

**French 101. Elementary French I**  
**(Section 1)**  
Fall 2018  
Dr. Alain Lescart



Class time and Place:	Contact Information:
<i>Period:</i> 8/ 31 – 12/15 <i>Class Hours:</i> 10:55 - 3:55 MWF <i>Classroom:</i> BAC 102 <b>FINAL EXAM:</b> M. 12/10 : 1:30 - 4:00	<i>Office:</i> Bond Academic Center 112 <i>Phone :</i> (619) 849-2727 <i>e-mail:</i> alescart@ptloma.edu <i>Office hours:</i> as posted on office door

**Required Texts** (available at PLNU bookstore)

- Amon, Muyskens & Omaggio Hadley. *Vis-à-vis: Beginning French* (7<sup>th</sup> ed.)
- Amon, Muyskens & Omaggio Hadley. *Workbook/Laboratory Manual for Vis-à-vis: Beginning French* (7<sup>th</sup> ed.) + CDs

**Recommended supplemental texts**

- *Interactive CD-ROM for Vis-à-vis*. McGraw Hill
- Frederick Farrell. *Side by Side French & English Grammar*. 3<sup>rd</sup> edition. 2012. McGraw-Hill Education.

**Course Goals and Objectives**

This course is one of the components of the General Education Program at Point Loma Nazarene University, under the category of *Seeking Cultural Perspectives*. By including this course in a common educational experience for undergraduates, the faculty supports the survey of human endeavors from a historical, cultural, linguistic and philosophical perspective, including developing critical appreciation of human expression—both artistic and literary.

**UNIVERSITY WRITTEN STATEMENTS**

**ACADEMIC ACCOMMODATIONS:** While all students are expected to meet the minimum academic standards for completion of this course as established by the instructor, students with disabilities may require academic accommodations. At Point Loma Nazarene University, students requesting academic accommodations must file documentation with the Disability Resource Center (DRC), located in the Bond Academic Center. Once the student files documentation, the Disability

Resource Center will contact the student's instructors and provide written recommendations for reasonable and appropriate accommodations to meet the individual learning needs of the student. This policy assists the University in its commitment to full compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities (ADA) Act of 1990, and ADA Amendments Act of 2008, all of which prohibit discrimination against students with disabilities and guarantee all qualified students equal access to and benefits of PLNU programs and activities.

**FERPA:** In compliance with federal law, neither PLNU student ID nor social security number should be used in publically posted grades or returned sets of assignments without student written permission. This class will meet the federal requirements by distributing all grades and papers individually. Also in compliance with FERPA, you will be the only person given information about your progress in this class unless you have designated others to receive it in the "Information Release" section of the student portal. See [Policy Statements](#) in the undergrad student catalog.

#### [UNIVERSITY REQUIREMENTS & POLICIES](#)

(<http://www.pointloma.edu/experience/academics/catalogs/undergraduate-catalog/point-loma-education/academic-policies>)

**ACADEMIC HONESTY:** Please be honest in all your work. Academic dishonesty is a serious offense. Plagiarism will earn you an "F" for the written work in question, and may be grounds for failure in the course.

**Plagiarism:** The Department of Literature, Journalism, and Modern Languages fully supports the University policy on Academic Honesty with a statement of its own:

*The LJML Department deems intellectual and academic integrity critical to academic success and personal development; therefore, any unethical practice will be detrimental to the student's academic record and moral character. Students who present the work of others as if it were their own commit plagiarism. Presenting another's work as one's own includes, but is not limited to, borrowing another student's work, buying a paper, and using the thoughts or ideas of others as one's own (using information in a paper without citation). Plagiarized work will result in a failing grade for the assignment and possibly for the course. In either event, a written report will be filed with the department chair and the area dean. The dean will review the report and submit it to*

*the Provost and the Vice President for Student Development. It will then be placed in the student's academic file.*

**ATTENDANCE:** Please read the [Class Attendance](#) section of your *PLNU Catalog*, carefully (see link above). If students miss more than 10% of class meetings (approx. 4 for a MWF course and 3 classes for a TTH course), faculty members may file a written report which may result in de-enrollment from the course. If you miss more than 20% of class meetings (approx. 8 for a MWF course and 6 classes for a TTH course), you may be de-enrolled without notice. De-enrollment may have serious consequences on residence, athletic, and scholarship requirements; it may also necessitate a reduction or loss in your financial aid.

