**Français 102**

**Block 7 2019**

**Professor Carroll**

**Salle de Classe :** Thomas Commons ATH

**Heures de classe**: 9 :00-11 :00 et 13 :00-14h30 lundi-vendredi

**Heures de bureau :** 11h-13h et par rendez-vous ; [ECarroll@cornellcollege.edu](mailto:ECarroll@cornellcollege.edu)

**Bureau :** 311 College Hall

**Course Description:**This class is the second in a sequence of three beginning-level French language courses at Cornell College. The primary focus will be on speaking, listening comprehension, reading, and writing in French, but students will also be introduced to cultural phenomena of the Francophone world. Classroom activities will be conducted in French from the first day of class.

In French 102, you will learn how to talk about the weather, recount and describe past actions and events, ask questions, make suggestions, express opinions and emotions, order food and drink in a restaurant, and talk about where you live. You will also learn about different provinces and regional cultures within France, rites and rituals in the Francophone world, and culinary traditions.

**Learning Objectives:**Upon successful completion of FR 102, you should be able to:

* Describe, narrate and ask/answer questions in the present and past time frames about a variety of topics including family, daily activities, hobbies, weather, food and living spaces.
* Grasp the main idea as well as pertinent details of short, culturally-authentic texts such as songs, poems, short stories and media articles on topics covered in class with some lexical support.
* Write coherent prose of sentence and paragraph length on topics covered in the course.
* Compare and contrast French and American cultures on specific topics including gastronomy, regional and ethnic diversity and leisure time.

**Educational Priorities and Outcomes of Cornell College:**

*As an intentional learning community, the college has chosen to emphasize the following Educational Priorities and Outcomes for all students:*

* ***Knowledge*** *Students will integrate and apply knowledge from a focused area of study as well as a broad general education which includes disciplinary and interdisciplinary perspectives in the arts, humanities, and social sciences.*
* ***Inquiry****Students will respond to the complexities of contemporary and enduring problems using information literacy tools, research skills, creative thinking, and analysis.*
* ***Reasoning***

*Students will evaluate evidence; interpret data; and use logical, mathematical, and statistical problem-solving tools.*

* ***Communication***

*Students will speak and write clearly, listen and read actively, and engage with others in productive dialogue.*

* ***Intercultural literacy*** *Students will connect with diverse ideas and with people whose experiences differ from their own and that may be separated from them by time, space, or culture.*
* ***Ethical behavior***

*Students will recognize personal, academic, and professional standards and act with integrity.*

* ***Citizenship***

*Students will collaborate with others and contribute in their communities and the larger world.*

* ***Vocation***

*Students will discover and prepare for the range of opportunities and challenges that await them beyond their college experience.*

* ***Well-being*** *Students will respect the ways physical, emotional, spiritual, and intellectual well-being may contribute to a balanced life.*

FRE 102 prioritizes the Cornell College outcomes of *Knowledge*, *Inquiry*, *Reasoning, Communication* and *Intercultural Literacy*. *Ethical Behavior* is expected at all times (See statement on Academic Honesty).

The content and teaching methodology of FR 102 is informed by ACTFL national standards of foreign language education (known as the [5 C’s](http://www.actfl.org/sites/default/files/pdfs/public/StandardsforFLLexecsumm_rev.pdf)): Communication, Cultures, Communities, Connections and Comparisons.

**Required:**

* Textbook: Valdman, Albert, Cathy Pons, & Mary Ellen Scullen. *Chez nous: Branché sur le monde francophone*, fourth edition. Upper Saddle River, NJ: Prentice Hall, 2009.
* *Student Activities Manual* (to accompany *Chez nous*).

(The most recent edition of this textbook is a media-enhanced textbook which can be purchased in the bookstore with an access code to the on-line Student Activities Manual and other resources. The older 4th edition textbook is also acceptable with a print version of the Student Activities Manual.)

**Recommended Materials:**

* French-English Dictionary (preferably unabridged for those who plan to continue with French).
* Système-D software (available in the Humanities Lab in College Hall)—serves as a dictionary and grammar reference tool, and is very useful for writing assignments.
* Morton, Jacqueline. *English Grammar for Students of French: The Study Guide for Those Learning French*. Olive & Hill Press, 2002. (Available in Cole Library)

**Suggested Activity:**   
French Conversation Group Activities as announced in class.

**Time Commitment to French:**   
Plan to spend about 15-20 hours a week outside of class time learning French. Daily focused 30-minute study sessions with breaks in between help you retain the material more than long study sessions right before a test. Sleep, exercise and “down time” are also necessary for your brain to learn!

