French 102

Professor Rebecca Wines Email: rwines@cornellcollege.edu

Class Times: M-F, 9-11 am and 1-3 pm Office: 309 College Hall

Classroom: 24 Armstrong Hall Office Phone: 895-4552

Block 6, Academic year 2018-19 Office Hours: Tue. & Th, 3-5; also by appt.

# GENERAL COURSE INFORMATION

## 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. 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 and Educational Priorities

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.

This course supports the Educational Priorities and Outcomes of Cornell College with emphases on *intercultural literacy, knowledge, inquiry, reasoning*, and *communication*. *Ethical behavior* is expected at all time (see statement below 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 Materials

* Textbook: Valdman, Albert, Cathy Pons, & Mary Ellen Scullen. *Chez nous: Branché sur le monde francophone*, fourth edition. Upper Saddle River, NJ: Prentice Hall, 2009. (either the regular 4th edition or the media-enhanced 4th edition is fine for class)
* Workbook: *Chez Nous*, 4th Edition Student Activities Manual (The most recent edition of *Chez Nous* 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 requires a print version of the Student Activities Manual or a separately purchased access code.)

## Recommended Materials

* French-English dictionary (preferably unabridged for those who plan to take more advanced courses in French)
* Morton, Jacqueline. *English Grammar for Students of French: The Study Guide for Those Learning French*. Olive & Hill Press, 2002. (This book is extremely helpful when you have questions regarding grammatical terms and functions. It is available at Cole Library.)

## Suggested Activities

* French Club. This student group runs a variety of activities including a French-speaking lunch table, which is a fantastic opportunity to practice your speaking and listening skills. Contact Paxton Andrada for more details.

## Online Resources

* Course Moodle Page has resources for writing and studying, and links to the other resources listed here
* Chez Nous 4th Edition companion [website](http://wps.prenhall.com/ml_valdman_cheznous_MEV_4/)[[1]](#footnote-1)
* Cornell College Department of French [Facebook page](https://www.facebook.com/CornellCollegeFrench/)[[2]](#footnote-2)
* Cornell College Department of French [website](http://www.cornellcollege.edu/french/index.shtml)[[3]](#footnote-3)

## Time Commitment to French

You should expect to spend about 40 hours a week learning French, including in-class time. Multiple daily focused study sessions of about 30 minutes with breaks in between help you retain the material more than single longer study sessions right before a test. In other words, “cramming” is stressful and ineffective for retention of what you have studied, especially in a language class, so it is a good idea to spread out your study time. Sleep, exercise, good nutrition, and “down time” are also necessary for your brain to learn.

## Grades

Grades will be determined as followed, without a curve:

* Attendance and participation 10%
* Three Chapter Exams 60%
* Rédactions (four parts at 5% each) 20%
* Homework (SAM, quizzes, and other occasional assignments) 10%

## Grade scale

A 93-100% B+ 87-89% C+ 77-79% D+ 67-69%

A- 90-92% B 83-86% C 73-76% D 63-66%

B- 80-82% C- 70-72% D- 60-62%

F 59% and less

# COURSE POLICIES AND EXPECTATIONS

## Classroom Expectations and Etiquette

* Once you have learned how to ask questions in French, always ask your questions in French first. English should be a last resort.
* Do not use class time to correct your homework.
* Pay attention when others are talking, just as you expect them to listen when you talk.
* Turn off your cell phone and put it in your bag. Do not text during class time and do not use your phone to look up words in class. If I see you using your phone, I will warn you once and then you will be counted absent.
* If you and your partner or group finish an exercise before others in the class, find an alternative activity in French instead of speaking in English. For example, quiz each other over new vocabulary or verbs, or review quietly alone.
* Laptops are permitted only under special circumstances. Please see me if you wish to have a laptop in the classroom.

## Parlez français!

Class will be conducted primarily 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.

