



PART 1: COURSE INFORMATION

COURSE DESCRIPTION

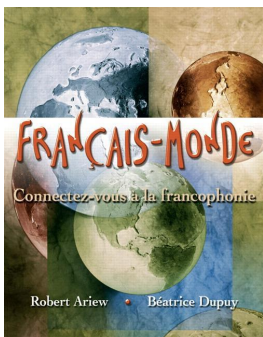
Language study plays a critical role in developing the global perspective proposed by the international mission of the University of Arizona. Knowledge of a foreign language gives direct access to a cultural and communicative system different from the one in which you have grown up and enables you to engage with ideas, customs, and belief systems different from your own and on the Other's terms. In addition to fostering interest in, and access to, different ways of thinking and viewing the world, language study forces you to move beyond viewing language and culture from the limited perspective of the insider and, by providing the necessary tools, leads you to re-examining these phenomena in the broader context of the (often differing) perspectives of the Other. Over time, and as your language proficiency and cultural understanding develop, you become better able to access, understand and explain each culture on its own terms, but also to view and interpret each in the context of the other.

Language study in French 101 is organized around five general notions: communication, cultures, connections, comparisons, and communities. Vocabulary acquisition and expansion, grammar review, reading and writing strategies much of what you have probably come to associate with a traditional language course instead of being treated as specific entities unto themselves, will be woven into this overall framework. In the course of the semester, you will learn to interact with your classmates and with native speakers of French in interpersonal contexts, to interpret with increasing accuracy and sophistication oral and written texts on a variety of topics, and to present with increasing accuracy and confidence the results of your study and reflection. This course may therefore be different in terms of organization and of emphases from language courses you may have taken before. It also differs in what one generally associates with language learning like passive memorization of grammar rules and vocabulary lists, with lots of tricky exceptions, and minor focus on meaningful content. Course goal and objectives will require that you take on a role that you may not be familiar with. In this new role, you will have take responsibility for your own learning, work steadily, be engaged and creative, take appropriate risks, work collaboratively with others, and hopefully in the process, have fun as you learn to communicate in French.

PREREQUISITES

No prior French study, placement exam or CLEP.

REQUIRED COURSE MATERIALS



Text

- Arieu, R. & Dupuy, B. (2011). *Français-Monde: Connectez-vous à la Francophonie, 1st edition*. Prentice Hall.
- MyFrenchLab Access Code Card for Arieu, R. & Dupuy, B. (2011). *Français-Monde: Connectez-vous à la Francophonie, 1st edition*. Prentice Hall.

RECOMMENDED COURSE MATERIALS

- A good quality bilingual dictionary, like Harper Collins French/English - English/French
- The Bescherelle Complete Guide to Conjugating 12000 French Verbs
- A good quality computer microphone (external is preferable to built-in to avoid background noise).

COURSE REQUIREMENTS

- A reliable computer, either a PC running Windows 2000 or later, or a Mac running OS X or later.
- A sound card and speakers or headphones.
- A hi-speed modem (Cable or DSL strongly recommended for audio and video without delays).
- A dependable Internet Service Provider (ISP).
- A working e-mail address that you check regularly and keep under quota.

PART 2: COURSE GOAL, OBJECTIVES, APPROACH TO LEARNING

COURSE GOALS AND OBJECTIVES

Upon engaged completion of French 101, you can reasonably expect to be able to:

- SPEAK French well enough to recount and, narrate in present and future, about familiar topics and texts discussed in class.
- LISTEN / COMPREHEND / INTERPRET spoken French with sufficient ability to grasp the main idea and a few of the supportive details in short informal and formal interactions that relate to topics of familiarity.
- READ / COMPREHEND / INTERPRET written French with sufficient ability to grasp the main idea and a few of the supportive details in texts (including short narratives, simple poems, small ads, brochures, surveys, graphs, etc.) that relate to topics of familiarity.
- WRITE short recounts, narratives and reports on familiar topics.
- RECOGNIZE basic similarities and differences among Francophone cultures represented in the course, as well as fundamental similarities and differences between these Francophone cultures and your own, and show an emerging awareness of the pitfalls of stereotyping and of the complexities of cultural issues.
- BRANCH OUT by seeking to use French beyond the walls of the classroom through reading short fiction and non fiction, watching movies or TV5, listening to radio online or music, exchanging email messages with a key pal, etc.

PART 3: COURSE POLICIES

ATTEND CLASS AND PARTICIPATE

IN-CLASS PARTICIPATION AND ATTENDANCE

Language acquisition requires a steady, constant, daily exposure to meaningful authentic messages in the language you are studying. Success in this class is based on your engagement with the texts and activities both in and outside of class. It is expected that you prepare yourself in advance for each day's learning activities (see MFL calendar). It is also expected that you will approach each class period and each learning activity with knowledge of new vocabulary and grammar related to the lesson, so that class time can be devoted to communicative activities. Only brief vocabulary and grammar explanations will be offered in class; it is your own responsibility to go over the new vocabulary and grammar explanations before coming to class and to constantly review all the material covered in class. If you are not prepared and do not actively engage in activities, your participation grade will suffer. Do not merely plan to be in class on scheduled days, but also plan to be alert, active, and ready to learn. Each week, the quality of your participation will be assessed first by you, then by your instructor, according to the criteria below. Participation will be completed online through MFL and must be completed each week by Thursday night. Please note that if you do not follow instructions for completing the participation evaluation in MFL, including the guidelines for the maximum number of points you may award yourself, you will earn a 0 for that week.

