SOUTH CAROLINA STATE UNIVERSITY  
Department of English and Modern Languages  
Spring 2007  

F 101 ELEMENTARY FRENCH  
Instructor: Rosemarie Doucette  
Office: Turner Hall 351 D-Wing  
Office Hours: MW 1-3pm, Th 2-3  
Class meets: MWF 9-9:50  
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Required text: Horizons, 3rd ed., published by Thomson/Heinle (used for 101, 102, 201)  
(bookstore purchase includes pass code for online workbook, labs, video, and tutoring)  

I. COURSE DESCRIPTION AND RATIONALE  
Elementary French 101 is the first of two foundation courses in French – no prerequisite. The ability to communicate in French will become an increasingly important asset to students in the areas of Education, Business, Technology and the Arts and Humanities in the 21st century. Students learn the basics of communication in French and begin a study of French and the francophone cultures. They develop an awareness of the importance of French in connection to other disciplines and develop interests that make them lifelong learners and ambassadors of French in their communities. The course, through its content and activities, prepares the Education major to be a “Professional Educator as an Effective Performer, Reflective Decision Maker, and Humanistic Practitioner.”  

II. COURSE OBJECTIVES  
A. Communication: Communicate successfully in interpersonal, interpretive and presentational modes using verbs in present tense, and the near future, articles, negation, adjectives and agreement, formation of questions, basic vocabulary for greetings, places, activities, food, professions, numbers, family and time.  
B. Cultures: Know basic geography, basic historical and cultural aspects and perspectives of French and of the francophone world, concentrating on France and French-speaking Canada.  
C. Connections: Find connections with other disciplines or facets in everyday life, for example: French expressions in English usage, the metric system, official time, develop a knowledge of distinguished French-speaking persons in other disciplines, such as Louis Pasteur in science.  
D. Comparisons: Develop a worldview, an appreciation for and tolerance of differences in language and culture, (ex: gestures, school systems, family values, food and meals, holidays, leisure activities and sports, and cinema).  
E. Communities: Use French for personal enjoyment and enrichment, for enhancing career opportunities, for international business, for teaching preschool children, as a means of becoming an ambassador of French in the community.  

III. GOALS AND EXPECTED MEASURABLE OUTCOMES  
A. Communication – the development of strategies for self-expression and for understanding authentic spoken and written materials in French.
1. Communicating in the *interpersonal mode*: self-expression in speech, body language and writing, negotiating meaning by checking and clarifying to achieve accuracy in understanding. **Assessment**: Students must achieve at least an *intermediate* low level (ACTFL) of oral proficiency as determined by the oral final exam.

2. Communicating in the *interpretive mode*: trying to understand others, through writing or speaking, without personal contact. Students understand main ideas and details of level-appropriate spoken and recorded materials. **Assessment**: Students must satisfactorily answer questions and/or give information from reading and spoken material.

3. Communicating in the *presentational mode*: communicating to listeners or speakers with whom they may have had no immediate personal contact. **Assessment**: Students will satisfactorily present information such as verbal directions, phone numbers, or ask informed questions.

**Cultures** – the philosophical perspectives, the social practices and the products of France and francophone cultures

1. Students explore practices, beliefs, ideas produced by French or a francophone culture through interaction with a native speaker, through research gleaned from the Internet or through media. **Assessment**: Cultural assignments, for example finding information on the Internet about religious practices, foods, and music in francophone cultures, providing web sites used.

2. Students, through e-mail, personal exchanges with native speakers or through a study abroad experience, study social practices. They may experience social practices like preparing foods, attending theatrical or musical performances or participate in sports of target culture. Students discover the products of French and francophone cultures like housing, transportation, and leisure activities. They listen to music and view films in French and identity cultural values and perspectives. The film *Diva* is required for French 101 students; a large selection of films in French are available to students for viewing in the lab. **Assessment**: Write a reaction paper on film *Sugar Cane Alley*, comparing and contrasting it with American culture.

**B. Connections** – the enrichment of the educational sphere by connecting the study of French to other disciplines and by using French as a research tool.

1. Students build connections by enriching their English speaking and writing with French expressions and cognates. They use personal knowledge of the metric system (height, weight, distances) in math and science. They identify French-speaking persons who have made an impact on the world of other disciplines: literature, politics, business, history, science, technology, the arts, sports.

