

OXFORD COLLEGE of Emory University
Humanities Division

Matthew Moyle, Ph.D.
matthew.moyle@emory.edu • 4-4673
Language 111 • MTuWF 10:45-11:45
fren101.matthewmoyle.com

French 101 – Elementary French I
Fall 2016 • 12:00-12:50 MTuWF • Language Hall 101

Prerequisites: None. This course is intended for students with no prior French experience, who have had one year or less of high-school level French, or whose placement letter indicated French 101. Other students 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, and Annabelle Dolidon. *En avant! Beginning French*. Second Edition. New York: McGraw-Hill, 2016.
 - You **must** purchase an access code for “Connect French” (connect.mheducation.com/class/m-moyle-12a1), which contains a digital edition of the textbook as well as the online workbook that accompanies it. You **may** also purchase a printed copy of *En avant!*
 - ISBN 978-1-25960-486-7: *En avant!* hardback bundled with Connect access code
 - ISBN 978-1-25963-146-7: *En avant!* looseleaf bundled with Connect access code
 - ISBN 978-1-25927-885-3: Connect access code only
- Recommended: *Collins-Robert College French-English Dictionary*. New York: HarperCollins. Any edition, newer is better. (2011 ed.: ISBN 978-0-06223-330-1)

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.

Assessment:

Presence and participation (20%): The nature of foreign language study is such that daily practice is absolutely essential to your success. Ten points are assigned for in-class participation each day, according to this approximate scale:

- 10: you are present, fully engaged, well-prepared, and participating willingly in small- and large-group activities, speaking in French as much and as well as you can.
- 8-9: You mostly meet the above standards but there is room for improvement.
- 6-7: Infrequent participation or evidence of poor preparation.
- 5 or less: Infrequent participation AND evidence of poor preparation. Evidence of disengagement (cell phone use, working on other homework, sleeping...).
- 0: absent.

This means that **daily attendance is a requirement of the course**. 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**. Participation points are deducted for arriving late, leaving early, or leaving and returning.

Homework (15%):

Devoirs écrits: I will ask you to complete exercises in the online workbook (ConnectFrench), which reinforce vocabulary, structures, listening comprehension, and reading comprehension. These may be supplemented by worksheets. I group two to four exercises into an assignment worth 10 points and grade it according to the following scale:

- 10: The assignment is complete and shows evidence of excellent effort (mostly correct answers, or multiple attempts to address problems).
- 8: There are some mistakes but the assignment is complete.
- 5: All exercises are complete, but there enough mistakes to suggest a lack of effort.
- 0: One or more exercises have not been done.

Reflection/response papers: You will write three 1-2 page response papers to assigned readings (in English). Further details about these assignments will be provided later in the term.

A schedule of daily assignments will be posted at <fren101.matthewmoyle.com>.

ConnectFrench assignments must be completed by 11:59pm on the day they are due. Late assignments will be accepted for half credit until the *contrôle* for that chapter.

Contrôles (17.5%): Half-hour *contrôles* will be given at the end of each chapter and will be 30-minute checks of vocabulary, structures, listening comprehension and cultural knowledge. The lowest of the *contrôle* scores will be dropped.

Examens (20%): Cumulative midterm (one hour, 7.5%) and final (two hours, 12.5%) exams will test grammar and vocabulary in a more integrative manner, and will include a short essay as well as either reading and/or listening comprehension sections. The midterm exam is tentatively scheduled for Friday, **16 October**. The final exam is scheduled for Tuesday, **13 December, from 7:00-10:00pm**. College policy requires exams to be given at their scheduled time except in extraordinary circumstances.

Activités orales (17.5%): *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 capable of expressing in French. The first of these is scheduled around mid-semester (7.5%); the second will take place during the final exam period (10%).

Compositions (10%): You will write four short compositions in French on topics to be announced. You will write at least two versions of each, the first of which will be corrected by a peer or by myself; both versions will be graded.

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.

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, please arrange for the Office of Access and Disability Resources (Murphy Hall, <ods.emory.edu>) to send me a letter detailing any necessary accommodations, then see me to discuss it.

If celebrating religious holidays will pose a conflict with major class activities, please let me know well in advance so that we may make alternate arrangements.

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.