Name: _____ Week of _____

					Self-Assessment	Instructor's Grade and Comments
CLASS PARTICIPATION	Never	Sometimes	Usually	Always		
This week (NOTE: if you attended class three times, the highest category you can select is Usually; if you attended class once or twice, the highest category you can select is Sometimes)						
I made an effort to communicate only in French	0	3	8	12	___	___
I made active and relevant individual contributions	0	3	8	12	___	___
I made active contributions to pair and small group activities	0	3	8	12	___	___
I asked and answered questions voluntarily (rather than wait to be called on)	0	3	8	12	___	___
I used new vocabulary and grammar -- preparation for class demonstrated	0	3	8	12	___	___
I was alert and stayed on task for all activities	0	3	8	12	___	___
I always had my homework completed before class	0	3	8	12	___	___
ATTENDANCE						
This week:	Never/Once	Twice	Three	Four		
I came to class (# of times)	0	2	6	8	___	___
	Never/Once	Sometimes	Usually	Always		
When I came to class, I was on time	0	2	6	8	___	___
TOTAL					___ / 100	___ / 100

-- PLEASE NOTE: In cases of poor attendance and missed assignments:

In case of absence, you are expected to seek assistance from a classmate to find out what you missed.

You will not be penalized for:

- absences due to **participation in authorized university activities**, however these must be documented in writing on letterhead from a coach, director, or other faculty member in charge and must be provided **in advance of the absences**. If you must miss an exam for an authorized university activity, you may make it up, provided that you make arrangements **in advance**. No other make-up exams will be given for any reason.

In the case of **chronic illness or personal emergencies requiring prolonged or frequent absences**, you should **withdraw from this course** and repeat it when circumstances allow fulfillment of course requirements.

BUILD RAPPORT

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that he or she can help you find a solution.

UNDERSTAND WHEN YOU MAY CONSIDER TO WITHDRAW FROM THIS COURSE

It is the student's responsibility to understand when they need to consider withdrawing from a course. Please refer to the UA Course Schedule for dates and deadlines for registration. After an initial period when the student can choose to withdraw from a course on his/her own, a serious and compelling reason is required to withdraw from a course.

INCOMPLETE POLICY

Please note university policy on the grade of Incomplete: **University Academic Grading Policies: Incomplete (I) Grade**

Per the General Catalog policy on Incomplete Grade:

"The grade of I may be awarded only at the end of a term, **when all but a minor portion of the course work has been satisfactorily completed. The grade of I is not to be awarded in place of a failing grade or when the student is expected to repeat the course; in such a case, a grade other than I must be assigned.** Students should make arrangements with the instructor to receive an incomplete grade before the end of the term."

<http://www.registrar.arizona.edu/gradepolicy/incomplete.htm>

In other words, the grade of Incomplete is given only in those instances where an examination has been missed or another major course requirement has not been met **as a result of a medical emergency that has been documented. The grade is NOT to be assigned in lieu of an E or when the performance throughout the semester has been generally unsatisfactory.**

INFORM YOUR INSTRUCTOR OF ANY ACCOMMODATIONS NEEDED

If you have a documented disability and verification from the Disability Resource Center (DRC) and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation to the DRC (621-3268; drc.arizona.edu) and meet with a DRC counselor to request special accommodations before the course starts.

COMMIT TO ACADEMIC INTEGRITY

Students enrolled in courses at The University of Arizona are expected to adhere to the highest standards of academic conduct. Your instructor will be alert to any kind of inappropriate conduct in the course. Suspicion of misconduct will be handled by the university's official rules and policies. **The penalty for cheating or plagiarism for all assignments is an automatic E as well as a conference with your instructor.**

Examples of academic misconduct in this course include but are not limited to the following:

- ❑ **Submitting plagiarized work** for an academic requirement. Plagiarism is the representation of another's work or ideas as one's own; it includes the unacknowledged word for word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas.

