

Department of Modern Languages

SYLLABUS

French 101 (Elementary French I)

Fall Semester 2009

Section:

Class Meetings: MWF

Room:

Professor:

Office:

Office Hours:

Phone:

e-mail:

Course Description: This is a beginning French course for students who have had no prior study of the language or have placed into the course by examination. Please consult with the instructor if you have questions regarding placement. The principal goals of language study are to practice the four language skills (speaking, listening, reading and writing) in order to learn to communicate in French (talk with others, express ideas in writing, read and understand what others have written) and learn about the francophone world.

Course Objectives: You can expect to have obtained the following skills in increasing depth upon successful completion of each level of the course:

* You should be able to understand most French spoken slower than normal pace, understand some French spoken at normal pace, and develop skills and coping strategies for filling in the gaps of imperfect comprehension.

* You should be able to ask and answer questions on a variety of everyday topics, describe people and places, narrate recurring (present) events.

* You should be able to perform many daily routines, such as greeting and leave taking, and so on.

* You should be able to read almost any simple material related to francophone culture.

* You should be able to write about everyday activities, and descriptions of people and places.

In order to achieve these goals class attendance and participation are very important. Therefore, irregular attendance and/or lack of preparation or participation will result in a lower grade. (**Consult Attendance Policy pp. 4**)

Required Textbook:

**Mitschke & Tano, *Promenades*. Vista Higher Learning, 2010

Supersite is free with the purchase of *Promenades* bundle (text, workbook/video manual, lab manual, answer key) (www.promenades.vhlcentral.com)

Student tour of *Supersite*: http://www.vistahigherlearning.com/supersites/student_tours/

Responsibilities of Students:

- * Attend and participate in classes regularly.
- * Listen and complete all assigned activities in the lab workbook.
- * Do the assigned exercises in workbook and textbook.
- * Prepare the assignments before class. The professor may or may not collect homework exercises from the text or from the workbook/lab manual; in either case, the student is responsible for preparing them as assigned and turning them in at the date assigned by the instructor. Any penalty for late work will be determined by the instructor. Students will have the opportunity to ask questions about all assignments.
- * Take all quizzes and exams at scheduled times. Students are responsible for all material covered in class, in the text, in the workbook/lab manual, and for schedule changes announced in class.
- * Electronic devices should be turned off during class and testing. Infractions will be reported to the disciplinary bodies of XU.
- * Show respect for classmates and instructor by observing appropriate behavior in class: i.e. not interrupting or speaking when classmate/instructor is answering or explaining.

Irregular attendance and failure to do the assignments will affect your performance and final grade. (**Consult Class Participation Criteria, p. 4-5**)

Testing: There will be periodic lesson tests and a comprehensive final exam. Dates for the tests are listed on the syllabus. Format will vary. Each of the tests will consist of aural and written parts. Remember that after Lesson 1 each test presumes knowledge of previous material.

Make-up Policy:

Tests, quizzes and final exams: There will be **no make-ups** for tests, quizzes or final exams. The instructor will drop the lowest quiz grade of the semester. There will be no individual make-ups for tests, quizzes or final exams. **In verifiable cases of illness or emergency** (problems with work schedule or travel plans are not normally valid excuses), the grade from the next test will also be counted for the missed one. The student is responsible for notifying the teacher before the test or exam or as soon as reasonably possible. In no case may a student miss more than one test. A second missed test would be recorded as a 0. All final exams will be kept in the instructor’s office.

Evaluation: The final grade will be computed as follows:

Tests	30%
Quizzes (oral and written).....	20%
Final Examination.....	10%
Class Participation/Pronunciation/HW/Attendance.....	25%
Compositions.....	15%

Grading Scale:	100%-93%	A	76%-73%	C
	92%-90%	A-	72%-70%	C-
	89%-87%	B+	69%-67%	D+
	86%-83%	B	66%-63%	D
	82%-80%	B-	62%-60%	D-
	79%-77%	C+	59 and below	

(Consult Grading Criteria, pp. 5-6)

HOMEWORK GUIDELINES :

(It is recommended that you refer to these guidelines often throughout the semester.)