Programme général (provisoire)

24 août:	présentation du cours
26 août–7 septembre:	chapitre 1 (“Pour commencer”)
9–19 septembre:	chapitre 2 (“Comment sont-elles?”)
20–28 septembre:	chapitre 3 (“Qu’est-ce que tu aimes faire?”)
30 septembre–7 octobre:	chapitre 4 (“En famille”)
12, 17 octobre:	activité orale I
14 octobre:	EXAMEN de mi-semestre
18–28 octobre:	chapitre 5 (“Bon appétit!”)
31 octobre–9 novembre:	chapitre 6 (“On est à la mode!”)
11–21 novembre:	chapitre 7 (“Le week-end dernier”)
22 novembre–2 décembre:	chapitre 8 (“En forme”)
5–6 décembre:	révisions, sketch

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

by appointment during exam week: activité orale II

le mardi 12 décembre, 19h00-22h00: examen final

Français 101 – Moyle
 Automne 2016
 En avant!
 fren101.matthewmoyle.com
<http://connect.mheducation.com/class/m-moyle-12a1>

Programme de travail

date	read/study	due by 11:59pm (Connect French)
le mercredi 24 août bonjour et bienvenue!		
le vendredi 26 août	the syllabus	get signed in!
le lundi 29 août	<ul style="list-style-type: none"> Vocabulaire interactif (<i>En avant!</i> pp. 8-13) “Tu embarrassing” (<i>The Economist</i>, 2 Oct 1997) “Is ‘tu’ used more often in French than it used to be?” (straightdope.com. April 2006) W. Alexander’s flowchart on using tu or vous (<i>Los Angeles Times</i>, 12 July 2014) 	devoir 1.1
le mardi 30 août	grammaire 1.1 (pp. 14-16)	devoir 1.2, 1.3
le mercredi 31 août	<ul style="list-style-type: none"> grammaire 1.2 (pp. 17-19) par la suite (pp. 488-489) 	devoir 1.4, 1.5, 1.6
le vendredi 2 septembre	<ul style="list-style-type: none"> grammaire 1.3 (pp. 19-22) grammaire 1.4 (pp. 22-25) 	devoir 1.7, 1.8, 1.9
le lundi 5 septembre fête du Travail		
le mardi 6 septembre first reaction paper due in class	“L’anglais dans les publicités francophones” (p. 28)	devoir 1.10, 1.11, 1.12, 1.13
le mercredi 7 septembre contrôle 1		devoir 1.14, 1.15, 1.16
le vendredi 9 septembre		
le lundi 12 septembre	Vocab. interactif (<i>En avant!</i> pp. 40-43) grammaire 2.1 (pp. 44-46)	devoir 2.1
le mardi 13 septembre	grammaire 2.2 (pp. 47-49)	devoir 2.2, 2.3, 2.4, 2.5
le mercredi 14 septembre	grammaire 2.3 (pp. 50-53) grammaire 2.4 (pp. 54-56)	devoir 2.6, 2.7, 2.8
le vendredi 16 septembre	“Ici on parle français: La Louisiane” (p. 58)	devoir 2.9, 2.10, 2.11
le lundi 19 septembre contrôle 2		devoir 2.12, 2.13
le mardi 20 septembre composition 1 due in class		

