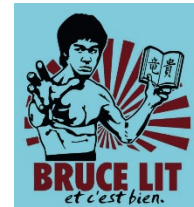


FREN 315 – Developing Reading Proficiency in French

Course Description

French 315 – Developing Reading Proficiency in French will train students to progress in reading in the target language (L2) from an Intermediate Mid to Advanced Low levels of competency (See ACTFL Reading Proficiency Standards below) through gradual presentation and recognition of L2 grammar forms, sentence structures and vocabulary, while exploring different reading strategies and types of texts such as newspaper articles, comic strips, personal blogs, memes, illustrated novels, short stories, autobiographies, documentaries, videos, non-fictional writings, etc. In this course, we will methodically work on recognizing genres for fictional and non-fictional texts, explore how texts are tailored to different audiences such as general, scholarly, or scientific, and question what implications the genre and audience have on vocabulary, time frames of narration, types of description, and levels of abstraction. To read in L2 increases one's linguistic competency and cultural awareness in the target language, certainly, but it also develops one's native tongue (L1) as we compare and contrast reading practices in L1 and L2 and deliberately practice critical thinking skills of analysis, evaluation, and interpretation. In general, reading fosters autonomous discovery of one's relations to themselves, their own culture, and the world around them as complex connections are built during textual decoding and interpretation. As with other WLL courses, FREN 315 is built to practice the four skills of language learning: Listening, Speaking, Reading, and Writing. Throughout the semester, you will read and watch videos, record videos & commentaries, respond orally or in writing to your groupmates, conduct interviews with the instructor, create a historical timeline, and complete a final project that will require you to apply the skills you will have developed during the semester. Remember that L2 intelligibility is the key to effective communication. This means that increasing your vocabulary, diversifying your array of grammatical and syntactical structures, working on your L2 intonation, as well as increasing the topics on which you can converse in L2 will inevitably deepen your linguistic and cultural competencies and enhance the comprehensibility of your speech.



General Education Program Global Awareness Designation

This course offers an opportunity for students to learn and experience other cultures as they read, analyze, evaluate, and interpret different authentic reading materials from the target language and compare them to their own culture and language. Understanding a text involves decoding it linguistically and culturally, as students start to examine textual references to cultural products, practices, and perspectives – elements, which serve as the textual foundation. Global interconnectedness is thus conceptualized and experienced in this course as students dive into the target culture(s) and language via reading, communication, and experimentation.

Enduring Understanding & Skills

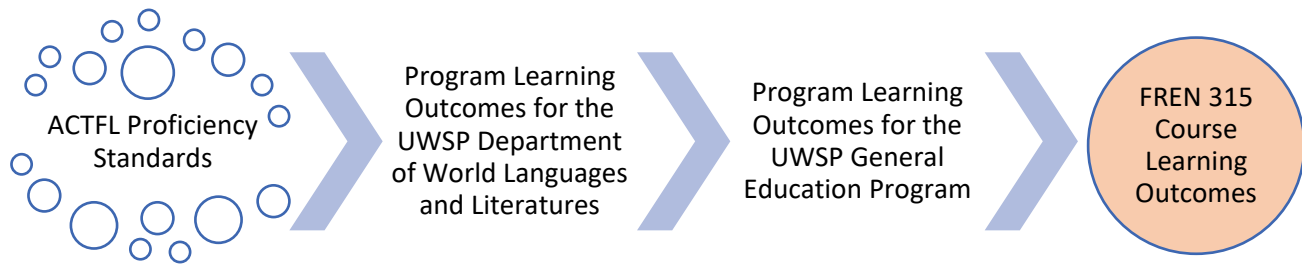
FREN 315 students will understand that...

- Reading is an analytical and interactive undertaking.
- Reading is a multifaceted activity which leads to the encounter with the Other and the Self.
- Reading is an art and/ or a form of experimentation which can fulfill creative aspirations within us.
- Reading nurtures self-expression as it promotes oral and written communication, focusing on intelligibility rather than on phonetic perfection.
- Reading promotes autonomous learning.



Learning Outcomes and Goals

This course aims to assist you on your journey to linguistic proficiency and cultural competency in French.