**On-line Resources:** (See Moodle page)

**Grades:**Grades will be based on the following distribution (no curve):

Class participation: 30%

(Criteria for participation: attendance, preparation, attention and responsiveness in class, ability to stay on task)

3 Chapter Exams: 45%  
3 Rédactions: 10%  
Homework (workbook) and Quizzes: 10%  
Final Oral Exam 5%

Grade Scale: A (100-93) A- (92-90) B+ (89-87) B (86-83) B- (82-80) C+ (79-77) C (76-73) C- (72-70) D+ (69-67) D (66-63) D- (62-60) F (59….)

**Classroom Expectations/Etiquette:**

* Once you have learned how to ask questions in French, you should always ask your question in French first---English should be resorted to only when absolutely necessary.
* Do not use class time to correct your homework. Homework should be corrected before or after class time.
* Pay attention when others are speaking.
* If you and a partner finish an exercise before others in the class, find an alternative activity to do in French rather than resort to speaking in English. For example, quiz each other over new vocabulary words while you are waiting for others to finish, review quietly, practice for your oral exam
* Turn off your cell phone. Do not text during class time.
* Laptops are permitted only under special circumstances—see me if you wish to have a laptop in the classroom.

**Parlez français!**Class will be conducted solely in French. You should speak in French at all times in class, including during pair or group work. In order to maximize the time we do have for practicing speaking and listening to French in class, please make a note of any problems with comprehension that you are having and follow up with me individually rather than interrupt group time with a question posed in English. Although I may occasionally turn to English in order to clarify a point that the entire class is having trouble with, I will not make a habit of it. Please see me during the break-time, after class, or during my office hours. I am happy to explain things in English outside of our official class-time, and welcome the opportunity to give you personalized guidance in your study of French.

Develop paraphrasing strategies in French, recycle and review the vocabulary that you have learned each day, and don’t get too hung up on what you don’t yet know. Focus on what you do know, and commit to knowing it well. It is common to make plenty of mistakes while perfecting your French. Make it your goal to speak lots of French, understanding that errors are a necessary step in the process. Speaking in English on a regular basis will result in a significantly lower participation grade in class.  
 **Independent Grammar Review:**

As this course is a continuation of French 101, the material you will be learning builds upon knowledge you have already acquired. It is therefore imperative, whenever you feel some uncertainty concerning material contained in earlier chapters of the textbook, that you review that material yourself. Think of the textbook as both an introduction to new material and as a valuable reference tool. FRE 101 PowerPoint presentations are also available on the Moodle page for independent review.

Daily review and preview of French outside of class with no distractions will be necessary to help you regulate your own learning. Think of review not as “busy work,” but rather as time well spent making progress towards your proficiency goals.

***\*Tip***: **Verb Review:** Begin and maintain a verb-conjugation review notebook/and or set of index cards (with Quizlet, you can make on-line flashcards of verb conjugations): review these daily. Find a routine that works for you, and be consistent. Write out personalized sentences using verbs you have difficulty remembering.

***\*Tip***: **Vocabulary Review:** Recycle each chapter’s targeted vocabulary list as much as possible in your written work. Try to use as many of the words as possible when you speak to your classmates. If there is a word that you find difficult to remember, make a point of using it. For those who find visual cues useful, try using different colors to write male vs. female gendered words. Visualize what vocabulary terms represent rather than dwelling on their English equivalents. (Quizlet flashcard sets will also help you review pronunciation and you can add pictures to help associate words with images.)

**Student Activities Manual Homework (SAM):**

\*\*Student Activities Manual homework is due on the day it is listed on the syllabus. You complete the assigned activities for a given lesson after we have completed the lesson in class.   
  
