

OXFORD COLLEGE of Emory University
Humanities Division

Français 101
Elementary French I

Fall 2012
MTuWF 12:00-12:50pm
Humanities Conference Room

Instructor: Matthew Moyle, Ph.D.

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Prerequisites: None. This course is intended for students with no prior French experience OR who have had one year or less of high-school level French. Students with more experience may be asked to leave the class.

Introduction and Course Objectives:

The *Oxford College Catalog* describes French 101 as a “course [that] focuses on all aspects of communicating in French.” Through individual, large- and small-group activities, students will gain proficiency in reading, writing, listening and speaking. Since a language and the culture or cultures of which it serves as the means of expression cannot be separated, students will also gain insights into traditions and contemporary life in French-speaking countries. Furthermore, students will reflect on what language is and how language learning works.

The College’s curriculum is “designed to teach students to read perceptively, think independently, communicate clearly, and embrace responsible citizenship” (*Oxford College Catalog*, p. 2). This course intends to contribute to all of these objectives: responsible citizenship in a globalized, interconnected world is difficult if not impossible without competence in a second language; French study will not only allow students to read more things perceptively and communicate clearly with more people, but second-language study also reinforces first-language skills; finally, the course’s primary pedagogy (communicative, inductive) intends to support students as independent learners and thinkers.

Of the twelve objectives of higher education identified by the IDEA Center (<www.theideacenter.org>), this course primarily contributes to these: 1) Gaining factual knowledge: words, forms, pronunciations in French as well as facts about French and francophone culture(s); 2) Learning fundamental principles, generalizations, and theories: knowing when to use which form, understanding the reasons behind cultural differences; and 8) Developing skill in expressing oneself orally or in writing: both learning how to express yourself in French as well as giving you new insights into English and/or your first language.

It is hoped that by the close of the semester, students will have attained French skills in speaking, writing, reading, and listening comprehension that fall between “Novice High” and “Intermediate Low” on the scales published by the American Council on the Teaching of Foreign Languages (<www.actfl.org>). Specifically, students will be able to:

- identify people, places and things
- function in a French-language classroom environment
- greet and take leave of people in varied situations
- introduce someone and describe that person
- describe their personal situation (job, family, etc.)
- express their opinion and their favorite activities
- give the time and discuss their daily schedule
- describe clothing and accessories
- describe body parts; give and get basic health advice
- make plans
- narrate past events
- plan a trip: make travel and hotel reservations, give and get directions
- name countries and regions where French is spoken
- understand French social customs
- understand French foodways (what they eat, where they get their meals)

Texts:

- Anderson, Bruce, et al. *En avant! Beginning French*. First Edition. New York: McGraw-Hill, 2012. ISBN 9780077513641 (paper book); ISBN 9780077513658 (e-book).
- Access code for the electronic version (“Centro”) of Anderson, et al., *Workbook/Lab Manual to accompany En avant!* Should be bundled with the above but can be ordered separately.
- Recommended: *Collins-Robert College French-English Dictionary*. New York: HarperCollins, 2007 or newer ed.; ISBN-10: 0061690236. (Or a bilingual dictionary of similar quality.)

All materials are available at the Oxford College bookstore, located in Candler Hall. Occasional articles or book chapters about French and Francophone culture will also be assigned and posted online.

Attendance:

Daily attendance is a requirement of the course. The nature of foreign language study is such that daily practice is absolutely essential to your success. Points are assigned for in-class participation each day, and you must be actively present to earn these points. You are responsible for the course material and for the participation points whether or not you have an excusable reason to miss class. In addition, **one percentage point will be deducted from your final semester average for each unexcused absence beyond three.**

Tardiness: Participation points are deducted for tardiness.

Preparation and Daily Homework:

This course will ask you to complete several sorts of out-of-class activities on a regular basis – these are summarized below but others may be added.

Devoirs quotidiens: I will ask you to complete exercises in the online workbook, usually every day.

Labo: What we used to call “lab” activities –listening comprehension and pronunciation practice– will also be done online through the Centro system.