2. Students use French to access French web sites, to appreciate films and music in French. They interview French speakers on campus and in the community to get first-hand information and perspectives on politics, traditions, educational systems and to study cultural differences.
C. **Comparisons** – the expansion of worldview and the appreciation of cultural and linguistic differences
   1. Students compare linguistic patterns and sounds of English and French. They are aware of levels of formality and their cultural importance.
   2. Students learn gestures particular to French speakers as expressed in film or directly by native speakers. **Assessment:** Students identify gestures as seen in French film (reaction paper).

D. **Communities** – opportunities of French speakers beyond the classroom.
   1. Students use French in the workplace, the community and their travels. They attend events such as the International Festival, eat in restaurants of francophone cultures, view films in French, and speak with travelers from French-speaking places. **Assessment:** Students research French-speaking companies in state and inquire about language requirements and monetary compensation for knowledge of French.

F. **Basic Computer Competency**
   Students visit Web sites to retrieve information. They learn how to insert diacritical marks to produce authentic-looking text in French. They communicate through e-mail with instructor and classmates. **Assessment:** Students show evidence of research on the Internet of a francophone culture (list web sites used). They type an assignment on computer using proper diacritical marks and e-mail it to the instructor as an attachment.

III. **OUTLINE OF COURSE CONTENT**

1/17-19 Chapitre Préliminaire – greetings, levels of formality, # 1- 30
1/22-26 Chap Préliminaire: telling time, schedule, bio info, vocabulary for classroom, alphabet; **Exam Préliminaire** Friday 1-26. Choose countries for cultural presentations (to be given 2-3 per week during semester). Look at posters, *Pariscope*, travel brochures to find examples of 24 hour clock, rewrite activities in official time.

1/29-2/2 Chap 1 - *C’est, ce sont*, adjectives and gender; *Qui est-ce?* verbe *être*
2/5-9 Chap 1 - negation, adjectives, interrogation, vocab of campus. View slides and discuss the concept of *campus* as it relates to French college students. **Oral presentations Friday:** Identify and describe three persons

2/12-16 Chap 1 - *il y a*, indef. articles, *Qu’est-ce que c’est?*, adjective placement, def. articles, vocabulary for studies. *devoir* read *L’accent grave*

2/19-23 **Exam Ch 1** Wednesday 2-21 Chapitre 2 : infinitives, *les passe-temps*, __er verbs, adverbs; **Oral presentations Friday:** dialogues asking yes/no questions, giving info regarding studies, activities

2/26-3/2 Chap 2 - __er verbs with spelling changes, interrogatives, forming info questions; write 2 sentences for a ‘scandal’ newspaper using negative expressions *ne...plus* and *ne...jamais* **Oral presentations Friday** - police interrogations using interrogative expressions

3/5-9 **Exam Ch 2A** Friday. (Competencies 1-3) HW Memorize Chap. 2 – food vocabulary, # 30-100. View posters of labels of French food products. Discuss similarities and differences of choices of foods for particular meals. See film clip from
L’argent de poche to see typical French dinner. Role-play waiter/customer dialogues, changing the dynamics (diabetic, non-alcohol, vegetarian, no-starch diet etc.). Students choose an evening to plan and cook a meal at instructor’s home.

3/12-16 Spring break!
3/21-23 Review Ch 2 food and #30-100; view film Mon/Wed Sugar Cane Alley
WAC assignment on film – write reaction paper- not summary. Typed, 1-2 pp
3/26-30 Exam Chap 2B take in Language lab this week. Chap 3 - house vocab, interrogatives, # 100 →, ordinal numbers

4/2-6 Chap 3 – vocab: objects, furniture, verb avoir, prepositions,contractions with de
4/9-13 Chap 3 - personal possessions, possessive adjectives, colors Compo due 4-16
4/16-20 Exam Chap 3A Monday (competencies 1-3) Chap 3 - quel and ce to ask which one and designate this one/these. Oral presentations Friday - ask for personal info and confirm the ownership of items students are moving into dorms.
Sign up for oral exam (given next week outside of class)
4/23-27 Exam Chap 3B Monday; Chap 4: expressions with avoir, verb aller and places, contractions with à; Oral Exams this week!
4/30-5/2 Exam Chap 4 (competencies 1-2) video of Carole Fredericks; activity
May 4 Reading Day – no classes

Wednesday May 9, 7:00am FINAL EXAMINATION (written)