*Pourquoi les devoirs*? Daily homework affords you the opportunity to practice and make mistakes with no penalty. Repetition and practice are necessary when learning a new language. The exercises in the workbook provide you with an opportunity to independently assess your learning; correct the self-correcting exercises by using the answer key. Two copies of the SAM answer key are on reserve in the library. Daily homework will also help you to internalize and retain correct grammar and vocabulary, mimic proper pronunciation and become a better reader and writer. Do the assigned exercises, then self-correct your work using the answer key. Turn in your corrected work for credit. I will not grant credit for un-corrected work—I will also not correct work which should have been corrected already. Don’t worry about making a lot of mistakes---that is the point. You will get full credit as long as you have completed and corrected your work.

SAM assignments must be turned in by the end of our afternoon session on the due date to receive full credit.

**Rédactions:**

You will turn in 3 rédactions or compositions. The assignment guidelines will be posted on Moodle and you will submit these on Moodle. Time permitting, we will spend some class time working on these. Compositions should represent your best written effort in French: when writing, you may use a dictionary, your textbook, a grammar book. You may come see me and ask for help. A tutor can identify mistakes for you, but s/he cannot correct the mistakes or write for you. The work you turn in must be yours and yours alone. Read carefully the section below on ***Academic Honesty***.

You will also turn in a few shorter writing assignments for homework. These shorter assignments serve two main purposes: to hone your writing skills for longer assignments, and to allow you to practice the vocabulary and grammar in each chapter prior to the test. HINT: I often give you a writing assignment to do at home that is similar in content to the writing portion on your chapter test.

All writing assignments should be typed; please switch the language in Word to French and use the Spelling and Grammar check. Spellcheck will catch some of your mistakes, but do not rely on it to catch everything. Be sure you add the appropriate and necessary accents.

**Quizzes:**

You will have quizzes often. I will tell you the day before what the quiz will cover (either vocabulary or grammar). At the end of the block I will drop your two lowest quiz grades. Quizzes are a chance for you to see how well you know material, to familiarize yourself with the format of activities that may appear on a test, and for me to gauge how well you understand the material. I do not give surprise quizzes unless I get the impression students are coming to class unprepapred.

**Extra Credit:**

There may be a few extra credit opportunities. I often include an extra credit question or two on quizzes to see what material you retained from the previous lesson or chapter. Do not rely on extra credit to bring up your grade at the end of the block.

**Policy on Late Work:**   
  
Every assignment drops a full letter grade for each additional class session (a.m./p.m. = 2 sessions) beyond the due date. All homework assignments are due at the end of our afternoon class session unless otherwise noted.

**Attendance and Participation:**   
  
Learning a language requires consistent practice and communication with others. The contact hours you have in class are essential. Thus, you are expected to attend both morning and afternoon sessions. Your participation grade will drop a full letter grade for every unexcused absence from class beyond one day (or two class sessions). Please communicate with me directly when you cannot be present in class; do not relay messages via other students in the class.

Students participating in official Cornell events must see me in advance re: absences from class. If I have the dates from the start, it will be easier for me to accommodate you.

Each day I will give you 10 points for participation (5 in the morning and 5 for the afternoon session). Points will be distributed as follows per class session:

* 1 point for answering individual questions (volunteering to answer questions)
* 2 points for speaking French.
* 1 point for staying on task during group and pair work
* 1 point for preparedness (is it apparent that you have spent time before class previewing the material to be covered that day).

**Drops:** The College drop policy will be strictly enforced. In order to drop on the fifteenth day of classes, you must have attended all classes, turned in all work, and made a good faith effort to succeed in the course.

**Accommodation for ALL Students:** Cornell College is committed to providing equal educational opportunities to all students. If you have a documented learning disability and will need any accommodation in this course, you must request the accommodation(s) from me as early as possible, and no later than the third day of the term.

Additional information about the policies and procedures for accommodation of learning disabilities is available [here.](http://www.cornellcollege.edu/academic-support-and-advising/disabilities/academic-accommodation/index.shtml)

**Academic Dishonesty:**   
  
In the second-language classroom, **academic dishonesty** generally falls under the following categories:

* Getting outside help (having a native speaker or more advanced student edit your paper and correct mistakes prior to submitting an assignment)
* Cheating on a test/quiz by looking at someone else’s paper
* Copying someone else’s homework
* Use of on-line translation tools for sentence-length and paragraph-length discourse  
  + Use of Google Translate and other on-line translation tools for sentence-length discourse is not acceptable for written assignments in a foreign language classroom for the following reasons:
    - All too often, the translations are faulty, due to issues of contextual use or inappropriate register. (Culturally and stylistically appropriate French is not produced from computer-generated word-to-word translations from English to French.)
    - Students who rely on such tools don’t learn how to become self-sufficient *producers* of language; frequently, the translation provided contains grammar and vocabulary that is not sufficiently understood by the user, who fails to understand the language he/she is passing off as his/her own work.
* Plagiarism from published (on or off-line) texts in the target language
* Failure to cite sources for oral presentations and written work  
  + For all written work in the course, I will require that you scrupulously cite your sources using MLA style; the final forms of the articles that get put into the newspaper will be edited and shortened from their original length per assignment guidelines. (See Moodle for more information)

Acceptable uses of the Internet for classwork:

* Use of on-line dictionaries is fine.
* Use of an on-line language community word reference forum is acceptable, since it encourages you to interact with other speakers and actually think about what you are saying. However, you must ALWAYS cite this as an official source of information for your assignment if you use an expression that you did not know how to say before.
* Language learning tip: If you are not sure that you are using an appropriate expression, try searching for it on Google.fr (Google France); chances are you will find it if you are using it appropriately and you can confirm that you are using it correctly.

**A NOTE ON TUTORS:**

If you seek out the help of tutors, you must communicate to me the name of your tutor and the way in which the tutor has helped you for a specific assignment. Please attach a message to your homework assignment, or include a brief summary at the beginning of the assignment explaining how the tutor assisted you. (Ex: “For this assignment, my tutor reviewed the difference between the *imparfait* and the *passé composé* with me, and indicated to me that I was not doing this correctly in an original version of my essay.”)

***How can a tutor help me?***

A tutor can work with you to help you understand grammar and writing conventions in French.  
A tutor can help you practice your French conversation skills.  
A tutor can suggest areas that you need to work on in your French based on their assessment of your written work or oral French.

***A tutor MAY NOT:***

Proof-read, edit or correct your assignment  
highlight all the mistakes in your assignment  
write your assignment for you

If I determine, after careful consideration, that academic dishonesty has occurred, the work in question will be assigned a grade of 0. Further penalties could also include a grade of “F” in the course and formal notation of the dishonesty in your academic record.

**Programme du cours: Français 102 Block 7 2019**

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| **Lundi** | **Mardi** | **Mercredi** | **Jeudi** | **vendredi** |
| **18 mars**  Chapitre 5 leçon 1 | Chapitre 5 : leçon 1  Leçon 2 vocab  A rendre : SAM 5.1 | Chapitre 5  Leçon 2  Leçon 3 vocab | Chapitre 5 leçon 3  A rendre : SAM 5.2 | Examen ch. 5  Chapitre 6.1 vocab |
| 25 mars  A rendre : Rédaction 1  Pas de classe aujourd’hui | Ch. 6 leçon 1  Leçon 2 vocab  A rendre : SAM 5.3 | Chapitre 6 leçon 2  Leçon 3 vocab  A rendre : SAM 6.1 | Chapitre 6 leçon 3  Après-midi : salon d’écriture  A rendre : SAM 6.2 | Révisions  A rendre : SAM 6.3 |
| 1er avril  Examen chapitre 6  Chapitre 7 leçon 1vocabulaire | Chapitre 7 leçon 1  7.2 vocab  A rendre : Rédaction 2 | Chapitre 7 leçon 2  Leçon 3 vocab  A rendre : SAM 7.1 | Chapitre 7 leçon 3  Après-midi : Ariane Ngabeu | \*classe à 9h30  Salon d’écriture  Chapitre 7.3  A rendre : SAM 7.2 |
| Chapitre 7 révisions  Examen Oral | Révisions  A rendre : SAM 7.1 and 7.2  Examen Oral | Examen chapitre 7  A rendre : rédaction 3  \*\*Date limite à rendre tous les devoirs passés et de passer tous les quiz. |  |  |

Clé : Black text is what will be covered in class that day; this is material that you need to read before class. Usually we cover new material in the morning and review the previous day’s work during the afternoon. Blue text indicates work that is due that day. Tests are in green, and special things are in red. Quizzes will be given at the end of the morning or afternoon session.