1. Complete the *Workbook/Video Manual* workbook exercises related to “Contextes” and correct with the first section (pp. 1-29) of the *Answer Key*.
2. **LES SONS ET LES LETTRES:** Listen to and repeat the examples given on the supersite and complete any exercises there that are assigned by your instructor. Then, with the assistance of the Mp3 files, complete the corresponding exercises in the *Lab Manual* and correct them.
3. **ROMAN-PHOTO:** Go to the “Roman-photo” section (pp. 187-238) of the *Workbook/Video Manual* and complete any pre-viewing (“Avant de regarder”) exercises. Then view the “Roman-photo” on the supersite and complete any assigned exercises there. Complete any remaining exercises in the workbook and correct them.
4. **LECTURE CULTURELLE:** Read the assigned pages in the textbook and, then, go to **CONTEXTES:** Listen to the pronunciation of the “Contextes” vocabulary presented at the beginning of each lesson and practice by repeating each word or dialogues aloud. Do any exercises listed on the supersite : <http://promenades.vhlcentral.com> as indicated by your instructor. Then, complete the “Contextes” exercises in the *Lab Manual* in conjunction with the Mp3 files on the website. These exercises can then be corrected by consulting the middle section (pp. 30-42) of the *Workbook/Video Manual/Lab Manual* the supersite to complete any assigned exercises.
5. **FLASH CULTURE:** This section is to be done after the “Lecture culturelle.” Go to the appropriate section of the *Workbook/Video Manual* (pp. 239-264) and complete the “Avant de regarder” exercises. Then, view the clip on the supersite before completing the video manual exercises and correcting them with the answer key (pp. 49-51).
6. **STRUCTURES:** Study the information given in the white margins of the textbook and then go to the supersite to complete assigned exercises. Next, complete the corresponding exercises in the 1) lab manual and the 2) workbook and correct them with the *Answer Key*. It is always advisable to do the lab manual exercises first to reinforce the correct pronunciation before doing written exercises.
7. **SYNTHÈSE/LE ZAPPING:** View the video on the supersite and complete any exercises there as indicated by your instructor.
8. **SAVOIR-FAIRE:** Consult the supersite and complete the exercises assigned by the instructor. Then, do the corresponding exercises in the workbook and correct them.

9. **ÉCRITURE**: ALL COMPOSITIONS should be keyboarded, double-spaced, peer-edited, and turned in at the beginning of the class for which they are assigned. Please consult the instructor if you do not know how to access the accent keys of your word-processing program.

All assigned exercises need to be completed BEFORE coming to the class for which they are assigned.

ACADEMIC HONESTY

You should be aware of the University policy on Academic Honesty, excerpted here from pp. 54-55 in the 2006-2008 University Catalog. This policy applies to all courses in the Department of Modern Languages.

“All work submitted for academic evaluation must be the student’s own. Certainly, the activities of other scholars will influence all students. However, the direct and unattributed use of another’s efforts is prohibited as is the use of any work untruthfully submitted as one’s own.

Penalties for violations of this policy may include one or more of the following: a zero for that assignment or test, an “F” in the course, and expulsion from the University”

Your instructor may use plagiarism detecting software, such as *Turn-It-In*, to review your written assignments. As you can see, penalties for violations can be severe, so you are encouraged to submit only your own work in all your classes.

Department of Modern Languages’ ATTENDANCE POLICY

The Department of Modern Languages at Xavier University strives to increase the student’s fluency and competency in listening, comprehension, speaking, reading, and writing while providing a solid grammatical background for the modern language offered. The focus is on a communicative and proficiency-based approach while providing an in depth exposure to the workings of both language and culture of the target language. A significant key to success in a modern language course which teaches a skill and moves at a fast pace is regular class attendance.

The entire range of the students’ skills can be evaluated only if they are in class. Therefore, we will allow NO absences without penalty. Any absence will result in a loss of 3% per absence from the student’s final course participation grade. Attendance will be accurately documented to ensure fairness in enforcement. If a student is more than 5 minutes late, he/she will be COUNTED AS ABSENT. Students are strongly discouraged to schedule appointments or interviews during class time!

Criteria for CLASS PARTICIPATION

<u>Rating</u>	<u>Points</u>
<u>Superior</u>	
I greeted people and took leave using French expressions	25-22.5
I used English only after asking permission and after I attempted to express myself in French	(100-90)
I listened attentively when others spoke and showed respect for my peers	
I actively participated in all activities and discussions and had a positive attitude	
I came prepared to class everyday	
My presence made a positive impact on getting tasks done	
I participated actively in class	

Average

I greeted people and took leave using French expressions	22-19.5
I sometimes got distracted, did not pay attention when others spoke, and was occasionally disrespectful	(88-78)
I occasionally used English, especially in pair work or without attempting to express myself in French first	
I showed interest in activities and participated, though sometimes passively rather than actively	
I generally came prepared to class	
I participated sometimes in class	

Unsatisfactory

I used more English than French in class	19-15
I did not pay active attention during activities	(76-60)
I was often distracting and disrespectful of my peers	
I was frequently unprepared for class	
My presence in group work had little impact on accomplishing the task	
I seldom participated in class	

Not enough to evaluate

I used English only in class	14-0
I did not pay attention during activities	(59-0)
I often slept, read the newspaper, did homework, etc., during activities	
I was absent frequently	
I came to class late or left early	
I never participated in class	

IV. GRADING CRITERIA

A - VERY GOOD TO EXCELLENT

Very good to excellent command of the language AT THIS LEVEL.