## Attendance and Participation

Learning a language requires constant 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 every day. Your participation grade will drop a full letter grade for every absence from class beyond one day (or two class sessions). Note that I do not differentiate between “excused” and “unexcused” absences. Please come talk with me if you run in to extenuating circumstances. Students participating in official Cornell College events or observing religious holidays must see me in advance about absences. If I have the dates from the start of the block, it will be easier for me to accommodate you.

Similarly, it can be disruptive to the class and to me when students arrive late. Sometimes this cannot be avoided, but to deter tardies from becoming a habit, after two late arrivals your participation grade will begin to drop by 3.5% per additional tardy.

Participation means active involvement; it does not mean simply attending class. Participation requires effort and is essential for building communication skills. Active participation by all makes the class lively and enjoyable and allows each student to get personalized feedback. Furthermore, there will be many small-group or mingling activities, which involve communicating with each other to exchange and gather information in order to complete a specified task or solve a problem. For the group to succeed in completing the activity each member of the group will need to be prepared and participate actively; inadequate preparation by a member of the group will make it difficult for that group to complete the task.

All students are expected to bring their textbook and a notebook for note-taking to class every day!

The participation grade will be based on the following criteria: attendance, ability to stay on-task in the target language during group work and pair work, preparation for class, respect for fellow classmates and apparent progress in skills. Please communicate with me directly if you cannot be present in class and get the session’s notes from a classmate.

## Drops

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

“If medical or psychological conditions arise during the block, please consult with me, and/or with a medical or psychological health provider, before your progress in the course may become impeded. If such concerns make the completion of this course or an Incomplete infeasible, you may petition for a health withdrawal (WH). Be aware that Cornell counselors and health professionals will not normally issue support for a WH unless you have consulted them at or near the onset of the problem.” [adapted from the *Academic Catalogue*]

## Accommodation for All Students

Cornell College is committed to providing equal educational opportunities to all students. Students who need accommodations for learning disabilities must provide documentation from a professional qualified to diagnose learning disabilities. For more information about policies and procedures, see [cornellcollege.edu/disabilities/documentation/index.shtml](http://www.cornellcollege.edu/disabilities/documentation/index.shtml)

Students requesting services may schedule a meeting with the Coordinator of Academic Support and Advising, Brooke Paulsen (Cole Library 309), as early as possible to discuss their needs and develop an individualized accommodation plan. Ideally, this meeting would take place well before the start of classes.

Within the first three days of each new term, the student must notify the course instructor of any accommodations needed for the duration of the course.

## Academic Dishonesty

Cornell College expects all members of the Cornell community to act with academic integrity. An important aspect of academic integrity is respecting the work of others. A student is expected to explicitly acknowledge ideas, claims, observations, or data of others, unless generally known. When a piece of work is submitted for credit, a student is asserting that the submission is her or his work unless there is a citation of a specific source. If there is no appropriate acknowledgment of sources, whether intended or not, this may constitute a violation of the College's requirement for honesty in academic work and may be treated as a case of academic dishonesty. The procedures regarding how the College deals with cases of academic dishonesty appear in the student handbook, under the heading "Academic Policies – Honesty in Academic Work."

In the second-language classroom, academic dishonesty generally falls into the following categories:

* 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 or at your phone
* 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 users, who fail to understand the language they are passing off as their 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 require that you scrupulously cite your sources using MLA style (See Moodle for more information on MLA).

Acceptable uses of the Internet for classwork:

* Use of on-line dictionaries is fine for single words and short idiomatic phrases.
* Use of an on-line language community such as 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.

## About 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.”)

Contact Brooke Paulsen in Cole Library for more information about French tutors.

***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.

When in doubt, please discuss your assignment with me before submitting the work for credit.

# DEVOIRS

## Policy on Late Work

All homework assignments are due at the beginning of the last class period of the day unless otherwise indicated. Late assignments will drop 5% for each additional class session (morning and afternoon class are each a session) after the due date. If you miss class, you need to email me your homework assignments or turn them in as soon as you get back to class.

