FRE 205: Français en contexte

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**Class Hours:** 9-11h, 13h30-15h tous les jours

**Office Hours:** Noon-1h Tuesdays, Fridays (in 200 Lytle House)

**Office:** 311 College Hall (meetings by apt)  
319-895-4206

Course Description:  
Languages are not learned in a vacuum; they are passports to interacting with people from other cultures, in their own words and on their own terms. In France, the French language is considered an integral component of French identity, valued and protected by the State and its citizens. French and Francophone culture cannot be fully evaluated, experienced and appreciated in translation.

In this course, you will learn to express, comprehend, and analyze increasingly complex French in culturally authentic texts and contexts. You will engage with French and Francophone products, practices and perspectives and you will learn to connect your language study to your growing knowledge of French and Francophone cultures.  
  
The textbook, *Sur le vif*, provides review of French grammar and is organized by themes relevant to French and Francophone culture such as education, immigration, and family. In addition to the main textbook for the course, there will be supplementary readings, videos, songs, and films which we will study in order to learn more about the French and Francophone world. Class time activities will be conducted entirely in French and will include role plays, pair and group work, presentations, grammar-review exercises, video clips in French, films, and group discussion.

Required Materials:*Sur le vif* 6th edition textbook (print copy) (May be purchased or rented)  
(4th or 5th editions are also acceptable.)

\*\*Students MUST have a printed copy of the textbook in class.

The textbook has two parts. The first half of the textbook is for in-class use. The second half of the textbook, entitled “Structures” and written in English, provides explanations of grammar. Although there are many new vocabulary words, you will have had prior classroom exposure to most of the grammar covered in this textbook. Each *Structures* chapter corresponds to a chapter from the first half of the book. You should review the *Structures* pages that go with the chapter we are covering in class *prior to* coming to class. When we begin a new chapter in class, I will assume that you have already studied the grammar and reviewed the vocabulary the night before. This will enable us to concentrate on communicative and cultural activities during class.

Required Reference to Consult:  
In this course, you **must** consult a good college or unabridged French-English dictionary, such as *Harper Collins-Robert* for formal assignments. (Available in the bookstore and library) Abridged dictionaries and pocket dictionaries are useful tools for quick searches, but they are not sufficient resources for your writing or oral presentation assignments. If you use an on-line dictionary, make sure that it is an unabridged dictionary which provides contextual examples of the term you have looked up.

Additional Resources:*Système-D* software is available for your use free of charge in the Humanities Lab in College Hall. You may also purchase it at the Cornell College bookstore. This software is more than just a word processor: it’s a dictionary and grammar reference too. It is a very useful resource for when you are writing your compositions or preparing an oral presentation.

English Grammar for Students of French is available for consultation at Cole Library.

*Sur le vif* has a Student Activities Manual available for purchase in print edition or in online format. Due to its high cost, I do not require that students purchase it for this course, but I recommend it as a high quality learning resource designed to be used with your textbook.

See the course Moodle page for a list of on-line resources.

## Learning Outcomes

***FR 205 prioritizes the following Cornell College educational outcomes***:

* ***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, sciences, 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.*

FR 205 is further designed to adhere to the 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. The course will focus on building student proficiency in interpersonal communication, presentational speaking, presentational writing and interpretive reading in French at the intermediate level.

Quizzes and Daily Homework:  
Plan to spend at least 15-20 hours a week outside of class time learning French.

Part of your daily review will be studying the vocabulary list at the beginning of each chapter and grammar in the “Structures” pages. Take notes & prepare questions if you need more explanation during class time. The majority of our time together will be spent on communicative & cultural tasks rather than explicit grammar review. Come to class prepared to *use* your French!

To help motivate your independent review, there will be short quizzes on grammar & vocabulary. Only one quiz may be made up due to an absence.

Homework assignments should be turned in during class the day after they are assigned. 50% of the point value will be deducted for late assignments.

## 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. Use the self-assessment checklist to edit your work; this should be submitted with the assignment. 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.

Writing assignments receive a preliminary grade, but students can boost their final grade by submitting a substantive rewrite. Your final grade will be an average of the two grades.

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, pre-writing activities and writing resources. Read carefully the section below on ***Academic Honesty***.)

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

* Class participation/attendance (10%).
* Quizzes and homework (10%)
* 3 Exams (60%)
* Rédaction 1 (10%)
* Rédaction 2 (10%)

**Grade scale:** A (100-93) A- (92-90) B+ (89-87) B (86-83) B- (82-80) C+ (79-77) C- (72-70) D+ (69-67) D (66-63) D- (62-60) F (59 and below)

## Policies and Expectations

Engagez-vous!  
  
Be an active learner. 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 a session of class beyond one full day (or 2 sessions).**

The participation grade will be based on the following criteria: attendance, ability to stay on-task in French during group and pair work, preparation and respect towards others in class.

Please communicate with me directly by email or phone when you cannot be present in class; do not relay messages via other students in the class. You will be held responsible for all material presented in class on the days on which you are absent. Exchange contact information with a reliable classmate who can share notes with you. I will not re-teach what was already taught in class, but I am happy to meet with students who have specific questions or difficulties understanding the material.

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.

## Astuces:

Come to class prepared with questions!

Short, focused periods of review followed by a short walk or other physical exercise are more effective than long study sessions.

Be creative and design your own study aids.

Take notes by hand (this aids in retention).

Build in daily practice of verb conjugations; these are the building blocks of language.

