

EDISON HIGH SCHOOL

Instructor Information

Kerry E. Parker

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Course Days: Monday-Friday from 8:00-8:50am

Office: room 503

Course Materials

Required: *Imaginez* textbook
Thèmes textbook
 Computer / Internet access for *Vista Higher Learning Supersite*

Recommended: French-English dictionary, *French Verbs*

Grading Policy

Your grade in this course will be determined as follows:

Textbook Assignments	15%	Kenyon Grading Scale:	90-100	A
Weekly <i>Discussions</i>	10%		80-89.99	B
Preparation and participation	10%		70-79.99	C
Quizzes & Exams	35%		60-69.99	D
<i>Performance Assessments</i>	30%		0-59.99	F

Discussions: Each week you will prepare and participate in discussions based on the unit materials.

Participation: Each class will focus on utilizing the chapter information *in the target language*.

Grades are out of roughly 15-20 points a week.

A - Student is present and on time and speaks only French, both to other students and to the instructor. It is evident that the student has prepared the assignment and learned the vocabulary necessary for participating in discussions. While in class, student participations frequently and actively by voluntarily offering comments and engaging thoroughly with classmates in paired and small-group work. Student listens respectfully to peers and instructor.

B - Student attendance is good and speaks mostly French while in the classroom. Student shows evidence of preparing the assignment and participates some in discussions. Student listens respectfully to peers and instructor.

C - Student attendance is good, but is not fully prepared for class and cannot participate adequately in activities; may occasionally contribute to discussions, uses anglicisms, frequently relies on English words rather than making an effort to speak French. (If you need to know how to say a word in French, ask *Comment dit-on _____, en français?*) Student is usually not active in class activities and does not always listen to peers; answers

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questions only sporadically.

D – Student attendance is okay, but student generally does not pay attention, engages in small talk, clearly has not prepared the assignment, participates minimally does not stick to task in group work or does not do his/her part to elevate the quality of conversation.

F (points vary) Student is present but a hindrance to the class (i.e. student is unprepared, disruptive, does work for another class, speaks English, rarely participates, whether in small or large groups, **and/or** student is partially absent.

Quizzes & Exams: There will be two formative quizzes and one cumulative exam for every *leçon*.

Exams will include reading selections in preparation for the National French Exam.

Performance Assessments : a collection of interpretive, presentational and interpersonal tasks that require use of the French language and higher level thinking skills. Any assigned compositions are to be completed and submitted on Canvas by the due date. Rough drafts may be submitted by email; feedback will be given if drafts are submitted by midnight on Friday. The only permitted uses of online translators are at wordreference.com and linternaute.com/dictionnaire/fr. No points will be given for late work. Missed discussions **cannot** be made up.

Course Overview and Goals

Edison Local Schools offer four years of Foreign Language study. The curriculum of French 321 focuses on building proficiency in all modes of communication (Interpretive, Interpersonal, and Presentational) across all language skills at the advanced level. Students' grades are calculated so that each skill area carries equal weight in the student's final average.

Advanced French Conversation and Composition 321 is a year-long language development course. It includes oral and written exercises, practice in reading, dictation, pronunciation and vocabulary building to achieve fluency in idiomatic, conversational French. The target level of reading comprehension is Intermediate High to Advanced and the target level of oral comprehension and all production is Intermediate High, as dictated by the American Council on the Teaching of Foreign Languages [ACTFL].

The conversation component of the course will focus on the discussion of articles from the current French and francophone press, films and other media, and Web sites, and on developing the fluency in French to perform linguistically and culturally appropriate tasks. Through the composition component, students will seek to improve their ability to write clearly and coherently in French. In order to foster these goals, the course also will provide a review of selected advanced grammatical structures and work on literary excerpts.

Class will be held **in the target language**. Clarifications should be negotiated in French.

The course goals are...

- to build working communicative skills in French;
- to broaden students understanding of the French-speaking world and Francophone civilization;
- to foster students' independent learning and confidence; and
- to develop students' cooperative learning skills.

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Classroom Policies

Behavior: Due to the active participation component of your grade, you are responsible to contribute to a respectful and positive learning environment that encourages the use of French to communicate.

Students with Disabilities: Any student with documented disability who requires accommodations to obtain equal access in a class should contact the instructor the first day of class to make his or her needs known.

Academic Honesty: Both EHS and the CCP program support a zero tolerance policy for any violation of Academic Honesty Policy. The penalty for a violation (cheating, fabrication, academic dishonesty, or plagiarism) ranges from a zero to immediate dismissal from the program. The EHS policy is found in the student handbook.