Meaningful, appropriate and thorough written and oral responses with interesting and pertinent detail.

Ease of expression.

Makes every effort to use the target language in class.

Very good command of conventions of written language (orthography, sentence structure, paragraphing and punctuation). Few word-order errors.

Virtually free of significant errors in syntax and good use of verbs.

Wide range of vocabulary, including idiomatic usage.

High level of fluency with strong attempts at more complicated structures.

High level of comprehension in listening and reading activities.

Good intonation and largely accurate pronunciation with slight accent.

Demonstrates nuanced understanding of and appreciation for cultural differences.

B - GOOD

Clearly demonstrates competence AT THIS LEVEL.

Meaningful, appropriate responses orally and in writing with sufficient detail

Good command of the language.

Makes a good effort to use the target language; avoids using English in class.

Conventions of the written language generally correct. Loosely organized, but main ideas present with some word-order errors.

Few errors of syntax and appropriate use of verbs.

Above-average range of vocabulary.
Good idiomatic usage and little awkwardness of expression.
Good level of comprehension in listening and reading activities.
Good fluency with some attempts at more complicated structures.
Acceptable intonation and pronunciation with distinctive accent.
Demonstrates strong understanding of and appreciation for cultural differences.

C - ACCEPTABLE

Suggests competence AT THIS LEVEL.

Appropriate but limited oral and written responses with reliance on simple structures.
Speaks and writes with some detail, but not sufficient.
Comprehensible but strained expression; halting, may self-correct.
Makes some effort to use the target language in class.
May have frequent errors in orthography and other conventions of the written language.
Many word-order errors. Some attempts at organization, but with confused sequencing
Some serious errors in syntax and some successful correction. Frequent errors in complex structures.
Some fluency but hesitant. Pronunciation does not interfere with communication.
Understands main elements when listening and reading.
Moderate range of vocabulary and idiomatic usage. Few anglicisms.
Errors in intonation and pronunciation with heavy accent.
Demonstrates some understanding and of appreciation for cultural differences.

D - WEAK TO POOR

Suggests incompetence AT THIS LEVEL.

Oral and written responses force interpretation of appropriateness and/or meaning.
Attempts to translate or use English; avoids using or speaking in the target language.
Poor command of the language marked by frequent serious errors of syntax even in the most elementary structures.
Limited grammatical structures and lack of organization.
Unfinished answers due to lack of resources. Generally, narrow responses.
Limited fluency. Poor pronunciation and it interferes with communication.
Narrow range of vocabulary and of idiomatic usage.
Pervasive errors of orthography may be present. Excessive word-order errors.
Little control of syntax and frequent anglicisms.
Occasional redeeming features such as correct advanced structure.
Very little understanding when listening and reading.
Errors in intonation and pronunciation that interfere with listener's comprehension.
Demonstrates very little understanding of and appreciation for cultural differences.

F - UNACCEPTABLE

Demonstrates incompetence AT THIS LEVEL.

Irrelevant or incomprehensible answers orally and in writing.
Unacceptable from almost every point of view.
Glaring weakness in syntax and pronunciation. Constant grammatical errors impede communication.
Few vocabulary resources. Little or no sense of idiomatic usage.
Practically no understanding of target language when listening and reading.
Severe problems with orthography that may interfere with written communication.
Demonstrates practically no understanding of and appreciation for cultural differences.

(These standards or interpretations of the grading scale 0-100 are applied to the goals and objectives of each level i.e. FREN 101, 102, 201)

