Elementary French II – FREN-UA 1

**Spring 2019 (Monday, Wednesday, Thursday)**

**New York University**

What if you were able to communicate directly, and in a meaningful way, with well over 250,000,000 people in over 50 countries around the world (including this one!), people with whom you cannot communicate today? What if you were able to learn about these people directly from what they say and write instead of depending upon someone else’s interpretation? What if you could gain access to the linguistic and cultural production of these nearly quarter-of-a-billion people to deepen your understanding of the world and all it has to offer? Now you can….welcome back to French!

**Instructor: Contact Information:**

**Materials:** *En Avant (2nd edition)*

i. Textbook

ii. Access to the Connect online learning platform

**Calendar:**

Date Chapter Assignments

Jan. 28 Révision

Jan. 30 Révision

Jan. 31 7

Feb. 4 7

Feb. 6 7

Feb. 7 7

Feb. 11 7

Feb. 13 7

Feb. 14 8

Feb. 18 No Class

Feb. 20 8

Feb. 21 8 Essay 1 due

Feb. 25 8

Feb. 27 8

Feb. 28 8

**Mar. 4 Test One**

Mar. 6 9

Mar. 7 9

Mar. 11 9 Oral Test, Part I begins

Mar. 13 9

Mar. 14 9

Mar. 18 No Class

Mar. 20 No Class

Mar. 21 No Class

Mar. 25 9

Mar. 27 10

Mar. 28 10

Apr. 1 10

Apr. 3 10

Apr. 4 10 Essay 2 due

Apr. 8 10

**Apr. 10 Test Two**

Apr. 11 11

Apr. 15 11

Apr. 17 11

Apr. 18 11

Apr. 22 11

Apr. 24 11 Oral Project presentations begin

Apr. 25 12

Apr. 29 12 Oral Test, Part II begins

May 1 12

May 2 12 Essay 3 due

May 6 12

May 8 12

May 9 12

**May 13 Test Three**

**Course and Materials Description:** This Elementary French II course is designed to provide students who have already studied one semester of French (or the equivalent thereof) with further information about French and Francophone cultures and the opportunity for continued progress in the French language, a language spoken by hundreds of millions of people scattered throughout every continent around the globe.1 One of the tools that we will use to explore this language and the numerous cultures for which it is a vehicle is *En Avant*, a year-long, multi-component beginning French program that includes a textbook and, housed on the Connect online learning platform, a workbook/lab manual, an interactive eBook with video and audio, a battery of adaptive questions leading to a personalized learning path, and more. All the components are fully integrated, so you should familiarize yourself with the structure of the program and all of its parts before you embark on your linguistic adventure this semester.

You will see that each chapter in your textbook and in your online workbook/lab manual is divided into several sections: “Communication en direct,” “Vocabulaire interactif,” “Grammaire interactive,” and “Culture en direct.” The workbook/lab manual also includes a section entitled “Prononcez bien.” For each chapter there are explicit communicative goals (e.g., talking about what you like to do, eliciting opinions, asking for and giving advice, etc.). The grammar, pronunciation, cultural components, and vocabulary presented and discussed in the chapter will help you achieve these goals. To be sure that by the end of a chapter you’ve learned how to do what you set out to do at the beginning of the chapter, you can do the LearnSmart unit located on the Connect site.

You should bring your book to class every day, unless told otherwise by your instructor. If you are using the eBook, make sure that your computer or tablet is fully charged before class. You cannot have your device plugged in during class.

On a final note, keep in mind that learning a language is learning to do something (e.g., speak, read, write, and listen), not learning about something. Successfully learning to do something requires regular practice, not last minute, frantic study. You couldn’t become a good swimmer by reading about swimming every so often, then reading a whole lot the night before a competition, and then diving into the pool for the first time the day of the swim meet. The same holds true for language. To do well, you need to practice every day; you need to train your mouth and your mind to speak and think differently. That can’t be done in one all-night cram session!

**Learning Goals:** Upon the successful completion of this course, you will have learned the vocabulary, grammatical structures, and communicative norms to allow you to do the following in French:

* present and provide simple descriptions of yourself, the people and things in your immediate surroundings, and your pastimes and interests,
* narrate basic past events and describe basic past situations in your life and the lives of others,
* engage in short, everyday social exchanges (e.g., invite others to do things, purchase clothing and food, maintain conversations and written exchanges, etc.),
* read and interpret short written passages on familiar topics,
* work around misunderstandings arising from errors or as-of-yet unlearned vocabulary/structures,
* identify and provide simple descriptions of the Francophone communities and cultures around the world, and
* demonstrate proficiency in the use of the following structures in speaking and writing: the passé composé, the imparfait, common adverbs, pronominal verbs, direct and indirect object pronouns, basic relative pronouns, and further regular and irregular verbs in all tenses seen up to this point.