**PUBLIC DISCOURSE:** Much of the work we will do in this class is cooperative, by nature of the class discussions and general feedback given to written work and/projects; thus you should think of all your writing and speaking for and in class as public, not private, discourse. By continuing in this class, you acknowledge that your work will be viewed by others in the class. Thinking of our class work as public and shared also gives us the chance to treat one another with gentleness and compassion.

**MAINTAINING YOUR OWN CLASS SCHEDULE THROUGH ONLINE REGISTRATION:** You will be responsible for maintaining your own class schedule. Should you need to drop this or any course, please remember to drop the course before the November 4 deadline for 15-week classes and September 23 for Quad 1 classes. If you need to drop a class, be sure to fill out and submit the official forms; simply ceasing to attend may result in a grade of F on your transcript.

**FINAL EXAMINATIONS:** Final Examinations are the culminating learning event in a course, and they are scheduled to take into account all the different courses and departments across the university. The exam schedule varies from year to year. The final examination schedule is posted on the [Class Schedules](#) site. You are expected to arrange your personal affairs to fit the examination schedule. In the rare case that you may be scheduled for more than three (3) final examinations on the same day, you may work out an alternate time for one of your exams with your professors. This is the only university-sanctioned reason for taking a final exam at a time other than the officially scheduled time for the exam. Please confirm your final examination schedule the first week of classes, and schedule those exam times into your daily planners and calendars now. If you find that your final exam schedule is the one described above, please meet with your professors as soon as possible so that they may help you to make alternative arrangements for taking

your exams. Department chairs/school deans and college deans need not be involved in the process of making this accommodation.

### OTHER STATEMENTS

**INCLUSIVE LANGUAGE:** Because the Literature, Journalism, and Modern Language department recognizes the power of language, in its essence and in the ways it may be used either for good or for ill, we ask that all public language used in this course, including written and spoken discourse, be inclusive. This standard is also outlined by all major academic style guides, including MLA, APA, and Chicago, and is the norm in university-level work

- Information from the *MLA Handbook*: “Because good scholarship requires objectivity, careful writers of research papers avoid language that implies unsubstantiated or irrelevant generalizations about such personal qualities as age, economic class, ethnicity, sexual orientation, political or religious beliefs, race, or sex.” (MLA Handbook, Sections 1.10 and A.3 in the 7<sup>th</sup> ed.)
- Information from the *Chicago Manual of Style*: “Biased Language—language that is either sexist or suggestive of other conscious or subconscious prejudices that are not central to the meaning of the work—distracts and may even offend readers, and in their eyes makes the works less credible.” (Chicago Manual of Style, Section 5.203, p. 233 of the 15<sup>th</sup> ed.)
- *APA Manual*: <http://www.apastyle.org/>
- *Inclusive Language Handbook: A Practical Guide to Using Inclusive Language* by Don Thorsen & Vickie Becker, Wesleyan/Holiness Women Clergy:  
[http://www.whwomenclergy.org/booklets/inclusive\\_language.php](http://www.whwomenclergy.org/booklets/inclusive_language.php)

### CLASS SESSIONS, PREPARATION, ASSIGNMENTS, AND TECHNOLOGY:

- a. If you are using an electronic reader (iPad, Kindle, Nook, computer, etc.), have no other “file” open on your reader other than the class text/reading on CANVAS.
- b. All other electronics must be muted or turned off for the entire class period (include your phones).
- c. Completion of all assignments is required, and passing the course will be difficult without doing so. Readings and written responses must be prepared in advance of the date scheduled/due and of sufficient length and quality to meet the assignment’s requirements and intents. Missed work (quizzes and written responses) may be made up only in truly extenuating

