

Course Syllabus

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I. Catalog Description

FR 203 College French Accelerated

6c-01-6sh

College French Accelerated develops listening and speaking skills through a total immersion method. Students use present, past, and future indicative tenses in intensive aural/oral interaction and are expected to make use of the audio and video capabilities of the Foreign Language Learning Center on a weekly basis.

II. Course objectives

The primary goal of French Accelerated is the development of an intermediate-mid level of second-language proficiency as defined by the ACTFL guidelines:

A. Listening: Students will have an understanding of French sufficient to cope with survival-level needs in a French-speaking culture. Students will also have an understanding which goes beyond this survival-level in terms of everyday conversation on a variety of topics, such as health, descriptions, work, school, etc.

B. Speaking: Students will be able to satisfy most demands of routine travel and everyday conversation. Students will be able to initiate and respond to simple statements and maintain simple face-to-face conversations. Students should also be able to handle situations with complications.

C. Reading: Students will be able to read and interpret texts written in simple discourse form. Students will be able to read public announcements and determine who, what why, where, when and how much. Students should also be able to understand the general content of popular magazine and newspaper articles if the content is of familiar or high interest.

D. Writing: Students will have sufficient control of the writing system to meet some survival needs and some limited social demands. Students should be able to compose short paragraphs or take notes on very familiar topics. Students will also be able to write about daily needs, likes and dislikes and discuss everyday events.

III. Course Outline

Because of the nature and design of this course, at least a week's class time will be devoted to exercises and evaluation of the following areas:

A. Introductions and greetings; names of francophone countries, nationalities, destinations, health.

Grammar/pronunciation: verb aller, destinations, infinitives, rhythmic groups, negations

B. Expressing choices and preferences, going through customs, meeting people.

Grammar/pronunciation: verb être, -er verbs, nasal vowels, liaison

C. Naming, describing families, age, describing people, parts of the body

Grammar/pronunciation: imperatives of -er verbs, verb faire, vocabulary with faire and jouer, vowel "u", masculine, feminine forms of adjectives.

D. Genealogy, learning about others, recounting personal history, numbers, disagreeing, ordering, persuading

Grammar/pronunciation: partitives, questions, possessive adjectives, vowel "on"

E. Socializing, making small-talk, meeting people, seasons, months, clothing and fashion

Grammar/pronunciation: semi-valise, direct object pronouns, reflexive verbs, verbs pouvoir être, suivre, review of masculine and feminine forms of adjectives

F. Seeking and sharing knowledge, flirting and responding to flirting, establishing and maintaining relationships, recognizing degrees of politeness, asking and learning where to buy things

Grammar/pronunciation: vowel "i", present tense vt. imperfect tense, interrogative expressions, verb dire, prepositions and adverbs of place, "en" and expressions of quantity

G. Sharing secrets, sharing experiences, making plans, asking and answering questions, extending and accepting invitations

Grammar/pronunciation: passé composé, connaître and savoir, irregular verbs croire, voir, venir, tenir, comprendre, "s" versus "z", stress accent,

H. Sharing personal values, responding to bothersome people, identifying and seeking information of people, clarifying and elaborating, requesting that others perform actions, passage of time

Grammar/pronunciation: Non-diphthongized vowels, pronoun "on" contrasted with reflexive verbs, review of possessive adjectives, direct and indirect object pronouns, positive and negative imperatives, masculine and feminine words denoting professions, review of "r" sound, irregular verb plaire

I. Feeling and reacting to others' feelings, expressing surprise and uncertainty, expressing denial, superlatives, offering help and declining, work, occupations and professions

Grammar/pronunciation: irregular verbs mettre, boire, auxiliary avoir in the passé composé, object pronouns with the passé composé, nasal and non-nasal "a", faire causative

J. Requesting, giving and receiving directions, finding out how something works, making social plans, telephone etiquette, meals, expressing pleasure, hurrying and being late

Grammar/pronunciation: Review of vowel "u", agreement of past participles, verbs conjugated

with avoir in compound tenses, verbs conjugated with être in compound tenses, passé composé of reflexive verbs, future tense

K. Greeting others, planning to meet again, expressing and acknowledging compliments, expressing gratitude, offering and accepting food and drink, hiding the truth, grooming, requesting that others perform actions, ordering a meal in a restaurant, describing French culinary habits, satisfying curiosity, referring to degrees of doneness of meat, making suggestions and recommendations

Grammar/pronunciation: Future of irregular verbs, relative pronouns "qui" and "que", review of partitive and "en", imperative with indirect object pronouns, demonstrative pronouns, definite article versus partitive, substances and preparations, expressions of quantity

IV Evaluation Methods:

Students will be graded based on weekly or bi-weekly quizzes, 3 major examinations, and written homework assignments. Final grades will be calculated according to the following guidelines:

40-60% Major examinations: The 3 major cumulative examinations will consist both of a written section and an oral section. The written section of the examination may include written responses to oral questions, dictation exercises, vocabulary drills, or paragraph-length compositions. The oral portion of the examinations will consist of the evaluation of a dialogue performed by two or more students.

30-40% Quizzes: The weekly or bi-weekly quizzes will consist of both oral and written exercises patterned after those found in the current textbook chapter(s).

0-20% Homework assignments: Students will be expected to hand in written compositions or exercises based on vocabulary contained in the current textbook chapter.

V. Current Texts:

Pierre Capretz French in Action, Yale University Press

Pierre Capretz French in Action Workbook, part I Yale University Press

Video and audio tape programs

VI. Special Resource Requirements:

Media-equipped classroom (5 days a week)
Eicher Language Learning Center

VII. Bibliography

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Brynes, Heidi. "The Role of Listening Comprehension: A Theoretical Base." Foreign Language Annals 17 (1984): 317-34.