Upon the successful completion of the elementary language sequence, you will have attained the ACTFL Novice High level, or approximately the A1 level in the CEFR. Your success in attaining these learning goals will be determined by a variety of assessment tools, all described in detail below.

**Assessment**2**:** Participation 10%

Written Tests (3) 35%

Oral Test 10%

Oral Project 10%

Homework 15%

Essays (3) 20%

**Participation (10%):** As you can imagine, participation is of the utmost importance in a language class. Your participation grade does not depend simply on your being physically present in class. A good participation grade depends on having all your assignments completed before class, participating (in French!) to the best of your ability, and making a real effort to improve.

Since participation, or “time-on-task” as it is sometimes called, is so important to your regular progress, it counts as part of your grade. Keep in mind that when you are not in class, no matter what the reason, you are missing essential time spent in and on French. This has a negative impact on your progress and the participation component of your grade. It’s very simple: there are no excused or unexcused absences, there are just absences. Once you miss three classes (the equivalent of one week of class), you will receive a warning letter, a copy of which will also be sent to the Director of Language Programs. For every absence over three, two percentage points will be deducted from your final grade in addition to points you will lose from the participation component of your grade. Arriving more than five minutes late to class for any reason will also be counted as an absence. Please note that absences for religious holidays and university-sponsored events will not be counted against you as long as you notify your instructor ahead of time.

If you find that a serious illness or family emergency will cause you to miss more than a week’s worth of class, you should speak with your instructor and academic counselor about the possibility of arranging for a withdrawal from the class.

One final note about participation: participating successfully means, of course, paying attention to your classmates and your instructor during the entire 75-minute class period. If you are consulting the eBook in class on your laptop or tablet, and if your instructor finds that you have any page other than Connect open, you will be counted as absent for that day, your final participation grade will be adversely affected, and you will no longer be allowed to have your laptop or tablet in class.

**Oral and Written Tests (45%):** As you have already seen in this syllabus, your progress in French will be assessed through a variety of methods: regular homework, an oral project, writing and editing assignments, and participation in class. You will also have several types of tests: a two-part oral test and a series of three written tests.

Both parts of the oral test will take place in your instructor’s office outside of regular class hours. The format for both part I and part II are the same (your instructor will explain that format in class). You will receive written feedback for your performance on part I and a grade will be provided. This grade will count toward your midterm grade, which will be posted no later than April 5th. For part II of the oral test, you will be graded based on the same criteria as for part I, but your instructor will also take into account your success in improving upon the elements signaled in your feedback for part I. Your grade for part II will count toward your final grade. No late oral tests will be administered. Not showing up for either part I or part II of the oral test will result in a 0 (zero) for your final oral test grade.

Tests should not be solely an indication of the average of where you have been during the semester; they should also reflect the level of skill and knowledge you’ve achieved by the end of the course. As a result, your three written tests during the semester, all of which are cumulative, are not evenly weighted. The first two tests are each 10% of your final grade, while the third test is 15% of your final grade. Not only is this a more logical distribution of points, since you should know a lot more by the end of the semester, but it also benefits those of you that are new to language study and might need a little more time before everything “clicks.”

Each test will focus on the material presented in the two chapters on which you have just completed working. However, keep in mind that each test is cumulative in the sense that you are expected to remember and build upon what you learn as you progress through the semester. For example, in Chapter 1 you will learn about the gender of nouns. At the end of the semester, when it comes time to take the test for Chapters 5 and 6, while no portion of the test will focus specifically on the gender of nouns, you will not be able to successfully use demonstrative adjectives, which are presented in Chapter 6, if you have forgotten about the gender of nouns.

You will take your written tests in class on the days indicated on this syllabus. Be sure you arrive early on test days because each test begins with an oral comprehension section. If you arrive late, you will miss the reading necessary for the completion of that first section. No late written tests will be administered.

**Oral Project (10%):** At the end of the semester you and at least one other classmate will present an oral project. This may be a short film project with a live component, a skit acted out for the class, or a research presentation on a francophone region, personality, event, etc. Your instructor will give you all the necessary information about the format and the content of the oral project toward the end of the semester.

