</th>
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<tbody>
<tr>
<td><strong>lundi/Monday</strong></td>
<td><strong>le 15 mars/ March 15th</strong></td>
</tr>
<tr>
<td>Week 1</td>
<td>Introduction to the course: Watch the introductory video, Assignment #1 is due: Present yourself in the Voice Thread</td>
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<tr>
<td>SALUTATIONS</td>
<td>Assignment #2 Greetings is due</td>
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<tr>
<td>(GREETINGS)</td>
<td>Start Assignment #3 French calendar and Telling time</td>
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<tr>
<td>Week 2</td>
<td>Le 19 mars/ March 19 st</td>
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<tr>
<td>PRENDRE LES</td>
<td>Assignment #3 Calendar &amp; telling time is due</td>
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<tr>
<td>TRANSPORTS EN</td>
<td>Start working on assignment #4: Commuting</td>
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<tr>
<td>COMMUN (COMMUTING)</td>
<td>Le 23 mars/ March 23th</td>
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<tr>
<td>Week 3</td>
<td>Le 26 mars/ March 26th</td>
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<tr>
<td>EN VILLE</td>
<td>Assignment #5 In Town is due</td>
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<tr>
<td>(IN TOWN)</td>
<td>Start working on assignment #6 Finding services is due</td>
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<tr>
<td>Week 4</td>
<td>Le 2 avril/ April 2rd</td>
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<tr>
<td>FAIRE DES</td>
<td>Assignment #7 At the supermarket is due</td>
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<tr>
<td>ACHATS (SHOPPING)</td>
<td>Start working on assignment #8 Shopping/ clothing</td>
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<tr>
<td>Week 5</td>
<td>Le 9 avril/ April 9th</td>
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<tr>
<td>LES SORTIES</td>
<td>Assignment #9 At the restaurant is due</td>
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<tr>
<td>(GOING OUT)</td>
<td>Start working on assignment #10 Going out</td>
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<tr>
<td>Week 6</td>
<td>Le 16 avril/ April 16th</td>
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<tr>
<td>EXCURSIONS</td>
<td>Assignment #11 Invitations is due</td>
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<tr>
<td>Week 7</td>
<td>Le 23 avril/ April 23 th</td>
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<tr>
<td>RÉVISION</td>
<td>Review: Essential phrases and information</td>
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<tr>
<td>(REVIEW)</td>
<td>Review and final project due</td>
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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 for familiarization with the material. After the recognition activities, new structures are explained and students work with them in a number of varied activities. Production activities build from simple exercises where students answer a question or 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 *la* 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 each *COMPETENCE* of each chapter, *HORIZONS* students are explicitly taught reading and listening strategies and are given activities to practice them. These strategies are then recycled and presented again in the *STUDENT ACTIVITIES MANUAL*. In the *LECTURE SECTION*, the *LECTURE ET COMPOSITION* section at the end of chapters, students are asked to rephrase and expand the reading strategies they have learned to read a variety of authentic texts (radio, 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 write what they have written and finally produce short pieces that can become part of a portfolio.

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**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’Ivoire, Québec, Louisiana, Paris, Normandie, les Antilles). Each chapter opens with a photo essay 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. Sources, notes culturelles are interspersed in the margin of the text to catch the student’s eye and to provide interesting bits of information.

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**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 *COMPETENCE* 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 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 *COMPETENCE*.

**A robust book-specific website.** The new *Non-Voices 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.

**Language learning through technology.** The *ILR H索lit Learning Center* allows you to assign, assess, and track students’ progress with a click of the mouse. With the *ILR H索lit Learning Center*, everything students need to master the skills and concepts of the course is built right into the dynamic learning environment. The *ILR H索lit Learning Center* includes an audio and video-enhanced eBook, assignable textbook activities, partnered voice-recorded activities, an online *STUDENT ACTIVITIES MANUAL* with audio, interactive enrichment activities, and a diagnostic study tool to better prepare students for exams.

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**Components of the HORIZONS Program**

*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 H索lit 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! *илр H索lit Learning Center* A comprehensive course management system complete with an audio and video-enhanced eBook, eSAM, diagnostic tools for students, . . . and more!
<table>
<thead>
<tr>
<th>Table des Matières</th>
</tr>
</thead>
</table>

