FRENCH 102

 **Devan Baty
302 South Hall
Heures de classe:** MTWTHF: 9-11 a.m., 1-2:30 p.m.

**Heures de bureau:** MW 2:30-3:30 p.m., and by appointment.
311 College Hall. 319-895-4206

## 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.

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.

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.

## Language and Intercultural Literacy

“Studying a language is more than simply learning vocabulary and rules of grammar. Through the process of learning French, even at the beginning level, you have the opportunity to reflect on language as a system of communication and make comparisons between and among English, French, and other languages you may know. No matter how far you progress, the very process of learning to communicate in another language will increase your awareness of the possibilities and limits of not only the target language, but also English. Moreover, in an era when it is easy for Americans to get by in English even outside of Anglophone countries, making an effort to communicate with those from another culture in their native language shows respect for that culture, and allows the language learner to encounter the culture directly in a variety of ways, without the filter of translation.”[[1]](#footnote-1)

 *“… the ability to acquire another person’s language and understand someone else’s culture while retaining one’s own is one aspect of a more general ability to mediate between several languages and cultures, called cross-cultural, intercultural, or multicultural communication” (Kramsch, p. 81).*

## 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.
* *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.)

* On-line Resources (See Moodle page)

## 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)

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!

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

Class participation: 10%

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

3 Exams: 60%
Rédaction (in 4 parts—final submission receives official grade): 15%
Homework (workbook) and occasional quizzes: 15%

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:

* 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 or make a French poem with our magnet board.
* 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:

\*\*Student Activities Manual homework should be completed the night that it is noted on the syllabus and turned in the next morning.

*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. 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.

## Rédaction:

You will write a 3-4 pp composition for this course, which will be divided into 3 different parts. Each part will be submitted for a preliminary (though unofficial) grade and feedback. At the end of the course, you will revise, combine and resubmit your three different parts as one final composition, which will be given a formal grade.

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

Policy on Late Work:

Every homework assignment will lose 5 pts for each additional class session beyond the due date.

Although you do not get official grades for your writing assignments prior to the final submission of your composition at the end of the block, late submissions will be subject to the following policy, applicable for each additional class session beyond the due date: ½ letter grade deducted from the final graded composition.

Attendance and Participation:

Learning a language requires consistent practice and communication with others. The contact hours you have in class are essential. Your participation grade will drop a full letter grade for every unexcused absence from class beyond one class session. The participation grade will be based on the following criteria: ability to stay on-task in the target language during group and pair work, preparation for class work and apparent progress in skills. 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.

**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 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.).[[2]](#footnote-2)

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

**lundi, le 12 février** : Introduction au cours/révision, Ch. 4 :3
**mardi, le 13 février** : Ch. 4 :3through Ch. 5 :1
**mercredi, le 14 février:** Ch. 5 :2 (à rendre : Cahier 5 :1)
**jeudi, le 15 février :** 5-3 (à rendre : Cahier 5 :2)
Spring Convocation: 11:15-11:45 a.m., King Chapel: Dr. Phil Venticinque, Associate Professor of Classics, "When Gods Laugh and Heroes Cry: Myth, History, and the Liberal Arts”
**vendredi, le 16 février**: Ch. 5-3 (à rendre : Cahier 5 :3)
Optional : 11h30-12h30, Stockholm Room, Thomas Commons : French Conversation Group
**(à rendre samedi avant 17h : partie 1, rédaction)**

**lundi, le 19 février**: **Examen I**
 (à rendre : Cahier 5 :2)
**mardi, le 20 février**: Ch. 6 : 1
**mercredi, le 21 février**: Ch. 6 :2 (à rendre : Cahier 6 :1)
**jeudi, le 22 février :** No Morning Class
Ch. 6 : 3 (à rendre : Cahier 6 :2)
**vendredi, le 23 février :** Ch. 6 :3
Optional : 11 :30 : French Conversation Group, Stockholm Room, Thomas Commons
**(à rendre samedi avant 17h: partie 2, rédaction)**

**lundi, le 26 février :** **Examen II** (à rendre : Cahier 6 :3)
après-midi : Ch. 7 :1
**mardi, le 27 février :** Ch. 7 : 2 (à rendre : Cahier 7 :1)
**mercredi, le 28 février :** Ch. 7 :3 (à rendre : Cahier 7 :2)
**jeudi, le premier mars :** Ch. 7 :3 (à rendre : Cahier 7 :3)
**vendredi, le 2 mars :** pas de cours
Optional : 11 :30 : French Conversation Group, Stockholm Room, Thomas Commons
**(à rendre samedi avant 17h : partie 3, rédaction)**

**lundi, le 5 mars:** Ch. 8 :1 **mardi, le 6 mars:** 8 :2 (à rendre : Cahier 8 :1)
**mercredi, le 7 mars:** **Examen III**
(**à rendre avant 17h : partie 4, rédaction)**

1. Adapted from Lynne Ikach, Professor of Russian. [↑](#footnote-ref-1)
2. [Cornell College Academic Support and Advising](http://www.cornellcollege.edu/academic-support-and-advising/disabilities/index.shtml) .  [↑](#footnote-ref-2)