The American Council on the Teaching of Foreign Languages (ACTFL) Reading Proficiency Standards – [Advanced Level](#)

At the Advanced level, readers can understand the main idea and supporting details of authentic narrative and descriptive texts. Readers are able to compensate for limitations in their lexical and structural knowledge by using contextual clues. Comprehension is likewise supported by knowledge of the conventions of the language (e.g., noun/adjective agreement, verb placement, etc.). When familiar with the subject matter, Advanced-level readers are also able to derive some meaning from straightforward argumentative texts (e.g., recognizing the main argument).

Advanced-level readers are able to understand texts that have a clear and predictable structure. For the most part, the prose is uncomplicated and the subject matter pertains to real-world topics of general interest.

Advanced-level readers demonstrate an independence in their ability to read subject matter that is new to them. They have sufficient control of standard linguistic conventions to understand sequencing, time frames and chronology. However, these readers are likely challenged by texts in which issues are treated abstractly.

ACTFL Reading Proficiency Standards – [Intermediate level](#)

At the Intermediate level, readers can understand information conveyed in simple, predictable, loosely connected texts. Readers rely heavily on contextual clues. They can most easily understand information if the format of the text is familiar, such as in a weather report or a social announcement.

Intermediate-level readers are able to understand texts that convey basic information such as that found in announcements, notices, and online bulletin boards and forums. These texts are non-complex and have a predictable pattern of presentation. The discourse is minimally connected and primarily organized in individual sentences and strings of sentences containing predominantly high-frequency vocabulary.

Intermediate-level readers are most accurate when getting meaning from simple, straightforward texts. They are able to understand messages found in highly familiar, everyday contexts. At this level, readers may not fully understand texts that are detailed or those texts in which knowledge of language structures is essential in order to understand sequencing, time frame, and chronology.

Department of World Languages and Literatures Program Learning Outcomes

WLL PLO 1 Oral Communication

Students will be able to create oral comprehensible output (i.e. their thoughts, ideas, and opinions) in the target language at the Intermediate-Low level minimum (students in the minor), and Intermediate-High level minimum (students in the major or in the teacher certification program) as described by the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines.

WLL PLO 2 Written Communication

Students will be able to create written comprehensible output (i.e. their thoughts, ideas, and opinions) in the target language at the Intermediate-Low level minimum (students in the minor), and Intermediate-High level minimum (students in the major or in the teacher certification program) as described by the ACTFL Proficiency Guidelines.

WLL PLO3 Interpretative Communication

Students will be able to understand, interpret and evaluate authentic material in the target language in its written and spoken form on a variety of topics at the Intermediate-Low level minimum (students in the minor), and Intermediate-High level minimum (students in the major or in the teacher certification program) as described by the ACTFL Proficiency Guidelines.

WLL PLO4 Intercultural Competency

Students will be able to compare and evaluate the relationship between the products, practices, and perspectives of the cultures of the target language and their own.

WLL PLO5 Communities

Students will be able to justify the usage of the target language beyond the school setting.

UWSP General Education Program Global Awareness Learning Outcomes:

- GEP GA LO 1 Identify the key components found within one or more cultures that are distinct from those found in predominantly English-speaking cultures.
- GEP GA LO 2 Analyze key forces or processes that contribute to global interconnectedness, and their implications.
- GEP GA LO 3 Demonstrate curiosity and empathetic insight about diverse cultural perspectives.

UWSP Critical Thinking Learning Outcomes:

- CT LO 1 Explain critical thinking as a process of identifying, analyzing, evaluating, and constructing reasoning in deciding what conclusions to draw or actions to take.
- CT LO 2 Identify (a.), analyze (b.), evaluate (c.), or construct (d.) reasoning as they apply it to general or discipline-specific questions or issues.