### Le monde francophone

#### Chapitre Préliminaire
- On commence

#### Compétence 1
- Greeting people

#### Compétence 2
- Counting and describing your week

#### Compétence 3
- Talking about yourself and your schedule

#### Compétence 4
- Communicating in class

##### Conversations culturelles 24

##### Vocabulaire 28
## Table des matières

### Chapitre 1
- A l'université 28
  - Compétence 1: Identifying people and describing appearance
  - Compétence 2: Describing personality
  - Compétence 3: Describing the university area
  - Compétence 4: Talking about your studies
  - Lecture et Compréhension 56
  - Compréhension culturelle 58
  - Résumé de grammaire 60
  - Vocabulaire 62
- Structures
  - Les adjectifs et il est / elle est + adjéctif ou c'est + nom 34
  - Les pronoms sujets, la verbe être, la prédécal et d'autres adverbes 40
  - Les questions 42
  - Les pronoms complément d'objet direct et indirect 46
  - Répétition: Les Sujets 54
- Culture
  - Les études 58
- Learning Strategies, Readings, Listening Passages, Writing Strategies
  - Stratégies et Lecture 56
  - Pour mieux lire: Using cognates and familiar words to read for the gist
  - Lecture «L'accès gratuit» (p. 81)
  - Pour mieux écrire: Using and combining what you know
  - Compositions: «Un autoportrait»

### Chapitre 2
- Après les cours 64
  - Compétence 1: Saying what you like to do
  - Compétence 2: Saying how you spend your free time
  - Compétence 3: Asking about someone's day
  - Compétence 4: Going to the café
  - Lecture et Compréhension 94
  - Compréhension culturelle 94
  - Résumé de grammaire 100
  - Vocabulaire 100
- Structures
  - L'infinitif 70
  - Les verbes en -er et les adverbes 76
  - Quelques verbes à changements orthographiques 80
  - Les mots interrogatifs 84
  - Les questions par inversion 86
  - Répétition: Les Sujets 92
- Culture
  - Le café et le fast-food 96
- Learning Strategies, Readings, Listening Passages, Writing Strategies
  - Stratégies et Compréhension auditive 72
  - Pour mieux comprendre: Learning for specific information
  - Conversations: «On sert entre amis»
- Pour mieux lire: Making intelligent guesses 94
  - Lecture «Aux deux Oulou» (p. 89)
  - Pour mieux écrire: Using logical order and standard phrases
  - Compositions: «Au café»
En Amérique

Chapitre 3
Un nouvel appartement

Regional Focus: En Amérique

Compréhension 1
Themes and Functions
Vocabulary

Talking about where you live
Le logement 108

Talking about your possessions
Les effets personnels 114

Describing your room
Les meubles et les couleurs 120

Giving your address and phone number
Des renseignements 126

 Structures
Les chiffres au-dessus de 100 et les nombres ordinaires 110

Le verbe avoir 116
Quelques prépositions 118
La possessio et les adjectifs possessifs mon, ton et son 122
Les adjectifs possessifs notre, votre et leur 124
Les adjectifs quel et le 128
Reprise Les Stagiaires 130

Culture
Learning Strategies, Readings, Listening Passages, Writing Strategies

Stratégies et Lecture 112
Pour mieux lire: Guessing meaning from context
Lecture: «Un nouvel appartement»

Le Québec d'aujourd'hui 134

Comparations culturelles 134
Résumé de grammaire 134
Vocabulaire 138

Chapitre 4
En Famille
Regional Focus: En Amérique
En Louisiane 142

Compréhension 1
Describing your family
Ma famille 144

Planner how to get there
Les moyens de transport 162

Comparations culturelles 170
Résumé de grammaire 174
Vocabulaire 174

La Chine moderne 176
Nous sommes (Bruce Dalgren)
J'ai besoin d'un chien (Diana Delrøse)
### Chapitre 5
**Les projets** 178

<table>
<thead>
<tr>
<th>Compétence 1</th>
<th>Themes and Functions</th>
<th>Vocabulary</th>
<th>Structures</th>
<th>Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suing what you did</td>
<td>Le week-end dernier 182</td>
<td>Le passé composé avec avoir 184</td>
<td>Les loisirs des Français 210</td>
<td></td>
</tr>
<tr>
<td>Compétence 2</td>
<td>Talking where you went</td>
<td>Je suis parti(e) en voyage 188</td>
<td>Le passé composé avec être 190</td>
<td></td>
</tr>
<tr>
<td>Compétence 3</td>
<td>Discussing the weather and your activities</td>
<td>Le temps et les projets 194</td>
<td>Les expressions qui désignent le passé et l'imparfait 192</td>
<td></td>
</tr>
<tr>
<td>Compétence 4</td>
<td>Deciding what to wear and buying clothes</td>
<td>Les vêtements 200</td>
<td>Le verbe faire, l'expression du temps et les expressions pour décrire le temps 196</td>
<td></td>
</tr>
</tbody>
</table>