- circumstances and only if you and I have had a conversation about your situation. No make-up work will be given for missed work.
- d. Late assignments will not be accepted (unless you and I have communicated prior to the deadline about extenuating circumstances).
  - e. It is your responsibility to post your homework on time according to Canvas Schedule.
  - f. Handwritten assignments are never acceptable (unless so specified).
  - g. You may be requested to attend office hours with the professor if a need arises.

**CLASSROOM DECORUM:** Please manage your electronic devices appropriately and with consideration for others—see a&b above. Please dress in appropriate academic attire out of consideration for others in our class. I do reserve the right to ask you to leave the classroom if I believe your attire to be offensive and/or an obstacle to a positive learning and teaching environment.

**EMAIL & ECLASS:** You are responsible for checking your PLNU email account and Eclass regularly for electronic messages from me (and sometimes from your classmates). You are fully accountable for all course material, announcements, communications that are distributed via email and Eclass; and I will send messages only to these sites. Please let me know if you encounter any technical problems with these sites.

**EXTENUATING SITUATIONS & GRADES:** No “Incomplete” grades will be assigned unless extenuating circumstances (e.g., death in the family, automobile accidents, hospitalization) prevail. If you find yourself in such a situation, please contact me immediately. Also please submit any necessary and valid documents to help clarify and document your situation (e.g., doctor's letter on letterhead, funeral service program, police report, etc.). I am happy to help you in these difficult situations as best I can.

*By the end of the FRE101 sequence, students will be able to:*

1. Speak at the mid novice level using basic formulaic and memorized materials within the student's own experience.
2. Recognize basic connected discourse that uses vocabulary and grammar within the student's own experience.
3. Write discrete sentences as well as simple connected paragraphs using memorized vocabulary and grammar structures.

4. Read cultural texts that employ familiar vocabulary and cognates as well as learned grammatical structures.
5. Demonstrate comprehension of basic cultural mores and patterns of living of the target culture(s) studied.

In a more descriptive way, a student should be able to do the following:

- **Students** will engage in simple conversation formalities: greet others, ask about time and weather, ...
- **Students** will provide simple descriptions of concrete and simple situations: dress, persons, school, homes, ...
- **Students** will discuss the influence of their own perspectives on cultural interconnections through engagement with local, national or international communities.
- **Students** will demonstrate the skills necessary for effective research, writing, and oral communication in various genres and media.
- **Students** will display interpretive, analytical, and critical skills developed through the close study and analysis of text.
- **Students** will demonstrate knowledge of diverse culture and literary texts.
- **Students** will demonstrate knowledge of the nature, structure, and history of language.
- **Students** will develop redemptive social and spiritual engagement through the studies of language, text, cultures and media.

Most specifically, this course aims to teach the student the four basic skills: listening, speaking, reading and writing with particular emphasis on the first two of these skills. The course is designed for students with no prior knowledge or with minimum French.

The French General Complete *Program Learning Outcomes* (PLOs) are

*Students who complete the program will be able to:*

1. Write essays without significant errors of grammar, spelling, or vocabulary usage that would impede comprehension by a native speaker. **(DLO 1)**
2. Comprehend the main idea and most details of connected oral discourse by a native speaker on a variety of topics. **(DLO 1)**
3. Converse in a participatory fashion with a native speaker using a variety of language strategies to convey meaning. **(DLO 1, 2, 3, 5)**

4. Interpret target language texts according to their cultural, literary, and/or linguistic content. (DLO 2, 3)
5. Display knowledge of the nature and structure of language. (DLO 4)
6. Discuss the influence of their own perspective on cultural interconnections through engagement with local, national, or international communities. (DLO 3, 5)

### **Course Activities and Resources**

We will use an instructional ensemble whose core program (vocabulary, conversation, grammar, and culture) is designed to prepare students to sample the menu of open-ended communicative and cultural expansion activities (video, literary and cultural readings, portraits and profiles, games) included at the end of each chapter.