FRENCH 315 Course Learning Outcomes (CLOs)

and their alignment to the Department of World Languages and Literatures Program Learning Outcomes and the General Education Program Global Awareness and Critical Thinking Learning Outcomes:

With deliberate effort on their part, students in FREN 315 will be able to:

CLO 1: Continually build students' oral and written communication skills in the target language
Aligned with WLL PLO 1—Oral Communication & PLO 2—Written Communication

CLO 2: Apply diverse reading strategies
Aligned with WLL PLO3—Interpretative Communication

CLO 3: Apply linguistic analysis to determine sentence structures and identify time frames of narration
Aligned with WLL PLO3—Interpretative Communication

CLO 4: Discuss the role of culture in reading comprehension
Aligned with WLL PLO4—Intercultural Competency and GEP GA LO 1

CLO 5: Analyze how language and culture contribute to global interconnectedness
Aligned with WLL PLO4—Intercultural Competency and GEP GA LO 2

CLO 6: Apply critical thinking skills to: a) analyze diverse types of communication, b) draw connections, and c) further expand communication
Aligned with WLL PLO3—Interpretative Communication & CT LO 1 & LO2

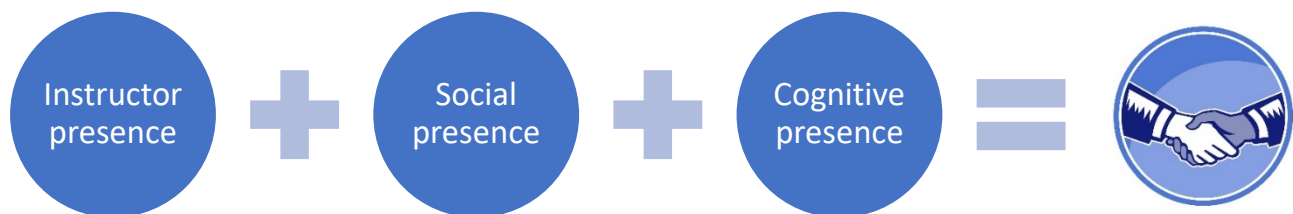
CLO 7: Demonstrate curiosity and empathetic insight about relationship of language to culture.
Aligned with WLL PLO5—Communities & GEP GA LO 3

Required Readings

- Roumiguère, Cécile. *Des fleurs sur les murs*. Paris: Éditions Nathan, 2018. [ISBN-10: 2092580884, ISBN-13: 978-2092580882]
- Apathie, Jean-Michel. *La liberté de ma mère*. Paris: J'ai lu, 2018. [ISBN-10: 1980495629, ISBN-13: 978-1980495628]
- Selection of readings and viewings on Canvas
- Text 3 – Students will explore a French virtual marketplace – La FNAC (like Amazon and Barnes & Noble store) as well as the UWSP Library Guide, specifically built for this course, to identify a book, a film, or an educational video they would like to discover, analyze, and interpret on their own. Many materials are electronically available, yet if so desired, students can purchase their final text. More details are provided on our Canvas course site.

Course Logistics: This is a language online course – Can it be? Yes, it can!

To ensure that this is a successful language class delivered **fully online in an asynchronous manner**, this course includes as much interactions as possible. It is important to remember that there are three types of presence (i.e. interactions) in online courses: instructor, social, and cognitive presence. Each type of presence aims to create a welcoming environment which is conducive to learning by supporting learners, connecting them with each the other and the instructor, and helping them discover new knowledge while developing new skills or honing the existing ones, such as critical thinking skills, communication and collaboration skills.



Creating interactive learning environment is paramount for your success and knowledge retention. It is especially vital for language courses because learning a language requires students to engage, verbally and orally, with the new linguistic code in order to understand the language but also its culture and history for the linguistic and cultural competencies work hand in hand together.

How can you “be present” in this course?

You are encouraged to “mentally enroll” in this course as if it occurred on Monday mornings. In other words, our weeks will run from Monday to Sunday. I will post information (online activities, discussion starters, etc.) for the upcoming week by Sunday evening if not earlier, so that when you log in on Monday, you can begin the new week.

Deadlines are an unavoidable part of being a professional and this course is no exception. Course requirements must be completed and posted or submitted on or before the specified due date in Canvas and delivery time deadline. Due dates and delivery time deadlines are defined as Central Daylight Time (CDT) as used in Stevens Point, WI. To encourage you to stay on schedule, due dates have been established for each assignment. 20% of the total points will be deducted for assignments received 1-6 days late; assignments received more than 1 week late will receive 50% of points, and later than 2 week – 0 points.

How can we “be present” together in this course?