You can do research for your project in the library, online, or through interviews with French speakers, but be sure when you present your oral project in class that your words are your own. If you cite a source, no matter what it is and no matter how short the citation (even a few words), make it very clear that you are citing someone else’s words; failure to do so constitutes plagiarism. Other than any sources you might cite, the language of the oral project should be yours and your partner’s. You may not ask a French speaker or other French student to read over and correct any part of the text for your oral project before you perform it; this is also plagiarism. You may use online dictionaries such as WordReference or Linguee or the bilingual dictionaries available through the Bobst site when creating your text, but only to look up individual words. You may not use online translation programs to translate sections of text into French, even short sections of text; this, too, is plagiarism. If you do decide to use a French speaker’s or another French student’s help or an online translation program, even if it is for only a small part of your project, you will receive a 0 (zero), and further serious academic penalties will apply. Make everyone happy and get the most out of your work by doing it all yourself! No late oral presentations will be permitted.

If you would like to better acquaint yourself with the principles and standards with respect to academic integrity for students at NYU, you can find a detailed description here: https://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/academic-integrity-for-students-at-nyu.html

**Homework (15%):** Your homework grade is not based on how many of your homework answers are correct, but rather on how much effort you put into doing the work and doing it on time. Mistakes are an essential part of learning anything new, including a new language…there is a reason why people say, “You learn from your mistakes.” You should think of your homework assignments as an opportunity to see how well you know what you’ve been studying and to pinpoint areas that you still need to work on. Your homework grade reflects your completion of assigned exercises from the Connect online learning platform as well as other homework assigned by your instructor.

The online workbook/lab manual (WBLM) contains an array of exercises that focus on listening, speaking, pronunciation, grammar, writing, reading, and culture. Exercises from the WBLM will be assigned by your instructor on a regular basis throughout the semester. Your instructor will inform you of these assignments, and you will be able to check on them on the assignment calendar in Connect. The exercises will correspond to the topics studied in class as you make your way through each chapter. This is an easy way to check yourself and to make sure you have a good handle on the vocabulary, culture, and grammar being presented and discussed in class.

You will notice that most of the exercises can be corrected with the click of a mouse, while a few may require your instructor’s input, which you will need to go back and read or listen to in order to benefit from. Please note that there may be some exercises that require you to record yourself. Your instructor will provide you with feedback on your performance, but you should always be sure to listen to your own recordings. It might make you uncomfortable at first, but listening to yourself speaking French is one of the best ways to help yourself figure out what sounds, words, and expressions you need to work on. You are welcome to do additional WBLM exercises that are not marked as assigned. No late homework will be accepted for credit.

**Essays (20%):** You will write three essays during the course of the semester. A paper copy of each essay is due in class on the day indicated on the syllabus unless your instructor tells you otherwise.

The best way to improve your writing skills in any language, including your native language, is to take a process approach to writing, which is what we will do in this class. For the first two essay assignments, when you turn in the essay, your instructor will read it and signal the errors; however, he or she will not make corrections. When you get your essay back, you will need to look over your instructor’s comments and rewrite the essay, correcting the errors your instructor indicated and incorporating all the changes your instructor suggested. Your final grade for an essay will be the average of your first grade and the grade for your rewrite. Not rewriting your essay or not attempting to correct all the errors indicated by your instructor will result in a 0 (zero) as the final essay grade. Note that there will be no rewriting of the final essay; however, having worked throughout the semester on the process approach, you are strongly encouraged to work on your third essay in the same way (i.e., edit it and rewrite it yourself) before you turn it in.

The essay assignments are a chance for you to find out just what you can really do in written French. The essays you submit should be entirely your own original work so that you and your instructor can know for sure where your strengths and weaknesses lie; you cannot recycle written work you have done for previous courses. The guidelines are the same as those for the creation of your oral project: you may not ask a French speaker or other French student to read over and correct your essay before you turn it in – not only will you lose out on the chance to show yourself and your instructor what you can do, but this is also plagiarism. You may use online dictionaries such as WordReference or Linguee or the bilingual dictionaries available through the Bobst site when writing your essay, but only to look up individual words. You may not use online translation programs to translate sections of text into French, even short sections of text; this, too, is plagiarism. If you do decide to use a French speaker’s or another French student’s help or an online translation program, even if it is for only a small part of your essay, you will receive a 0 (zero) for your essay, and further serious academic penalties will apply. Make everyone happy and get the most out of your work by doing it all yourself!