***\*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. You can review pronunciation of vocabulary words on the *Sur le vif* companion website. (Quizlet flashcard sets will also help you review pronunciation and you can add pictures to help associate words with images.)

Parlez français:   
  
This course brings with it lots of uncensored French in written and oral forms. At the intermediate level, students’ listening and reading comprehension skills improve the most when they have a high level of contact with French that is geared towards a French audience. Your ability to process meaning without knowing what every word means is crucial, and your ability to speak in French with your own voice will only be improved with practice. 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.

Recourse to English in the classroom at the 205 level is more of a hindrance to your learning than a help. Speaking in English on a regular basis in class will result in a significantly lower participation grade in class. Be considerate of those around you and focus on French. 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. Please see me if you are having any concerns about your work in the course.

Please refrain from interrupting the lesson and/or group/pair work time with questions and/or comments that can be best addressed during the break time or after class. For example, questions about personal issues or impending absences from class are best left for the break so that the quality of class time for others is not compromised.

## Classroom Expectations:

* 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, or study quietly on your own.
* Take notes and be an active learner; writing as you learn will help you to process and retain what you are learning.
* Laptops are permitted only under special circumstances. See me if you wish to have a laptop in the classroom.

**Pas de portable en classe:**

Turn your phone off during class time.

Use of a laptop is permitted, but only for note-taking & use of on-line textbook.

**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.

“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.” [portions adapted from the *Academic Catalogue*].”

## Accommodation for ALL Students:

Cornell College makes reasonable accommodations for persons with disabilities. Students should notify the Coordinator of Academic Support and Advising and their course instructor of any disability related accommodations within the first three days of the term for which the accommodations are required, due to the fast pace of the block format. For more information on the documentation required to establish the need for accommodations and the process of requesting the accommodations, see [this site](http://www.cornellcollege.edu/academic-support-and-advising/disabilities/index.shtml.).[[1]](#footnote-1)

## 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 acknowledgement 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 Catalogue, under the heading “Academic Honesty.”

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. See the  [Catalogue](http://www.cornellcollege.edu/catalogue/academic-info/academic-honesty.shtml) for more detailed information on procedures dealing with academic dishonesty.

## SEMAINE 1

| **DATE ET HEURES DE CLASSE**  **9-11h, 13h30-15h tous les jours** | **EN CLASSE** | **DEVOIRS À LA MAISON**  **(These should be turned in to class the day after they are listed here by 3 p.m.)** |
| --- | --- | --- |
| **lundi, le 26 novembre** | Prélude, intro au cours | **Fiche de devoirs #1** |
| **mardi, le 27 novembre** | Chapitre 1 |  |
| **mercredi, le 28 novembre** | Chapitre 1-2  **Contrôle 1** | **Fiche de devoirs #2** |
| **jeudi, le 29 novembre**  \*\*11h: Financing your Study Abroad trip with Off Campus Studies Coordinator Anna Butz | Chapitre 2 |  |
| **vendredi, le 30 novembre** | Chapitre 2-3 |  |

## SEMAINE 2

| **DATE ET HEURES DE CLASSE**  **9-11h, 13h30-15h tous les jours** | **EN CLASSE** | **DEVOIRS À LA MAISON** |
| --- | --- | --- |
| **lundi, le 3 décembre**  après-midi: Infos sur la Martinique & visite de l’exposition de l’art haïtien  (Info table in Commons 11h-noon, info session in Durham Rm at 5 p.m.: Martinique course) | Chapitre 3  **Contrôle 2** | **Fiche de devoirs #3** |
| **mardi, le 4 décembre** | Chapitre 3  **Contrôle 3** |  |
| **mercredi, le 5 décembre**  après-midi: film  16h: Russell Room, Thomas Commons: Boren Scholarship information session | **Examen 1** |  |
| **jeudi, le 6 décembre** | Chapitre 4 |  |
| **vendredi, le 7 décembre** | Chapitre 4-5  **Contrôle 4** | **Rédaction #1 à rendre—samedi soir (17h)   Fiche de devoirs #4** |

## SEMAINE 3

| **DATE ET HEURES DE CLASSE**  **9-11h, 13h30-15h tous les jours** | **EN CLASSE** | **DEVOIRS À LA MAISON** |
| --- | --- | --- |
| **lundi, le 10 décembre** | Chapitre 5  **Contrôle 5** | **Fiche de devoirs #5** |
| **mardi, le 11 décembre** | Chapitre 5-6 |  |
| **mercredi, le 12 décembre** | Chapitre 6 |  |
| **jeudi, le 13 décembre**  après-midi: film | **Examen 2** |  |
| **vendredi, le 14 décembre** | Chapitre 6-7 | **Rédaction #2 à rendre—samedi soir avant 17h** |

## SEMAINE 4

| **DATE ET HEURES DE CLASSE**  **9-11h, 13h30-15h tous les jours** | **EN CLASSE** | **DEVOIRS À LA MAISON** |
| --- | --- | --- |
| **lundi, le 17 décembre** | Chapitre 7  **Contrôle 6** |  |
| **mardi, le 18 décembre** | Chapitre 7  Presentation (in English) by Suleiman Sehu |  |
| **mercredi, le 19 décembre** | **Examen 3**  **Rewrites ---due by 5 p.m. on Moodle** |  |

1. [Cornell College Academic Support and Advising Information on Accommodations](http://www.cornellcollege.edu/academic-support-and-advising/disabilities/index.shtml) [↑](#footnote-ref-1)