- ❑ **Copying work or otherwise turning in written work that is not original to you.** Cheating in this case applies both to the copier and the person who allows his or her work to be copied.
- ❑ **Copying answers directly from the answer key** (as opposed to doing the assignment first and then correcting mistakes from the answer key) **on workbook assignments.**
- ❑ **Having someone else do or write your assignments for you.**
- ❑ **Using a translator such as Google translator** in any way to complete assignments.
- ❑ **Using a tutor to help you with your assignments.** Tutors may only be consulted for extra practice beyond the course requirements, for help on non-graded assignments, or for explanations of assignments, which have already been evaluated and will not be turned in again. Assignments, which have been influenced by the help of a tutor prior to being graded will be treated as plagiarized work.
- ❑ **Receiving or passing exam information to other students before, during or after the exam.** Cheating in this case applies both to the receiver of the exam information and the person who gives the information.
- ❑ **Resubmitting work from a previous French class** which incorporates that instructor's feedback as one's own ideas is dishonest and will be treated as such
- ❑ **Alteration of university forms used to drop or add courses to a program, or unauthorized use of those forms including the forging of signatures.**
- ❑ **Use of any unauthorized aids on exams** (e.g., cheat sheets, textbook, dictionaries, etc.) is strictly prohibited.
- ❑ **Students are responsible for understanding what constitutes academic dishonesty.**

For more information on this topic, consult the University of Arizona's policy on Academic Misconduct at:

<http://dos.web.arizona.edu/uapolicies/>

All suspected cases of academic misconduct will be reported to the Committee on Academic Misconduct as required by University rules. The Department of French and Italian will abide by the decisions of the Academic Misconduct Committee.

PART 4: GRADING POLICY

GRADE BREAKDOWN: YOUR GRADE WILL BE CALCULATED IN THE FOLLOWING WAY:

Course requirements and evaluation	%	Grade equivalents*
In-Class Participation and attendance See table form above.	20	90-100 A 80-89 B
Homework MyFrenchLab and other homework assignments are to be completed on time. No late work will be accepted unless technical difficulties caused you to miss the deadline. Any technical difficulties on MyFrenchLab must be demonstrated through tech support with an official case number before your instructor can consider accepting your work late.	15	70-79 C 60-69 D 59-0 E
Journaling (1 journal entry / chapter = 4 total) At the end of each chapter, you will be directed to write on certain topics (e.g., chance meetings of people on campus, descriptions of your possessions, descriptions of people known to you, etc.). Rubrics will be provided with each journal entry.	10	*Explanation of grades: A = Excellent B = Good C = Fair D = Poor but passing E = Failure
Grammar /Vocabulary/ Culture Quizzes Two short quizzes per chapter will provide you and your instructor with feedback as to your preparedness and your understanding of the material you are practicing.	10	
Chapter Global Assessments 1-3 Three chapter global assessments will be given in this course.	20	
Comprehensive Global Assessment There will be one comprehensive final global assessment given at the end of this course. It will be similar in format to the Chapter Global Assessments except that it will be longer.	25	

PART 5: TOPIC OUTLINE / SCHEDULE

A few notes on using MyFrenchLab:

- **Using the Calendar view will always tell you what activities are due when. Make sure you check the calendar daily.** If you would like to explore what additional content is available to you for practice, click on “All Content” and select the chapter you would like to see in more detail. In the Additional Practice folder in each chapter, you will find a variety of opportunities to continue practicing on your own, including Extra Practice activities, Oral Practice activities, a Game activities, and Vocabulary Flashcards. You are encouraged to use these resources regularly.
- Each chapter is preceded by a **Readiness Check [RC]** that assesses your knowledge of ENGLISH grammar structures and prepares you for the French grammar you will study. These readiness checks are assigned in MyFrenchLab for the day prior to beginning a chapter in class. Note that you must complete the pre- and post-test, the latter with a 100%, in order to receive credit for class preparedness.
- Within the Student Resources folder of each chapter you will find a Pronunciation Guide, downloadable media files (text and Student Activities Manual audio and video), web links for the chapter, and the Student User Guide for MyFrenchLab.

CALENDRIER DU COURS

FREN 101	Date	Chapitre	Titre
déc	21	1	Syllabus, attentes, Chapitre 1 : Rencontres francophones ; Introduction to MFL
	22		Quiz 1.1; Chapitre 1 : Rencontres francophones
	23		Quiz 1.2 ; Chapitre 1 : Rencontres francophones In-class participation & attendance form; journal #1 ;
	24		PAS DE COURS
	25		PAS DE COURS
	28	1/2	Evaluation Globale Chapitre 1 Chapitre 2 : Moi, ma famille, et mes amis
	29	2	Quiz 2.1 ; Chapitre 2
	30		Quiz 2.2 ; Chapitre 2 ; Révision ; journal #2
	31	2/3	Evaluation Globale Chapitre 2 ; Chapitre 3 ; In-class participation & attendance form
janv	1		PAS DE COURS
	4	3	Quiz 3.1 ; Chapitre 3
	5		Quiz 3.2 ; Chapitre 3 ; Révision ; Journal #3 ;
	6	3/4	Evaluation Globale Chapitre 3 Chapitre 4 : Aujourd’hui bureau, demain rando
	7	4	Quiz 4.1 ; Chapitre 4
	8		Quiz 4.2 ; Chapitre 4 ; In-class participation & attendance form

	11		Chapitre 4 ; Révision ; Journal 4
	12		Evaluation globale (ch 1-4); Expression orale/ Ecoute ; participation & attendance form
FINAL EXAM le mardi 12 janvier, 2016 Evaluation Globale (chapters 1-4): Lecture / Expression écrite			