Below you will find the schedule of essay topics, along with an indication of the required length for those essays. (If your instructor decides to change an essay topic, he or she will announce it well in advance.) Your essays should be typed and double-spaced. Be sure to indicate the word count at the bottom of your essay. No late essays or essay rewrites will be accepted. Please keep in mind that a broken printer, or a printer with no paper, is not a valid excuse for not having your essay ready to turn in during class on the day it is due.

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| **Due Date** | **Essay Topics** |
| Feb. 21 | Essay 1: au site Connect: WBLM – Culture en direct – Le coin d’écriture – Stratégie d’écriture (Chapitre 7). Lisez la bande dessinée à la page 140 si vous avez besoin d’inspiration! N’oubliez pas de faire la section “Stratégie d’écriture” avant d’écrire votre composition. (300 mots). |
| Apr. 4 | Essay 2: au site Connect: WBLM – Culture en direct – Le coin d’écriture – Stratégie d’écriture (Chapitre 10). N’oubliez pas de faire la section “Stratégie d’écriture” avant d’écrire votre composition. (350 mots). |
| May 2 | Essay 3: au site Connect: WBLM – Culture en direct – Le coin d’écriture – Stratégie d’écriture (Chapitre 11). Si vous voulez écrire votre lettre de motivation pour une autre offre d’emploi, vous devriez présenter cette offre à votre professeur avant de commencer le travail. N’oubliez pas de faire la section “Stratégie d’écriture” avant d’écrire votre composition. (400 mots). |

1This course is specifically designed for those students who have had one semester of college-level French or the equivalent thereof. Please keep in mind that while you may have chosen this course based on your beliefs about your abilities in French or based on a placement score, the final decision concerning your correct placement in a French course is up to your instructor and the Director of Language Programs.

2 The following scale is the grading scale for all graded assignments as well as midterm and final grades:

A 93% – 100% B- 80% – 82% D+ 68% – 69%

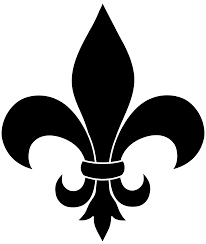
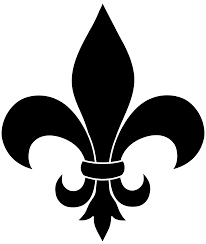
A- 90% – 92% C+ 78% – 79% D 60% – 67%

B+ 88% – 89% C 73% – 77% F 0% – 59%

B 83% – 87% C- 70% – 72%

And finally, a note of welcome from our Department:

**Bienvenue au département de français!**

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**We’re glad you’re here!**

Congratulations on your choice to pursue studies in French and Francophone language and culture in NYU’s Department of French Literature, Thought and Culture. We offer a wide range of undergraduate courses, in both New York and Paris, in all levels of French language, as well as in the literature, film, culture, linguistics, and thought traditions of France and the Francophone world. We are a department is full of passionate and engaged students and scholars, and we’re glad to have you as a member.

Are you looking for ways to work on your French outside of class this semester? Keep these opportunities in mind.

* **Café et Conversation** – a monthly conversation group for speakers of all levels (with free snacks!)
* **Ciné Club** – a monthly French-language cinema club with movies from around the world
* **Francophone Community Exchange** – a volunteer tutoring organization that allows you to use your French to give back to the community
* **La Maison Française** – a lively cultural center hosting some of the events listed above as well as all sorts of talks, films, concerts, etc., highlighting the French-speaking world

Your instructor will be providing you with further information about all these events and more, including free tutoring offered by the department, throughout the semester.

Did you know that you can get a French minor with only four courses beyond the intermediate level? For details about the French minor (and major) and information about upcoming courses in the Department in New York, please speak with your instructor and/or get in touch with the Director of Language Programs John Moran ([john.moran@nyu.edu](mailto:john.moran@nyu.edu)) or the Director of Undergraduate Studies ([frenchinfo@nyu.edu](mailto:frenchinfo@nyu.edu)). You can also check out our website (<http://french.as.nyu.edu/page/undergraduate>) or stop by the department in person, on the 6th floor of 19 University Place, next door to Weinstein and across the street from la Maison Française. Stop by and say, “Bonjour!”

NYU also has a fantastic program in Paris. You can continue taking French language courses at NYU Paris as well as explore upper-level courses on history, literature, politics, and culture, both in French and English. You will find information about studying at NYU Paris here: <http://www.nyu.edu/global/global-academic-centers/paris.html>

Finally, for important announcements about deadlines, courses, as well as about intellectual life and opportunities in the Department, please “like” the Undergraduate Facebook Page here: <https://www.facebook.com/NYUDepartmentofFrenchUndergraduate>

**Enjoy your semester!**