

# French 321

## Conversation and Composition

2015-2016

Edison High School

### Instructor Information

Kerry E. Parker

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Course Days: Monday-Friday from 1:06-1:56 pm Office: room 503

### Course Materials

Required: *Thèmes* textbookComputer / 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 and Canvas Assignments	10%	<b>Kenyon Grading Scale:</b>	90-100	A
Weekly <i>Media Comprehension</i>	10%		80-89.99	B
Preparation and participation	15%		70-79.99	C
Quizzes & Exams	35%		60-69.99	D
<i>Performance Assessments</i>	30%		0-59.99	F

**Media Comprehension Activities:** Each week you will watch a media segment from select internet sites as posted in Google Classroom and respond to the comprehension form attached to the assignment. These activities are due **FRIDAY** of each week. The only permitted uses of online dictionaries are at [wordreference.com](http://wordreference.com) and [linternaute.com/dictionnaire/fr](http://linternaute.com/dictionnaire/fr).

**Participation:** Each class will focus on utilizing the information in the chapter. Grades are out of 20 points a week. 20 = outstanding, 16 = active, 12 = some, 8 = minimal, 4 = forced. Participation points **cannot** be made up.

**Quizzes & Exams:** There will be two formative quizzes and one cumulative exam for every *thème*. 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 Google drive 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](http://wordreference.com) and [linternaute.com/dictionnaire/fr](http://linternaute.com/dictionnaire/fr). No points will be given for late work. Missed discussions **cannot** be made up.

# French 321

## Conversation and Composition

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### Course Overview and Goals

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].

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.

### 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.

### Course Overview:

This course is designed to provide advanced students with the opportunity to strengthen their abilities to write, read and speak French. 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.

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.

### Course Outline

Unit Themes/ Dates	Written and Recorded Texts	Grammar Review Assessments	Contemporary Life - Education
<p><b>La famille et la communauté</b></p> <p>29 août au 7 octobre</p>	<ul style="list-style-type: none"> <li>✓ <i>Entre les murs</i></li> <li>✓ <i>Cyrano de Bergerac</i> (Rostand)</li> <li>✓ <i>Les invités</i> (Assouline)</li> <li>✓ « On s'embrasse » (Carel, Abel)</li> <li>✓ Varied <i>Thèmes</i> texts, audio clips and other videos related to family and friendship</li> <li>✓ Current authentic news and other videos</li> <li>✓ <i>Entre les murs</i></li> </ul>	<ul style="list-style-type: none"> <li>✓ Les verbes pronominaux et réciproques</li> <li>✓ le passé composé et l'imparfait</li> <li>✓ le plus-que-parfait et la concordance des temps</li> </ul>	<p><b>Interpretive:</b> Reading/Listening comprehension of articles, videos and film.</p> <p><b>Interpersonal:</b> Small group discussions of articles, videos and film.</p> <p><b>Presentational:</b> Written and oral presentations based on the texts, film, online media and posts.</p>
<p><b>Évaluation thème 1</b></p>	<ul style="list-style-type: none"> <li>▶ <i>devoirs</i> and discussion</li> <li>▶ 2 épreuves de vocabulaire et de grammaire</li> <li>▶ <i>Lettre p. 36 : email</i></li> <li>▶ <i>Synthèse p. 54 : exposé</i></li> <li>▶ <i>Rédaction p. 62 : la comparaison</i></li> <li>▶ Examen 1</li> <li>▶ IPA : film</li> </ul>		

<p><b>La science et la technologie</b></p> <p>10 octobre au 18 novembre</p>	<ul style="list-style-type: none"> <li>✓ « Jusqu’où Facebook peut aller dans l’intrusion ? »</li> <li>✓ <i>De la Terre à la Lune</i> (Verne)</li> <li>✓ « Découverte : Solar impulse »</li> <li>✓ Varied <i>Thèmes</i> texts, audio clips and other videos related to science and technology</li> <li>✓ Current authentic news and other videos related to francophone living</li> <li>✓</li> </ul>	<ul style="list-style-type: none"> <li>✓ le conditionnel present et passé</li> <li>✓ propositions avec “si”</li> </ul>	<p><b>Interpretive:</b> Reading/Listening comprehension of articles, videos and film.</p> <p><b>Interpersonal:</b> Small group discussions of articles, videos and film.</p> <p><b>Presentational:</b> Written and oral presentations based on the texts, film, online media and posts.</p>
<p><b>Évaluation thème 2</b></p>	<ul style="list-style-type: none"> <li>▶ <i>devoirs</i> and discussion</li> <li>▶ 2 épreuves de vocabulaire et de grammaire</li> <li>▶ <i>Essai p. 97 : essai persuasif</i></li> <li>▶ <i>Exposé p. 103 : à présenter</i></li> <li>▶ <i>Essai p. 123 : le rapport de recherche</i></li> <li>▶ Examen 2</li> <li>▶ IPA : film</li> </ul>		
<p><b>L’esthétique</b></p> <p>21 novembre au 13 janvier</p>	<ul style="list-style-type: none"> <li>✓ « Collégiennes en quête de beauté »</li> <li>✓ <i>Les Misérables</i> (Hugo)</li> <li>✓ « Le petit Cyrano »</li> <li>✓ Varied <i>Thèmes</i> texts, audio clips and other videos related to multicultural standards of beauty</li> <li>✓ Current authentic news and other videos related to social media</li> <li>✓</li> </ul>	<ul style="list-style-type: none"> <li>✓ les pronoms</li> <li>✓ le subjonctif dans les propositions substantives</li> <li>✓ le subjonctif dans les propositions relatives</li> </ul>	<p><b>Interpretive:</b> Reading/Listening comprehension of articles, videos and film.</p> <p><b>Interpersonal:</b> Small group discussions of articles, videos and film.</p> <p><b>Presentational:</b> Written and oral presentations based on the texts, film, online media and posts.</p>
<p><b>Évaluation thème 3</b></p>	<ul style="list-style-type: none"> <li>▶ <i>devoirs</i> and discussion</li> <li>▶ 2 épreuves</li> <li>▶ <i>Essai analytique p. 150</i></li> <li>▶ <i>Analyse p. 161 : à présenter</i></li> <li>▶ <i>Essai p. 185 : a narration</i></li> <li>▶ Examen 3</li> <li>▶ IPA : <i>analyse des films</i></li> </ul>		