**Lecture et Compositions** 208

<table>
<thead>
<tr>
<th>Comparaisons culturelles 210</th>
<th>Résumé de grammaire 212</th>
<th>Vocabulaire 214</th>
</tr>
</thead>
</table>

**Renvoi au voyage françophones** 216

### Chapitre 6
**Les sorties** 220

<table>
<thead>
<tr>
<th>Compétence 1</th>
<th>Themes and Functions</th>
<th>Vocabulary</th>
<th>Structures</th>
<th>Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inviting someone to go out</td>
<td>Les invitations 224</td>
<td>Les verbes vouloir, pouvoir et devoir 226</td>
<td>Les loisirs des Français 210</td>
<td></td>
</tr>
<tr>
<td>Compétence 2</td>
<td>Talking about how you spend and used to spend your time</td>
<td>Aujourd'hui et dans le passé 230</td>
<td>Les verbes sortir, partir et dormir 234</td>
<td></td>
</tr>
<tr>
<td>Compétence 3</td>
<td>Talking about the past</td>
<td>Une sortie 236</td>
<td>L'imparfait 232</td>
<td></td>
</tr>
<tr>
<td>Compétence 4</td>
<td>Narrating in the past</td>
<td>Les centres 242</td>
<td>Le passé composé et l'imparfait 240</td>
<td></td>
</tr>
</tbody>
</table>

**Lecture et Compositions** 248

<table>
<thead>
<tr>
<th>Comparaisons culturelles 250</th>
<th>Résumé de grammaire 252</th>
<th>Vocabulaire 254</th>
</tr>
</thead>
</table>

**Interview musical** 256

Le jardin du-delà d'Ellebadh (Ambassadeurs) 
Michèle (Gérard Lenormand)
<table>
<thead>
<tr>
<th>Thèmes et Fonctions</th>
<th>Vocabulaire</th>
<th>Structures</th>
<th>Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talking about vacation</td>
<td>Les vacances 350</td>
<td>Le fateur 352</td>
<td>Learning Strategies, Readings, Listening Passages, Writing Strategies</td>
</tr>
<tr>
<td>Preparing for a trip</td>
<td>Les préparatifs 356</td>
<td>Les verbes dix, lise et écrire 358</td>
<td>Différents aspects de la culture</td>
</tr>
<tr>
<td>Buying your ticket</td>
<td>À l'agence de voyage 362</td>
<td>Les pronoms complements d'objet indirect (lis, leh) et reprise des pronoms complements d'objet direct (le, la, l' l'he) 366</td>
<td>Différents aspects de la culture</td>
</tr>
<tr>
<td>Deciding where to go on a trip</td>
<td>Un voyage 368</td>
<td>Les verbes savoir et connaître 364</td>
<td>Différents aspects de la culture</td>
</tr>
</tbody>
</table>

**Chapitre 10**

<table>
<thead>
<tr>
<th>Le création 376</th>
</tr>
</thead>
</table>

**Chapitre 11**

<table>
<thead>
<tr>
<th>Le voyage 378</th>
</tr>
</thead>
</table>

**Chapitre 12**

<table>
<thead>
<tr>
<th>Le voyage 379</th>
</tr>
</thead>
</table>

**Chapitre 13**

<table>
<thead>
<tr>
<th>La musique créole 410</th>
</tr>
</thead>
</table>

**Résumé de grammaire 378**

**Vocabulaire 380**

**Lecture et Composition 391**

**Comparaison culturelle 376**

**Stratégies et Compréhension auditive 390**

**Pour mieux lire: Understanding words with multiple meanings 374**

**Lecture: Le voyage 376**

**Pour mieux écrire: Writing what you write**

**Conversations: À la réception**

**Pour mieux comprendre: Anticipating a movie**

**Composition: À l'intérieur**

**Pour mieux lire: Using your knowledge of the world 412**

**Lecture: «Donne-moi une vue (chanson)»**

**Pour mieux écrire: Suggesting or harboring your tone**

**Composition: «Il faut changer le monde»**

**Les musiques africaines les influences africaines et antillaises 414**

**Reprise Les Sagesirs 372**

**Reprise Les Sagesirs 410**

**Cours de grammaire 410**

**Vocabulaire 418**

**Interface musicale 420**

**Titres vacances avec moi (Madelon Deschamps)**

**Plus rien ne me lâche (Filou Job Fabre)**

**Bonneuses en Afrique francophone 422**

**Table des matières xiii**
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. 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 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 starting. Others prefer to jump in as soon as they know enough to get started, and continue from there using a bit-by-bit 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 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**

**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 a language with 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 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 several 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 span. Your ability to develop fluency in French depends mainly on these things: the amount of time you spend with the language, how focused you are, and how willing you are 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 study learn a language without...