The following course activities will help us maintain a constant interaction between students and the instructor:

- Instructor’s and students’ videos and comments in **Flipgrid** (<https://flipgrid.com/uwspfren315>)
- **Running Word document** on OneDrive for each student in which students will record their short written assignments in French but can also ask questions and voice concerns about their progress in this class in French or English
- Instructor’s **video readings** of the first primary course text to recreate a typical experience of being read to in the target language that children enjoy when they are mastering their own native tongue
- Instructor’s **video lectures**
- Students’ **Flipgrid videos** explaining their findings on cultural and historical aspects of the 1960s
- **Zoom individual interviews** (10-15 min) with the instructor to practice interpersonal communication in French and discuss students’ progress
- **Final Zoom class meeting** to showcase students’ final projects – “Text 3 Dossier”

How can we assure “cognitive presence” in this course?

The following course activities will help you gradually acquire knowledge and skills via scaffolded progression:

→ During the course, you will read three different texts:

- 1) an illustrated short story for children,
- 2) a journalistic memoir for general public, and
- 3) a text of your choice

Such scaffolded reading aims to train you to apply numerous reading strategies to different texts that vary in their level of difficulty, cultural and historical references, etc.

- ✓ Gradual writing assignments that will prepare you to write text resumes (from one line resume to a paragraph resume to a typical French written assignment – *le compte rendu d’un texte*) and also create a timeline with historical events ([Padlet 1](#)) and a compilation of cultural references ([Padlet 2](#)) from France and the US in the 1960s.
- ✓ You will describe one historical event and one cultural reference of your year to practice your oral communication. This exercise encourages you to communicate on the Advanced Level (ACTFL) because you will have to speak in a connected paragraph on sophisticated topics, such as history, literature, and culture.
- ✓ **Finally, each module aims to practicing all four linguistic skills: Listening, Reading, Speaking, and Writing**

As you look at the weekly schedule of events in Canvas, you will see the following icons:

🗣️ & 📝 stand for *production orale* and *production écrite* or oral and written communications. You will notice that these two types of communication are practiced almost during each lesson to increase your interaction with your peers (course social presence) and to improve your linguistic skills in the target language (cognitive presence). Often you will be recording Flipgrid videos and comments to practice oral communication and writing in your personalized Running Document to practice written communication. Other icons stand for 🎥 & 📄 - Video and Quiz requiring listening, reading, and sometimes writing skills, 🔍 - Zoom requiring interpersonal communication skills, 📖 - Padlet requiring reading and writing skills. And of course, every lesson requires practicing your reading skills in L2.

How to Succeed in this Course?

If you want to be a successful student:

- Be self-motivated and practice self-monitoring
- Be willing to “speak up” if problems arise.
- Be willing and able to commit to 6 to 10+ hours per week per course.
- Be able to communicate through writing and speaking.
- Be able to meet the minimum requirements for the course.
- Accept critical thinking and decision making as part of the learning process.

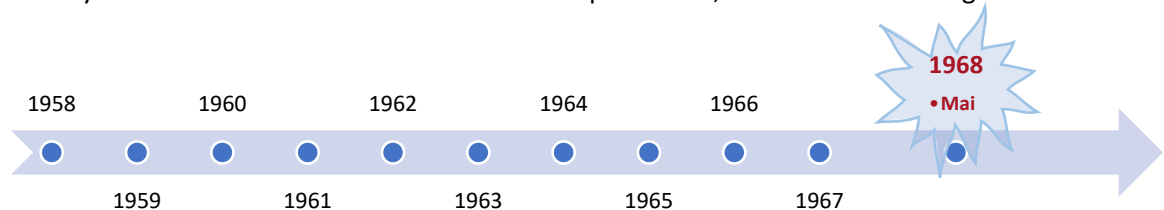
In contrast, here are some common behaviors that lead to failing the course.

- Do not read until the night before the assignment is due.
- Wait until the last day to begin assignments.
- Forget about deadlines.
- Ignore emails from the instructor and/or your peers regarding course activities.
- Do not get familiar with the grade book, Canvas modules, and syllabus.

Course Assignments

Since this is an online course, your presence and participation will be assessed through your class work.