<p><b>La vie contemporaine</b></p> <p>18 janvier au 24 février</p>	<ul style="list-style-type: none"> <li>✓ « Vacances de Noël »</li> <li>✓ « Recette : Gumbo au poulet et à l'andouille »</li> <li>✓ « Un médecin sans frontières »</li> <li>✓ « Sois mignonne »</li> <li>✓ Varied <i>Thèmes</i> texts, audio clips and other videos related to modern living</li> <li>✓ Current authentic news and other videos</li> </ul>	<ul style="list-style-type: none"> <li>✓ le subjonctif dans les propositions adverbiales</li> <li>✓ le passé du subjonctif</li> </ul>	<p><b>Interpretive:</b> Reading/Listening comprehension of articles, videos and film.</p> <p><b>Interpersonal:</b> Small group discussions of articles, videos and film.</p> <p><b>Presentational:</b> Written and oral presentations based on the texts, film, online media and posts.</p>
<p><b>Évaluation thème 4</b></p>	<ul style="list-style-type: none"> <li>▶ <i>devoirs</i> and discussion</li> <li>▶ 2 épreuves</li> <li>▶ <i>Lettre p. 209 : email clientèle</i></li> <li>▶ <i>Exposé p. 223 : à présenter</i></li> <li>▶ <i>Rédaction p. 245 : texte argumentatif</i></li> <li>▶ Examen 4</li> <li>▶ IPA : <i>A la bonne franquette</i></li> </ul>		
<p><b>Les défis mondiaux</b></p> <p>27 février au 7 avril</p>	<ul style="list-style-type: none"> <li>✓ « Les 10 jeunes Français les plus innovants, selon le MIT »</li> <li>✓ « Comprendre l'impact d'une mauvaise nouvelle »</li> <li>✓ « Economie verte : le PNUE juge qu'il faut accroître le recyclage des métaux »</li> <li>✓ « Test Nutrition »</li> <li>✓ « Peut-on travailler en France avec un voile ? »</li> <li>✓ « la dame dans le train »</li> <li>✓ Varied <i>Thèmes</i> texts, audio clips and other videos related to global challenges</li> <li>✓ Current authentic news and other videos</li> <li>✓ <b><i>La Haine &amp; Qu'Allah bénisse la France</i></b></li> </ul>	<ul style="list-style-type: none"> <li>✓ les comparatifs et les superlatifs</li> <li>✓ la voix passive</li> </ul>	<p><b>Interpretive:</b> Reading/Listening comprehension of articles, videos and film.</p> <p><b>Interpersonal:</b> Small group discussions of articles, videos and film.</p> <p><b>Presentational:</b> Written and oral presentations based on the texts, film, online media and posts.</p>
<p><b>Évaluation thème 5</b></p>	<ul style="list-style-type: none"> <li>▶ <i>devoirs</i> and discussion</li> <li>▶ 2 épreuves</li> <li>▶ <i>P. 291 : discussion</i></li> <li>▶ <i>Rédaction p. 297 : la tolérance</i></li> <li>▶ <i>Essai pp. 306-7 : texte d'opinion</i></li> <li>▶ Examen 5</li> <li>▶ IPA : <i>débat sur le racisme moderne</i></li> </ul>		

<p><b>La quête de soi</b></p> <p>17 avril au 26 mai</p>	<ul style="list-style-type: none"> <li>✓ « le racisme : mode d'emploi »</li> <li>✓ <i>Qu'est-ce qu'être français ?</i></li> <li>✓ <i>Le Cœur à rire et à pleurer</i> (Condé)</li> <li>✓ « Rien à dire »</li> <li>✓ Varied <i>Thèmes</i> texts, audio clips and other videos related to identity</li> <li>✓ Current authentic news and other videos</li> <li>✓ <i>Kiffe, Kiffe, Demain</i></li> </ul>	<ul style="list-style-type: none"> <li>✓ Les infinitifs compléments des verbes</li> </ul>	<p><b>Interpretive:</b> Reading/Listening comprehension of articles, videos and film.</p> <p><b>Interpersonal:</b> Small group discussions of articles, videos and film.</p> <p><b>Presentational:</b> Written and oral presentations based on the texts, film, online media and posts.</p>
<p><b>Évaluation thème 6</b></p>	<ul style="list-style-type: none"> <li>▶ <i>devoirs</i> and discussion</li> <li>▶ 2 épreuves</li> <li>▶ <i>Rédaction TBA</i></li> <li>▶ Examen 6</li> <li>▶ IPA : <i>TBA</i></li> </ul>		
<p><b>Synthèse</b></p>	<ul style="list-style-type: none"> <li>▶ <i>Projet cumulatif</i></li> </ul>		

## 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.

### 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.

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Printed Name

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Legal Signature

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Date