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Higgs, Theodore V., and Ray Clifford. "The Push toward Communication." In Theodore V. Higgs, ed, Curriculum, Competence, and the Foreign Language Teacher. ACTFL Foreign Language Education Series, vol. 13. Lincolnwood, Ill.: National Textbook, 1982.

Krashen, Stephen. Principles and Practice in Second Language Acquisition. New York: Pergamon Press, 1982.

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Omaggio, Alice C. "Pictures and Second Language Comprehension: Do They Help?" Foreign Language Annals 12 (1979): 107-16.

Omaggio, Alice C. Proficiency-Oriented Classroom Testing. Language in Education: Theory and Practice Series, no. 53. Washington, D.C.: Center for Applied Linguistics, 1983.

Phillips, June K. "Practical Implications of Recent Research in Reading." Foreign Language Annals 17 (1984): 285-96.

Rivers, Wilga M. A Practical Guide to the Teaching of French. New York: Oxford University Press, 1975.

Terrell, Tracy D. "A Natural Approach to Second Language Acquisition and Learning." Modern Language Journal 61 (1977): 325-37.

_____. "The ACTFL Proficiency Guidelines: A Historical Perspective." In Theodore V. Higgs, ed., Teaching for Proficiency, the Organizing Principle. ACTFL Foreign Language Education Series, vol. 15. Lincolnwood, Ill.: National Textbook, 1984.

Course Syllabus

I. Catalog Description

FR 251 / 252 Intermediate French Accelerated

College French Accelerated develops listening and speaking skills through the Pierre Capretz French in Action total immersion method. Students use present, past, and future indicative tenses in intensive aural/oral interaction and are expected to make use of the audio and video capabilities of the Foreign Language Learning Center on a weekly basis.

II. Course objectives

The primary goal of French Accelerated is the development of an intermediate-mid level of second-language proficiency as defined by the ACTFL guidelines:

A. Listening: Students will have an understanding of French sufficient to cope with survival-level needs in a French-speaking culture. Students will also have an understanding which goes beyond this survival-level in terms of everyday conversation on a variety of topics, such as health, descriptions, work, school, etc.

B. Speaking: Students will be able to satisfy most demands of routine travel and everyday conversation. Students will be able to initiate and respond to simple statements and maintain simple face-to-face conversations. Students should also be able to handle situations with complications.

C. Reading: Students will be able to read and interpret texts written in simple discourse form. Students will be able to read public announcements and determine who, what why, where, when and how much. Students should also be able to understand the general content of popular magazine and newspaper articles if the content is of familiar or high interest.

D. Writing: Students will have sufficient control of the writing system to meet some survival needs and some limited social demands. Students should be able to compose short paragraphs or take notes on very familiar topics. Students will also be able to write about daily needs, likes and dislikes and discuss everyday events.

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B. Expressing choices and preferences, going through customs, meeting people.

Grammar/pronunciation: verb être, -er verbs, nasal vowels, liaison

C. Naming, describing families, age, describing people, parts of the body

Grammar/pronunciation: imperatives of -er verbs, verb faire, vocabulary with faire and jouer, vowel "u", masculine, feminine forms of adjectives.

D. Genealogy, learning about others, recounting personal history, numbers, disagreeing, ordering, persuading

Grammar/pronunciation: partitives, questions, possessive adjectives, vowel "on"

E. Socializing, making small-talk, meeting people, seasons, months, clothing and fashion

Grammar/pronunciation: semi-valise, direct object pronouns, reflexive verbs, verbs pouvoir être, suivre, review of masculine and feminine forms of adjectives

F. Seeking and sharing knowledge, flirting and responding to flirting, establishing and maintaining relationships, recognizing degrees of politeness, asking and learning where to buy things

Grammar/pronunciation: vowel "i", present tense vt. imperfect tense, interrogative expressions, verb dire, prepositions and adverbs of place, "en" and expressions of quantity

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Grammar/pronunciation: Non-diphthongized vowels, pronoun "on" contrasted with reflexive verbs, review of possessive adjectives, direct and indirect object pronouns, positive and negative imperatives, masculine and feminine words denoting professions, review of "r" sound, irregular verb plaire

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Grammar/pronunciation: irregular verbs mettre, boire, auxiliary avoir in the passé composé, object pronouns with the passé composé, nasal and non-nasal "a", faire causative

J. Requesting, giving and receiving directions, finding out how something works, making social plans, telephone etiquette, meals, expressing pleasure, hurrying and being late

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Grammar/pronunciation: Future of irregular verbs, relative pronouns "qui" and "que", review of partitive and "en", imperative with indirect object pronouns, demonstrative pronouns, definite article versus partitive, substances and preparations, expressions of quantity

IV Evaluation Methods:

Students will be graded based on weekly or bi-weekly exams and written homework assignments. Final grades will be calculated according to the following guidelines:

60 - 70% Examinations: The weekly examinations will consist both of a written section and an oral section. The written section of the examination may include written responses to oral questions, dictation exercises, vocabulary drills, or paragraph-length compositions. The oral portion of the examinations will consist of the evaluation of a dialogue performed by two or more students.

30-40% Homework assignments: Students will be expected to hand in written compositions or exercises based on vocabulary contained in the current textbook chapter.

V. Current Texts:

Pierre Capretz French in Action, Yale University Press

Pierre Capretz French in Action Workbook, part I Yale University Press

Video and audio tape programs

VI. Special Resource Requirements:

Media-equipped classroom (5 days a week)

Eicher Language Learning Center

VII. Bibliography

ACTFL

Russo

Abbate

Lydgate

Capretz