Cell phones and digital assistants: In accordance with high school and university Bring Your Own Device Policies, the use of cell phones will at times be permitted or requested in class. Use must be within the guidelines as established by Edison Schools. Misuse in class will result in a zero for any grade points given that day.

Make-up Policy:**In the case of an excused absence:**

- Normal class activities are excused. Discussions CANNOT be made up.
- For an assignment, exam or quiz, you have one day per day absent to make it up. You are expected to schedule a time to make up the exam or quiz during a study hall or after school the day you return. If you miss the scheduled appointment, you take a zero on the quiz or exam.

In the case of an unexcused absence,

- All work given and due is a zero. *See the Edison Charger Handbook for unexcused absence policy.

Outside Study

Study Groups: Forming study groups can be very beneficial to a language student because it allows him/her to communicate freely and uninhibited with others who are having the same experience.

What do you do in a study group? The purposes of the groups are

- 1.) to work through the assignments and other materials together and
- 2.) to converse in the target language [French].

Study groups should reinforce the concepts learned and instill confidence in your ability to communicate in French.

Tutoring: Students requesting individualized help are able to see the instructor by appointment.

Travel Opportunities: Exchange programs are available through the Lions Clubs and Rotary International [see Madame for more information]. Short travel abroad may be available in summer 2018. Also, Edison students will be participating in an exchange with S. Joseph in Chinon in spring 2018. See Madame for more information on traveling or hosting.

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Course Outline

Unit Themes/ Dates	Written and Recorded Texts	Grammar Review Assessments	Contemporary Life - Education
<i>IMAGINEZ</i>			
<p>S'évader et s'amuser</p> <p>28 août au 26 septembre</p>	<ul style="list-style-type: none"> ✓ <i>Le ballon prisonnier</i> (Gelblat) ✓ « Jour de mariage » ✓ <i>Le Football</i> (Sempé-Goscinny) ✓ Varied <i>Imaginez</i> texts, audio clips and other videos related to sports and leisure news ✓ <i>Petit Nicolas</i> (dessin animé) 	<p>Structures:</p> <ul style="list-style-type: none"> ✓ Infinitives ✓ Prepositions with geographical names ✓ conditionnel 	<p>Interpretive: Reading/Listening comprehension of articles, videos and film.</p> <p>Interpersonal: Small group discussions of articles, videos and film.</p> <p>Presentational: Written and oral presentations based on the texts, film, online media and posts.</p>
<p>Évaluation leçon 8</p>	<ul style="list-style-type: none"> ▶ <i>Discussion posts</i> ▶ épreuves de vocab et de grammaire ▶ <i>Rédaction p. 270 : article</i> ▶ Examen 8 ▶ IPA : <i>Synthèse p. 300 : débat</i> 		
<p>Perspectives de travail</p> <p>27 septembre au 21 octobre</p>	<ul style="list-style-type: none"> ▶ <i>Bonbon au poivre</i> (Fitoussi) ▶ « Des conseils dans un marché concurrentiel » ▶ <i>Galérie des créateurs</i> pp. 326-327 ▶ <i>Des Africaines entrepreneuses</i> ▶ IPA – <i>Rédaction p. 348</i> 	<p>Structures:</p> <ul style="list-style-type: none"> ✓ Present participles ✓ Demonstrative pronouns ✓ Irregular –OIR verbs 	<p>Interpretive: Reading/Listening comprehension of articles, text and film.</p> <p>Interpersonal: Small group discussions of articles, text and film.</p> <p>Presentational: Written and oral presentations based on texts, film, online media and posts.</p>
<p>Évaluation leçon 9</p>	<ul style="list-style-type: none"> ▶ <i>Discussion posts</i> ▶ épreuves de vocab et de grammaire ▶ <i>Rédaction p. 348 : exploration d'une profession</i> ▶ Examen 9 		
<p>Les richesses naturelles</p> <p>24 octobre au 1 décembre</p>	<ul style="list-style-type: none"> ✓ <i>L'Homme qui plantait des arbres</i> (Back) ✓ « L'environnement vu du ciel » ✓ <i>Patrice Kaikilekofe /Nguyen Dieu Thu</i> ✓ « Baobab » (Tati-Loutard) ✓ Varied <i>Imaginez</i> texts, audio clips and other videos related nature and ecology news and other videos 	<p>Structures:</p> <ul style="list-style-type: none"> ✓ Passé conditionnel ✓ Futur antérieur ✓ Si clauses 	<p>Interpretive: Reading/Listening comprehension of articles, videos and film.</p> <p>Interpersonal: Small group discussions of articles, videos and film.</p> <p>Presentational: Written and oral presentations based on the texts, film, online media and posts.</p>
<p>Évaluation leçon 10</p>	<ul style="list-style-type: none"> ▶ <i>Discussion posts</i> ▶ épreuves de vocab et de grammaire ▶ <i>Exposé p. 373 : futur antérieur</i> ▶ Examen 10 ▶ IPA : <i>Synthèse p. 300 : art et écriture</i> 		