date	read/study	due by 11:59pm (Connect French)
le mercredi 21 septembre	Vocab. interactif (pp. 71-74) grammaire 3.1 (pp. 75-77)	devoir 3.1
le vendredi 23 septembre	grammaire 3.2 (pp. 78-81) grammaire 3.3 (pp. 82-85)	devoir 3.2, 3.3, 3.4, 3.5, 3.6
le lundi 26 septembre	grammaire 3.4 (pp. 85-88)	devoir 3.7, 3.8, 3.9, 3.10
le mardi 27 septembre	“Loisirs pour tous!” (p. 90) A. Stille, “Why the French are Fighting over Work Hours” (<i>The New Yorker</i> , 3 oct. 2013)	devoir 3.11
le mercredi 28 septembre contrôle 3		devoir 3.12, 3.13, 3.14
le vendredi 30 septembre		
le lundi 3 octobre	Vocab. interactif (pp. 103-106) grammaire 4.1 (pp. 107-110)	devoir 4.1, 4.2, 4.3
le mardi 4 octobre second reaction paper due in class	grammaire 4.2 (pp. 111-115) grammaire 4.3 (pp. 115-119)	devoir 4.4, 4.5, 4.6, 4.7
le mercredi 5 octobre	grammaire 4.4 (pp. 119-121)	devoir 4.8, 4.9, 4.10, 4.11
le vendredi 7 octobre	“France occupée, familles recomposées” (p. 126)	devoir 4.12, 4.13
le lundi 10 octobre le mardi 11 octobre vacances d’automne		
le mercredi 12 octobre activité orale I		
le vendredi 14 octobre examen de mi-semestre		
le lundi 17 octobre activité orale I		
le mardi 18 octobre composition 2 due in class		
le mercredi 19 octobre	Vocab. interactif (pp. 134-139) grammaire 5.1 (pp. 140-142)	devoir 5.1
le vendredi 21 octobre	grammaire 5.2 (pp. 143-146) grammaire 5.4 (pp. 150-151)	devoir 5.2, 5.3, 5.4
le lundi 24 octobre	grammaire 5.3 (pp. 146-149)	devoir 5.5, 5.6, 5.7, 5.8, 5.9
le mardi 25 octobre	« L’Hexagone s’arrondit » (p. 153)	devoir 5.10, 5.11, 5.12
le mercredi 26 octobre	<ul style="list-style-type: none"> Adam Gopnik, « The Millennial Restaurant », <i>The New Yorker</i>, 26 oct. 1998 Rosecrans Baldwin, <i>Paris, I love you, but you’re bringing me down</i>, pp. 69-71 	devoir 5.13, 5.14, 5.15
le vendredi 28 octobre contrôle 4		

date	read/study	due by 11:59pm (Connect French)
le lundi 31 octobre		
le mardi 1 ^{er} novembre	Vocab. interactif (pp. 167-170)	
le mercredi 2 novembre third reaction paper due in class	grammaire 6.3 (pp. 178-180)	devoir 6.1
le vendredi 4 novembre	grammaire 6.1 (pp. 171-174)	devoir 6.2, 6.3, 6.4, 6.5
le lundi 7 novembre	grammaire 6.2 (pp. 174-177) grammaire 6.4 (pp. 181-183)	devoir 6.6, 6.7, 6.8, 6.9, 6.10, 6.11
le mardi 8 novembre		devoir 6.12, 6.13, 6.14
le mercredi 9 novembre contrôle 5		
le vendredi 11 novembre		
le lundi 14 novembre composition 3 due in class	grammaire 7.3 (pp. 206-208)	devoir 7.1
le mardi 15 novembre	Vocab. interactif (pp. 196-200) grammaire 7.4 (pp. 208-211)	devoir 7.2, 7.3
le mercredi 16 novembre	grammaire 7.1 (pp. 201-203) grammaire 7.2 (pp. 204-205)	devoir 7.4, 7.5, 7.6, 7.7
le vendredi 18 novembre		devoir 7.8, 7.9, 7.10
le lundi 21 novembre contrôle 6	vocabulaire interactif (pp. 223-226)	devoir 7.11
le mardi 22 novembre	grammaire 8.1 (pp. 227-231)	devoir 8.1, 8.2, 8.3
le mercredi 23 novembre le vendredi 25 novembre vacances de Thanksgiving		
le lundi 28 novembre	grammaire 8.2 (pp. 232-236)	devoir 8.4, 8.5, 8.6
le mardi 29 novembre composition 4 due in class	grammaire 8.3 (pp. 237-239)	devoir 8.7, 8.8
le mercredi 30 novembre révisions		devoir 8.9, 8.10
le vendredi 2 décembre contrôle 7 (optional)		devoir 8.11, 8.12, 8.13
le lundi 5 décembre révisions		
le mardi 6 décembre sketch		

le mardi 12 décembre, de 19h00-22h00 : examen final

NOTE re: online homework assignments

The assignment codes match those you will see on ConnectFrench. Each usually contains more than one exercise; all must be complete to get credit for the assignment. Homework assignments must be completed before 11:59pm on the day indicated here. Extensions will be considered only in exceptional circumstances.