## Study tips

*Time*: Learning is benefitted by uninterrupted, focused study time. If you already practice successful study strategies, habits, and time management for other courses, those skills can be transferred to the study of a language. The reverse is also true. Daily review and preview of French outside of class with no distractions is necessary for you to regulate your own learning. Think of review as time well spent making progress towards your learning and goals.

*Verb review*: Make a notebook of all the verb conjugations and grammatical structures that you learn in class. Keep this notebook for future French courses. Review and preview daily all the grammar and vocabulary presented in class—it is particularly helpful to preview vocabulary before it is presented in class; this will help you to learn the words, and you will not be frustrated when the English equivalents are not provided during the in-class introduction to the vocabulary. Consult the appendices in your textbook for verb paradigms. Find a routine that works for you, and be consistent.

* Write out personalized sentences using verbs or structures you have difficulty remembering.
* Use a set of index cards to review conjugations, or use Quizlet (linked on Moodle).

*Vocabulary review*: Recycle each chapter’s targeted vocabulary as much as possible in your oral and written work. Avoid looking up lots of new words that aren’t covered in the textbook—using what you already are familiar with will help you better retain the core vocabulary terms.

* Take notes by hand—this aids with retention.
* Flashcards can be helpful for both vocabulary and verb conjugations.
* Use different colors to help you remember which words are masculine and which are feminine
* Draw illustrations for some of the vocabulary words. Visualize what the terms represent rather than dwelling on their English equivalents.
* Quizlet flashcard sets help review pronunciation and you can add pictures to help associate words with images.

## Student Activities Manual Homework

*Pourquoi les devoirs?* Daily homework affords you the opportunity to practice and make mistakes without penalty. Repetition and practice are necessary when learning a new language. The exercises in the Student Activities Manual provide you with an opportunity to independently assess your learning when you correct the self-correctable exercises using the answer key.

Daily individual study will also help you to internalize and retain correct grammar and vocabulary, mimic proper pronunciation, and become a better reader and writer. First study the grammar, vocabulary, and other material presented in the lesson; then do any exercises; self-correct your work using an answer key or the textbook to verify your structures and vocabulary use; and finally review any words or concepts you had difficulty with. Don’t worry about making lots of mistakes—that is the point.

The Student Activities Manual (SAM) activities should be completed the evening that it is noted on the syllabus (ready to turn in the next day). I suggest that you complete your SAM homework in the following way:

1. Review the textbook material and your notes from class that day and study it until you feel you have a solid grasp on the content and mechanics (see study tips above).

2. On the night they are assigned, do the SAM exercises, noting any areas with which you have difficulty. You must listen to the audio tracks on the *Chez Nous* website in order to complete the listening exercises in the Student Activities Manual.

3. Self-correct the SAM activities using the answer key and a different colored pen/pencil from the one you used to do the homework. Make an effort to understand why you got things wrong (if you did) so that you can correct your mistakes on your own in the future. Be sure to ask questions about your homework if you did not understand something.

4. Go back and review again the material that gave you trouble

5. Use the completed and corrected exercises to review and study.

6. Save the pages until the day of the test and then turn in all of your corrected work for the chapter for credit. You will get full credit as long as you completed and corrected all of the work, but uncorrected homework will NOT receive credit.

Other ideas for study outside of class, as mentioned before, are creating and using flashcards, and of course conversing in French with other students whether as part of the Conversation Group or not. Listening to French-language music, perusing French-language websites, and watching French-language films are all likewise fun ways to expand your contact with and knowledge of the language as well as Francophone cultures.

## Rédactions

Compositions should represent your best written effort in French: **before** turning in your first version, you should check for correct spelling and grammar. Consult an unabridged dictionary when looking up new words, but remember to try to stick to book vocabulary as much as possible. Good writing in French follows the same basic conventions for good writing in English: compositions must be well-organized, with a clear introduction, body and conclusion. They must have a title. They must be your own work and not the work of someone else.

For writing assignments, I can suggest appropriate resources for finding answers to your questions during the writing process, but I will refrain from reading and editing your work prior to its submission as an assignment so as to be fair to all students.

Please consult Moodle for specific writing assignment guidelines. Read carefully the section above on ***Academic Honesty***.