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THEMES			
<p>La famille et la communauté</p> <p>4 décembre au 11 janvier</p>	<ul style="list-style-type: none"> ✓ <i>Entre les murs</i> ✓ <i>Cyrano de Bergerac</i> (Rostand) ✓ <i>Les invités</i> (Assouline) ✓ « On s’embrasse » (Carel, Abel) ✓ Varied <i>Thèmes</i> texts, audio clips and other videos related to family and friendship ✓ Current authentic news and videos ✓ <i>Entre les murs</i> 	<ul style="list-style-type: none"> ✓ Les verbes pronominaux et réciproques ✓ le passé compose et l’imparfait ✓ le plus-que-parfait et la concordance des temps 	<p>Interpretive: Reading/Listening comprehension of articles, videos and film.</p> <p>Interpersonal: Small group discussions of articles, videos and film.</p> <p>Presentational: Written and oral presentations based on the texts, film, online media and posts.</p>
<p>Évaluation thème 1</p>	<ul style="list-style-type: none"> ▶ <i>devoirs</i> and discussion ▶ 2 épreuves de vocab et de gram ▶ <i>Lettre p. 36 : email</i> ▶ <i>Synthèse p. 54 : exposé</i> ▶ <i>Rédaction p. 62 : la comparaison</i> ▶ Examen 1/Grand Concours 2017 ▶ IPA : film 		
<p>La science et la technologie</p> <p>janvier</p>	<ul style="list-style-type: none"> ✓ « Jusqu’où Facebook peut aller dans l’intrusion ? » ✓ Varied <i>Thèmes</i> texts, audio clips and other videos related to science and technology ✓ Current authentic news and other videos related to francophone living 	<ul style="list-style-type: none"> ✓ le conditionnel present et passé ✓ propositions avec “si” 	<p>Interpretive: Reading/Listening comprehension of articles, videos and film.</p> <p>Interpersonal: Small group discussions of articles, videos and film.</p>
<p>Évaluation thème 2</p>	<ul style="list-style-type: none"> ▶ <i>devoirs</i> and discussion ▶ 1 épreuve de vocab et de gram ▶ <i>Essai p. 97 : essai persuasif</i> 		
<p>La vie contemporaine</p> <p>février</p>	<ul style="list-style-type: none"> ✓ « Vacances de Noël » ✓ « Recette : Gumbo au poulet et à l’andouille » ✓ « Un médecin sans frontières » ✓ « Sois mignonne » ✓ Varied <i>Thèmes</i> texts, audio clips and videos related to modern living ✓ Current authentic news and videos 	<ul style="list-style-type: none"> ✓ le subjonctif dans les propositions adverbiales ✓ le passé du subjonctif 	<p>Interpretive: Reading/Listening comprehension of articles, videos and film.</p> <p>Interpersonal: Small group discussions of articles, videos and film.</p> <p>Presentational: Written and oral presentations based on the texts, film, online media and posts.</p>
<p>Évaluation thème 4</p>	<ul style="list-style-type: none"> ▶ <i>devoirs</i> and discussion ▶ 2 épreuves ▶ <i>Lettre p. 209 : email clientèle</i> ▶ <i>Exposé p. 223 : à présenter</i> ▶ <i>Rédaction p. 245 : texte argumentatif</i> ▶ Examen 4 ▶ IPA : <i>A la bonne franquette</i> 		