- ✓ **30% Oral Work/ Participation**
 - Listening comprehension exercises, video recordings and audio commentaries to peers, live interviews with the instructor and peers.
- ✓ **35% Written Work/ Participation**
 - Quizzes on reading strategies and reading comprehension, composing readings’ summaries and analyses, reflecting on cultural references and connections, providing discussion ideas, etc.
- ✓ **15% Historical and Cultural Timeline**
 - Students in pairs will research on 2-3 historical events that marked the years from 1958 to 1967 in France and in the world. We will populate together as a class a timeline in Padlet and you will see my timeline of 1968 as a model. For more explanations, refer to Canvas Assignments.



- ✓ **20% Final Project: Text 3 Dossier**
 - This is an independent research project, involving you to find a future text (a book or a film) for this course in consultation with the instructor. As you read the text, you will need to develop a pre-reading activity, a reading activity (such as comprehension quiz or a visual organizer for the text), a post-reading activity (such as writing its short summary, and/or providing an explanation of the text’s cultural references and its relevance to the course). For more explanations, refer to Canvas Assignments.

Featured Electronic Tools:









FLIPGRID.
































































zoom
Video Conferencing

Weekly Schedule

Note: -Production orale, -Production écrite, -Video, -Quiz, -Padlet, -Zoom

Even if the course is conducted asynchronously only, to help you pace yourself through the courses activities, I envision two days of contact or checking in during the week – on Tuesdays and Fridays so that you know what activities you need to finish by the end of the week or by the middle of the week, especially of your classmates are required to respond to your work, such as Flipgrid videos or Canvas discussion posts.

Week	Day	Date	Lesson Topic	Activities	CLOs
W1	1.F	4-Sep	1.0 Course Introduction in English	  	
W2	2. Tu	8-Sep	1.1 Mots et images - la communication écrite et visuelle	   	1,2,5
	3. F	11-Sep	1.2 Lire ou ne pas lire ?	   	4,5,6,7
W3	4. Tu	15-Sep	2.1 L'Objet livre	   	2,6
	5. F	18-Sep	2.2.A Une histoire ou l'Histoire ? [Partie I]	   	1,4,7
W4	6. Tu	22-Sep	2.2.B Une histoire ou l'Histoire ? [Partie II]	   	1,4,7
	7. F	25-Sep	2.2.C Une histoire ou l'Histoire ? [Partie III]	   	1,4,7
W5	8. Tu	29-Sep	2.3 À quoi bon ?	   	1,2,6
	9. F	2-Oct	2.4 Le Guide de la bibliothèque & La Fnac	 	1,6,7
W6	10. Tu	6-Oct	3.1 Entrer dans un livre	   	1,2,4
	11. F	9-Oct	3.2. Trouver le mot juste ?	  	3,6
W7	12. Tu	13-Oct	3.3. La représentation schématique	 	3,6
	13. F	16-Oct	3.4. Qui, quand, où ?	  	3,6
W8	14. Tu	20-Oct	3.5. Jouer à Sherlock Holmes	 	3,6
	15.F	23-Oct	4.1 Comment faire le résumé d'un texte ?		1,2,6
W9	16.Tu	27-Oct	4.2. Comment écrire le compte rendu ?		1,2,6
	17. F	30-Oct	4.3 La frise chronologique	   	1,5,6,7
W10	18.Tu	3-Nov	<i>Projet en paires/ projet de recherche</i>		
	19.F	6-Nov			
W11	20.Tu	10-Nov	4.4 Les connexions	 	1,5,6,7
	21.F	13-Nov	5.1 Conception d'une activité de lecture préalable		1,2,6
W12	22.Tu	17-Nov	5.2 Conception d'une activité de lecture		1,2,3,6
	23.F	20-Nov	5.3 Conception d'une activité de post-lecture		1,2,4,6
W13	24.Tu	24-Nov			
	25.F	27-Nov	Thanksgiving		
W14	27.Tu	1-Dec	5.4 Finalisation de votre dossier de projet final		1,2,5,6
	28.F	4-Dec			
W15	29.Tu	8-Dec	5.5 Présentations de vos projets finaux	 	1,6,7
	30.F	11-Dec			