# PROGRAMME DU COURS

\*\*Please note that this schedule may be adjusted as needed over the course of the block.\*\*

\*\*Bring your textbook and materials for note-taking to class every day.\*\*

## Première Semaine du bloc

lundi, le 11 février: Introduction au cours et révision

Matin : Introduction et révision

Après-midi : *Pas de cours*

Devoirs pour mardi le 12 février:

* Continue revision of earlier chapters. Review the parts covered in class and preview the next section (chapitre 4, leçon 3). If you have not already completed them, you should do the Student Activity Manual exercises for 4.3. If you have already completed them, you should review and study them. You should review the day’s lesson (textbook, notes, SAM) and preview the next lesson (textbook) every evening.

mardi, le 12 février: Ch. 4.3

Devoirs pour mercredi le 13 février:

* Review the parts of chapitre 4, leçon 3 covered in class and preview the next section (chapitre 5, leçon 1).

mercredi, le 13 février: Ch. 5.1

Devoirs: pour jeudi le 14 février:

* Student Activities Manual (SAM) section 5.1. Listen to the audio tracks available on the [companion website](http://wps.prenhall.com/ml_valdman_cheznous_MEV_4/)[[4]](#footnote-4) to do the listening exercises included in the lesson. Click on “In-text Activities” then “Student Activities Manual” to access them.

jeudi, le 14 février: Ch. 5.2

Devoirs: SAM 5.2

11:15 a.m. in King Chapel: Spring Convocation “Cornell’s Got Talent”

*~ Joyeuse Saint Valentin!*

vendredi, le 15 février: Ch. 5.3

Devoirs : SAM 5.3

Etudiez pour l’examen

À rendre **samedi avant 17h** : **rédaction**, première partie

## Deuxième semaine du bloc

lundi, le 18 février:

Matin : **Examen** chapitres 4.3 et 5.1-3

À rendre: all of your self-corrected **chapter 5 SAM** activities before the test!

Après-midi: *Pas de cours*

Devoirs : Preview chapter 6

mardi, le 19 février:

Matin :Ch. 6.1

Devoirs : SAM 6.1

mercredi, le 20 février: Ch. 6.2

Devoirs: SAM 6.2

jeudi, le 21 février : Ch. 6.3

Devoirs: SAM 6.3

vendredi, le 22 février: Chapitre 6, cont.

Devoirs: **Rédaction**, deuxième partie à rendre **samedi avant 17h**

## Troisième semaine du bloc

lundi, le 25 février:

Matin : **Examen**, ch. 6

Rendez vos devoirs corrigés du SAM du chapitre 6 avant l’examen !

Après-midi : *Pas de cours*

mardi, le 26 février: Ch. 7.1

Devoirs: SAM 7.1

mercredi, le 27 février: 7.2

Devoirs: SAM 7.2

jeudi, le 28 février: Ch. 7.3

Devoirs: SAM 7.3

vendredi, le premier mars : Ch. 8.1

Devoirs: **Rédaction,** troisième partie à rendre **samedi avant 17h**

SAM 8.1

## Dernière semaine du bloc

lundi, le 4 mars : Ch. 8.2

Devoirs: SAM 8.2

mardi, le 5 mars : Ch. 8.3

Devoirs: SAM 8.3

mercredi, le 6 mars :

**Examen** chapitres 7 et 8

Rendez vos devoirs corrigés du SAM, chapitres 7 et 8, avant l’examen !

À rendre **avant 17h** : **rédaction**, version finale

*~Bonnes vacances de printemps !*

1. http://wps.prenhall.com/ml\_valdman\_cheznous\_MEV\_4/ [↑](#footnote-ref-1)
2. https://www.facebook.com/CornellCollegeFrench/ [↑](#footnote-ref-2)
3. https://www.cornellcollege.edu/french/index.shtml [↑](#footnote-ref-3)
4. http://wps.prenhall.com/ml\_valdman\_cheznous\_MEV\_4/ [↑](#footnote-ref-4)