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<p>Les défis mondiaux mars</p>	<ul style="list-style-type: none"> ✓ « Les 10 jeunes Français les plus innovants, selon le MIT » ✓ « Comprendre l'impact d'une mauvaise nouvelle » ✓ « Economie verte : le PNUE juge qu'il faut accroître le recyclage des métaux » ✓ « Peut-on travailler en France avec un voile ? » ✓ « la dame dans le train » ✓ Varied <i>Thèmes</i> texts, audio clips and other videos related to global challenges ✓ Current authentic news and videos ✓ La Haine & Qu'Allah bénisse la France 	<ul style="list-style-type: none"> ✓ les comparatifs et les superlatifs ✓ la voix passive 	<p>Interpretive: Reading/Listening comprehension of articles, videos and film.</p> <p>Interpersonal: Small group discussions of articles, videos and film.</p> <p>Presentation: Written and oral presentations based on the texts, film, online media and posts.</p>
<p>Évaluation thème 5</p>	<ul style="list-style-type: none"> ▶ <i>devoirs</i> and discussion ▶ 2 épreuves ▶ <i>P. 291 : discussion</i> ▶ <i>Rédaction p. 297 : la tolérance</i> ▶ <i>Essai pp. 306-7 : texte d'opinion</i> ▶ Examen 5 ▶ IPA : <i>débat sur le racisme moderne</i> 		
<p>L'esthétique avril/mai</p>	<ul style="list-style-type: none"> ✓ « Collégiennes en quête de beauté » ✓ <i>Les Misérables</i> (Hugo) ✓ « Le petit Cyrano » ✓ Varied <i>Thèmes</i> texts, audio clips and other videos related to multicultural standards of beauty ✓ Current authentic news and other videos related to social media 	<ul style="list-style-type: none"> ✓ les pronoms ✓ le subjonctif dans les propositions substantives ✓ le subjonctif dans les propositions relatives 	<p>Interpretive: Reading/Listening comprehension of articles, videos and film.</p> <p>Interpersonal: Small group discussions of articles, videos and film.</p> <p>Presentation: Written and oral presentations based on the texts, film, online media and posts.</p>
<p>Évaluation thème 3</p>	<ul style="list-style-type: none"> ▶ <i>devoirs</i> and discussion ▶ 2 épreuves ▶ <i>Essai analytique p. 150</i> ▶ <i>Analyse p. 161 : à présenter</i> ▶ <i>Essai p. 185 : a narration</i> ▶ Examen 3 ▶ IPA : <i>discussion d'un article/post sur l'esthétique</i> 		
<p>Synthèse mai</p>	<ul style="list-style-type: none"> ✓ Projet cumulatif ✓ Varied <i>Thèmes</i> texts, audio clips and other videos related to the definition of identity . ✓ Current authentic news and other videos related to social media 		

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Expectations

State of Ohio World Language learning standards:

Listening: The course will be conducted exclusively in French, thus allowing students to hear the language on a daily basis. Within each unit, students will also have opportunities to listen to native speakers through the use of extensive media resources, including online videos, French films on DVD, and clips from authentic televised news broadcasts. Students' comprehension of these materials will be demonstrated through comprehension questions, responding to interview-style questions, and participation in large and small group discussions.

Reading: Units will contain a mixture of authentic fiction and non-fiction pieces, each related to the thematic unit. Non-fiction texts will come from both authentic printed resources, such as magazine articles, and online resources. Students will demonstrate their understanding of these texts by answering written and oral comprehension questions (via tests/quizzes/assignments), participating in small and large-group discussions (both in class and online), and incorporating information and concepts from the texts into various projects and assignments.

Speaking: Because the class is conducted exclusively in French, students are expected to use only the target language to communicate with the teacher and other students. Activities are designed with the goal of students achieving such a level of speaking proficiency that they can be easily understood by a native speaker. Students will be regularly assessed, both formally and informally, by the teacher on their speaking skills and will receive feedback about their strengths and weaknesses. These assessments may be planned or spontaneous in nature and will align with the current unit of study. Communication will be conducted in the interpersonal, presentational and interpretive modes.

Writing: Students will be given a variety of pre-assigned and impromptu writing exercises. Examples of impromptu writing samples include responding to questions about a current story or text topic, or sharing personal information/experiences in writing. Examples of pre-assigned samples include extended response compositions about the current unit of study and contributions to the course blog. Students are expected to write at such a proficiency level that a native speaker could easily understand their thoughts. To perfect their writing mechanics and style, students will also study advanced grammar concepts as outlined in the syllabus.

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FERPA Compliance Release

The Family Educational Rights and Privacy Act (FERPA) as applied to College Credit Plus (CCP) and Kenyon Academic Partnership (KAP) transfers the rights of the parents to the students. Faculty and staff may disclose only the following student information upon request:

Previous dates of attendance

Degrees and awards received (to include honors)

Previous educational agencies or institutions attended.

FERPA does allow schools to disclose information from student records, without written consent, to certain parties or under certain conditions, see 34 CFR §99.31 for complete listing.

School officials with legitimate educational interest;

Other schools to which a student is transferring;

Specified officials for audit or evaluation purposes;

Organizations conducting certain studies for or on behalf of the school;

Accrediting organizations;

To comply with a judicial order or lawfully issued subpoena;

Appropriate officials in cases of health and safety emergencies; and

State and local authorities, within a juvenile justice system, pursuant to specific State law.

I, _____, do hereby **release** Edison High School and Kenyon College to share any information pertaining to my grades, behavior, and academic progress with my parents/guardians. I understand that this includes, but is not limited to, having my grades posted on ProgressBook, e-mail communications, conferences, and phone communications.

Printed Name

Legal Signature

Date