The course is conducted almost entirely in French. The course also requires the completion of the online (Canvas) material and quizzes.

Homework is assigned on a daily basis **and should be done in as listed in the daily schedule.**

### **Requirements**

1. Attendance. Your physical presence in class is very important to get the full immersion experience. If you are not present in class, you cannot perform oral exercises and you will lose participation points. Since this is a skill and performance class, students are expected to attend regularly and attendance, both active and passive, will be an important component in the student's participation mark (10%). Students, whether present or absent, are responsible for the material listed in the class, syllabus as well as for any extra material (vocabulary, idioms, etc.) presented in class. If a student misses a class, s/he should procure notes from another student and study the material in the book.
2. Participation in classroom assignments. It is not enough to come to class. You need to engage actively in the oral and written exercises presented in class. Class participation is measured by one's willingness to talk in class and to communicate as fully as possible. It is also measured by one's willingness to attend class regularly and to complete assignments.

It is a measure of CO-OPERATION and RISK-TAKING, not of grammatical correctness.

3. Completion of daily online assignments. Before you come to class, finish the lesson for the day and get ready to practice it in class. Work is considered late if it is done in after it has been scheduled or discussed in class. Homework is to be turned before the beginning of the class. No reminders will be provided since it is assumed that students are adults capable of reading the syllabus.
4. Regular studying of vocabulary and grammar. You will have to study around 120 words per chapter (3-4 lessons). For suggestion on ways to study French, see the **STUDY TIPS AND INTRO TO FRENCH LANGUAGE** manual. You are provided with specific tools to help you study, like Quizlet online.
5. Preparation for quizzes and exams. Get ready well in advance for the *dictées*, quizzes and exams. Quizzes are given on a regular base on Canvas. They are marked in the class schedule. THERE ARE NO MAKE-UPS! A missed quiz counts as a zero. If the student has an official excuse (doctor's note or family tragedy) for an absence, the zero is deleted. Such excuses need to be given to the professor within a few days of the absence. If an absence is prolonged (more than three classes), the student must contact the professor immediately. One low mark will be dropped from the interrogations before they are averaged at the end of the semester.

### Grading of the class

Attendance	10%
Intro Quiz	2%
Study Guide	3%
Discussions	10%
Vocabulary Quizzes	20%
Grammar Quizzes (2)	20%
Assignments	5%
Midterm exam	15%
Final exam	15%

94-100: A	90-93.9: A-	85-90: B+	80-85: B	75-80: B-
70-75: C+	65-70: C	60-65: C-	55-60: D+	50-55: D

### *Class Schedule*

The class schedule, provided at the end of this syllabus, includes 5 columns of information. Under **Date** is the date of class days. Under **Class Activities** are items to be covered in class for the corresponding day.

In the third column (**Study**) are items in the book to be studied for that day. Items are listed by chapter, lesson number and pages. When lessons are assigned, the related vocabulary should be studied as well.

In the fourth column (**Read**) are passages to be read on CANVAS. Reading passages are set in a boxed screen in the text.

In the last column (**Homework**) are exercises to be written and handed in for that date. These exercises are on CANVAS. In this column are included the scheduled grammar quizzes (**QUIZ CHAP. 1-2**) and vocabulary quizzes (**QUIZ VOCAB Chap.1**, etc.) and Practice quizzes.

### **Schedule Changes**

Changes can be made in the class schedule at any time, at the discretion of the professor. Changes may be necessitated by illness, class rhythm or by instructional need. Students are responsible to note all schedule changes. Check regularly your CANVAS class under the assignments.