FREN 101 Calendrier 09F

- 26 août Introduction; Leçon 1: Contextes, *Ça va?* pp. 2-4
28 Unit 1 Leçon 1: **The French Alphabet** p. 5; *Au Café* pp. 5-7
- 31 Leçon 1: Lecture culturelle pp. 8-9; Nouns and Articles pp. 10-11
2 sept. Leçon 1: Numbers 0-60 pp. 12-13; Révision p. 14;
4 Quiz Leçon 1 / Introduction Leçon 2: *En classe* pp 16-18
- 7 **CONGÉ**
9 Leçon 2: Les sons et les lettres, p. 19; *Les copains* pp. 20-21
11 Leçon 2: Lecture culturelle, pp. 22-23; the verbe *être*, pp. 24-5; Adjective agreement, pp. 26-7
- 14 Leçon 2: Révision, p. 28; Ecriture, p. 29; *Le monde français*, pp. 30-31
16 Examen Leçons 1 & 2 (Unit 1)
18 Unit 2 Leçon 3: Les Cours, pp. 34-6; Les sons et les lettres p. 37
- 21 Leçon 3: Trop de devoirs, pp. 38-9; Lecture culturelle, pp. 40-1
23 Leçon 3: Present tense –er verbs, pp. 42-3; Questions and negative expressions, pp. 44-5
25 Leçon 3 : Révision, p. 46; Leçon 3: Quiz / Leçon 4: *Une semaine à la fac* pp. 48-52
- 28 Leçon 4: Les sons et les lettres, pp. 51; *On trouve une solution*, pp. 52-3; Lecture culturelle, pp. 54-5
30 Leçon 4: Present tense, *avoir*, pp. 56-7; Telling time, pp. 58-9
2 oct. Leçon 4: Ecriture (Composition #1) p. 61; *La France*, pp. 62-3
- 5 Leçon 4: Révision
7 Examen 3 & 4 (Unit 2)
- 9 **CONGÉ**
- 12 Unit 3 Leçon 5: *La Famille de Marie Laval*, pp. 66-8; Les Sons et les lettres, p. 69
14 Leçon 5: *L'Album de photos*, pp. 70-1; Lecture culturelle, pp. 72-3; Descriptive adjectives, pp. 74-5
16 Leçon 5: Possessive adjectives, pp. 76-7; Révision, p. 78
- 19 Examens oraux
21 Quiz Leç. 5 / Introduction Leç 6; *Comment sont-ils?*, pp. 80-2; Les Sons et les lettres,
p. 83
23 Leçon 6: *On travaille chez moi*, pp. 84-5; Lecture culturelle, pp. 86-7;
Numbers 61-100, pp. 88-9
- 26 Leçon 6: Prepositions of location, pp. 90-1; Révision, p. 92
28 Leçon 6: Ecriture (Composition #2); *Paris*, pp. 94-5
30 Examen 5 & 6 (Unit 3)
- 2 nov. Unit 4 Leçon 7: *Où allons-nous?*, pp. 98-100; Les Sons et les lettres, p. 101
4 Leçon 7: *Star du cinéma*, pp.102-3; Lecture culturelle, pp. 104-5; Verb aller, pp. 106-7

6	Leçon 7: Interrogative words, pp. 108-9; Révision, p. 110
9	Quiz Leç. 7 / Introduction Leçon 8: <i>J'ai faim</i> , pp. 112-14; Les Sons et les lettres, p. 115
11	Leçon 8: <i>L'heure du déjeuner</i> , pp. 116-17; Lecture culturelle, pp. 118-19; Verbs prendre/boire, pp. 120-21
13	Leçon 8: Partitives, pp. 122-23; Révision p. 124
16	Leçon 8: Ecriture (Composition #3), pp. 125; <i>La Normandie et la Bretagne</i> , pp. 126-27
18	Examen 7 & 8 (Unit 4)
20	Unit 5 Leçon 9: <i>Le Temps libre</i> , pp. 130-32; Les Sons et les lettres, p. 133
23	Leçon 9: <i>Au parc</i> , pp. 134-5; Lecture culturelle, pp. 136-7; The verb <i>faire</i> , pp. 138-9
25	CONGÉ
27	CONGÉ
30	Leçon 9: Irregular –ir verbs, pp. 140-41; Révision, p. 142
2 déc.	Quiz Leç. 9 / Introduction Leçon 10; <i>Quel temps fait-il?</i> , pp. 144-45; Les Sons et les lettres, p. 147
4	Leçon 10: <i>Quel temps!</i> , pp. 148-9; Lecture culturelle, pp. 150-51; Numbers 101 and higher, pp. 152-3
7	Leçon 10: Spelling change –er verbs, pp. 154-5; Révision, p. 156
9	Leçon 10: Ecriture (Composition #4), p. 157; <i>Le Pays de la Loire et le Centre</i> , pp. 158-59
11	Examens oraux

Final Exams Week: 15-18 décembre. Examen final: Leçons 1-10 [Consult Fall Course Schedule for final exam date located at the Office of the Registrar's website.]

(THE INSTRUCTOR RESERVES THE RIGHT TO MAKE ADJUSTMENTS IN THE SYLLABUS TO MEET THE NEEDS OF THE CLASS.)

BIENVENUE ET BON TRAVAIL!

8/2009