**Français 103**

**Prof Devan Baty**Bejing Room, Thomas Commons

**Class Hours:** MTWTHF: 9:00-11:00 a.m., 1:00-3:00 p.m.

**Office Hours:** Wednesday 11-noon, Thursday 3:00-4:00 p.m., and by appointment.   
318 College Hall. 319-895-4206

**Course Description & Learning Objectives:**

This class is the third in a sequence of three beginning-level French language courses at Cornell College. In this class, you will be introduced to cultural phenomena of the Francophone world and you will improve your proficiency in speaking, writing, reading & listening in French.

FR 103 prioritizes the Cornell College educational outcomes of ***Knowledge*, *Inquiry*, *Reasoning, Communication* and *Intercultural Literacy*. *Ethical Behavior*** is expected at all times (See statement on Academic Honesty).

Upon successful completion of FR 103, you should be able to:

* Describe, narrate and ask/answer questions in present, past and future time frames about a variety of topics including travel, art, health, environmental concerns and citizenship.
* Articulate opinions, advice and hypothetical ideas using the conditional and subjunctive moods and if-then statements in French.
* Grasp the main idea as well as pertinent details of short, culturally-authentic texts such as songs, poems, short stories and media articles.
* Write coherent prose of sentence and paragraph length on topics covered in the course.
* Compare and contrast French and American perspectives and products regarding topics such as environmental and political activism, health care and cinema and the arts.
* Develop strategies for successful language learning using appropriate resources.

**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:**

Chez Nous, 4th Edition textbook, Student Activities Manual (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).

English Grammar for Students of French. Available in the library.

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

**On-line Resources:**   
  
See Moodle Page for an extensive list of resources.  
  
**Grades:**Grades will be based on the following distribution (no curve):

Class participation (presence in class/on-time/on-task/prepared): 10%  
2 Exams: 60%  
2 Rédactions: 20%  
In-class mini-quizzes and SAM workbook: 10%

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….)

# Class Policies and Expectations

**Classroom Etiquette:**

* 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.
* 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, or review quietly.

**Parlez français!**Class will be conducted primarily in 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.

Please see me during the break-time, after class, or during my office hours if you need longer explanations for your questions. 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.

# DEVOIRS

**Independent Grammar Review:**

As this course is a continuation of French 101 and 102, the material you will be learning builds upon knowledge you have already acquired. Use your textbook both as a source for learning new material and for review.

***\*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. (Avoid looking up lots of new words that aren’t covered in the textbook---this will help you better retain the core vocabulary terms.)

* Take notes by hand—this aids with retention.
* If there is a core vocabulary word that you find difficult to remember, make a point of using it.
* Use different colors & illustrations in your notes to help you retain gender distinctions. Visualize what vocabulary 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:**

\*\*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 (a copy will be in the classroom at all times).

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.

**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. 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. Read carefully the section below on ***Academic Honesty***.)

**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 by the end of afternoon class.

**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). 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.[[2]](#footnote-2)](https://www.cornellcollege.edu/academic-support-and-advising/disabilities/current-students/documentation-guidelines/index.shtml)  
 **Academic Dishonesty:**   
  
In the second-language classroom, **academic dishonesty** generally falls under 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
* 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.”)

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

***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

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

**Lundi, le 23 septembre:** Jour d’introduction et de révision

**Mardi, le 24 septembre:** Jour de revision de chapitre 8

**Mercredi, le 25 septembre:** Ch. 9: 1  
 **Jeudi, le 26 septembre:**  Ch. 9:1-2  
Devoirs: Student Activities Manual (SAM): 9-1 through 9-17. Please listen to the audio tracks available on the [companion website](http://wps.prenhall.com/ml_valdman_cheznous_MEV_4/) in order to do the listening exercises included in the lesson. You will need to click on “Student Activities Manual” following “In-text activities” in order to have access to them.  
  
**Vendredi, le 27 septembre:** Ch. 9:2-3  
SAM: 9-20 through 9-35

**SEMAINE 2**

**Lundi, le 30 septembre:** Ch. 9:3  
SAM: 9-38 through 9-51, 9-54 through 9-56  
  
**Mardi, le premier octobre:** Ch. 10:1  
Devoirs: SAM: 10-1 through 10-16  
  
**Mercredi, le 2 octobre:** Ch. 10:2  
Devoirs: SAM: 10-19 through 10-34  
  
**Jeudi, le 3 octobre:** Ch. 10:3  
Devoirs: SAM: 10-37 through 10-50, 10-53 through 10-55  
 **Vendredi, le 4 octobre:** Ch. 10:3 et révision  
  
**Rédaction 1 à rendre avant 17h**

**SEMAINE 3**

**Lundi, le 7 octobre:** **Examen de mi-bloc**   
(Plan to come to afternoon class as well.)

**Mardi, le 8 octobre:**  Ch. 11:1  
Devoirs: SAM: 11-1 through 11-16

**Mercredi, le 9 octobre:** Ch. 11: 2  
Devoirs: SAM: 11-19 through 11-34

**Jeudi, le 10 octobre:** Ch. 11: 3  
Devoirs: SAM: 11-37 through 11-50, 11-53 through 11-55

**Vendredi, le 11 octobre:** Ch. 12: 1  
Devoirs: SAM: 12-1 through 12-10  
  
**Rédaction 2 à rendre samedi à midi**

**SEMAINE 4**

**Lundi, le 14 octobre:** Ch. 12:2  
Devoirs: SAM: 12-13 through 12-22

**Mardi, le 15 octobre**: Ch. 12:3  
pas de devoirs

**Mercredi, le 16 octobre:** **Examen final**  
Tous les “rewrites” sont à rendre avant 17h.

1. Adapted from Lynne Ikach, Professor of Russian. [↑](#footnote-ref-1)
2. <https://www.cornellcollege.edu/academic-support-and-advising/disabilities/current-students/documentation-guidelines/index.shtml> [↑](#footnote-ref-2)