A vous d’écrire: Periodic short paragraphs or other writing assignments to be handwritten and turned in at class. Some of these will come from the “workbook,” others will be announced.

Forum: Periodic contributions to an online discussion board (hosted on the course’s Blackboard space) on topics to be announced.

A vous de dire: Periodic recordings of pronunciation exercises or free-response items in the “workbook” or on other subjects. Detailed instructions will be provided.

-A detailed assignment schedule will be posted at <fren101.matthewmoyle.com>.

Quizzes and Tests:

There will be three kinds of test activity in French 101: 1) Half-hour *contrôles* will be given at the end of each *chapitre* (chapter) and will be 30-minute checks of vocabulary, structures, listening comprehension, reading, writing, and cultural knowledge, though not all of these each time. 2) Cumulative midterm and final exams will test grammar and vocabulary in a more integrative manner, and will include a short essay as well as either a reading or listening comprehension section. Finally, 3) *activités orales* consist of a semi-prepared conversation with myself and a partner in which you can show me (and yourself) how much you are now capable of expressing. The first of these is scheduled around mid-semester; the second will take place during the final exam period.

Test activities must be completed on their scheduled date, barring extraordinary circumstances.

Reflection/Response Papers:

Students will be responsible for two or three 1-2 page response papers to assigned readings (in English). Students must also complete a reflective paper with a “portfolio” by the end of the semester. Further details about these assignments will be provided later in the term.

Evaluation:

Presence and participation: 20%
Homework: 15%
Contrôles: 15%
Examen de mi-semestre: 10%
Examen final écrit: 10%
Activités orales: 20%
Reflection/Response papers: 10%

Grading Scale:

93-100%	A
90-92	A-
88-89	B+
84-87	B
80-83	B-
78-79	C+
74-77	C
70-73	C-
68-69	D+
60-67	D
59 or less	F

A word on academic integrity:

Students are expected to be familiar with, and to strictly abide by the Oxford College Honor Code. In the context of this course, please be aware that the following are considered “unauthorized assistance,” and therefore constitute academic misconduct (see Honor Code, art. 1, A.3.):

- 1) The use of online or automated translators in ANY written or oral work.
- 2) Having a more advanced student or native speaker correct or complete assignments.
(I want to see YOUR French, mistakes and all.)
- 3) The recycling of your own or other people’s work.

However, it is acceptable (and encouraged) to collaborate on routine homework/labwork assignments as long as all parties benefit.

The normal penalty for a first offense of academic misconduct is a grade of ‘F’ in the course.

Kindly note the following: “Student work submitted as part of this course may be reviewed by Oxford College and Emory College faculty and staff for the purposes of improving instruction and enhancing Emory education.”

If you have a documented disability and wish to discuss necessary accommodations, please contact me during the first week of classes as well as the office of Access and Disability Resources (<ods.emory.edu>).

Pour le bien-être de tous... please refrain from eating or chewing gum, silence and stow cell phones, music players, tablets, and laptops; participate with enthusiasm, ask questions when you have them, and do all you can to contribute to the learning experience.

Français 101 – Moyle
Automne 2012

Programme provisoire

29 août:	présentation du cours
31 août – 12 septembre:	chapitre 1 (“Pour commencer”)
14-24 septembre:	chapitre 2 (“Comment sont-elles?”)
25 septembre – 3 octobre:	chapitre 3 (“Qu’est-ce que tu aimes faire?”)
5-12 octobre:	chapitre 4 (“En famille”)
17 octobre:	EXAMEN de mi-semestre
19-22 octobre:	activité orale I
23 octobre – 2 novembre:	chapitre 5 (“Bon appétit!”)
5-13 novembre:	chapitre 6 (“On est à la mode!”)
14-27 novembre:	chapitre 7 (“Le week-end dernier”)
28 novembre – 7 décembre:	chapitre 8 (“En forme”)
10-11 décembre:	révisions, sketch

The last day listed for a given chapter will include a half-hour quiz (**contrôle**) over its material.

le mardi 18 décembre, 09h-12h: examen final et activité orale II