IV. SPECIAL COURSE REQUIREMENTS

1. Students are required to have a textbook and purchase online access code to access workbook and study tools online. Textbook website: http://heinlewl.ilrn.com/ilrn/heinle/welcome-frontporch.do
2. Students are required to complete the lab and workbook exercises for each chapter before the appointed test time. Suggestion: one hour per week online and in lab.
3. Each student is required to complete a Writing Across the Curriculum (WAC) assignment. Guidelines will be distributed in class, and the work will be written in English. The WAC assignment may be evaluated based on content, organization, transitions, grammar, spelling and style. It will count as homework.
4. Students will make oral presentations in French and a cultural presentation in English.
5. Students arriving more than 10 minutes late will not be admitted to class. Four tardies = one absence. Any more than three excused absences will be reflected in a two point deduction per absence in the final percentage of the final grade. The instructor determines what work can be made up and students assume responsibility all missed work due to absence. If students are absent, it is their responsibility to bring excuse to professor the next class day and come prepared for that class. DO NOT CALL OR EMAIL THE PROFESSOR ABOUT ABSENCES! It will not count!
6. The use of cell phones in class is prohibited, including making or taking calls during class time, sending, receiving, checking for text messages, and checking the time, etc. Phones must be TURNED OFF and OUT OF SIGHT DURING ENTIRE CLASS PERIOD. Students whose phones ring during class, or students who leave class to accept or make calls will be excused and marked absent - No exceptions! In this case, no work may be made up, including quizzes and presentations.
7. Your education at SCSU includes preparation for the professional world. Students
will dress accordingly for class, notwithstanding fashion trends. Ladies: no exposed midriffs or backs, no transparent tops, please. Gentlemen: please remove any head coverings before entering the classroom and keep your pants up. Underwear is just what it means: it must stay under your clothes! No inappropriate language or graphics on clothing will be tolerated. Students failing to comply will be asked to leave and return dressed for class, even if it means arriving late and being marked tardy.

8. No eating, drinking, or gum chewing allowed in the classroom or in the language lab.
9. As a part of preparing students to be productive members of their communities and a multicultural society they are expected to perform 4 hours of community service, and heighten their awareness of diversity through approved film, books, lectures, cultural enrichment activities for a minimum of 4 hours.
10. Academic integrity is the most important of these rules. Anyone caught cheating – whether it is by looking at another’s work, copying from notes, or plagiarism, will receive an F for the assignment – no chance for excuses, apologies, or make-up work.

Nota bene: Exams include cultural information from chapter plus whatever is presented in class by the instructor or students. Students are responsible for completing workbook exercises relating to daily lessons!

V. Method of Evaluation

A. Five-Six announced written tests, an oral final examination, and a written final examination will be given. The oral exam will consist of an individual 5-8 minute conversation between each student and the instructor. Students are expected to understand and respond to questions covering the material taught during the semester. The exam will take place outside class during Week 15.
B. The Final examination will be given at the appointed date and time; make your travel plans accordingly.
C. Make-up work may be accepted at the discretion of the instructor.
D. Final grades will be calculated in the following manner:
   - Oral and written exams…………………………………………30%
   - class participation, homework, lab work……………………20%
   - community work / cultural awareness …………………10%
   - Final exam – written………………………………………….20%
   - Final exam – oral……………………………………………20%

VI. Grading Scale

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<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>90 - 100%</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>80 - 89%</td>
</tr>
<tr>
<td>C</td>
<td>Fair</td>
<td>70 - 79%</td>
</tr>
<tr>
<td>D</td>
<td>Passing</td>
<td>60 - 69%</td>
</tr>
<tr>
<td>F</td>
<td>Failing</td>
<td>59 or Less</td>
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</tbody>
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VII. References
The following titles are suggested for further reading and research on France and the Francophone world. Some are available from the Whittaker Library, others through the Inter-library Loan system. Do not limit yourself to this selection, but examine the library holdings for additional material. Some instructors have resource materials for your use; other resources are also available in the language laboratory. The Internet is also a valuable resource tool.

A. **Reference Books**


B. **Other Literature**

Ager, Dennis. *Francophonie in the 90’s: Problems and Opportunities*. Taylor and Francis, 1996.

C. **Internet Resources**

[www.tease.fr/eurisles/francais/martini.htm](http://www.tease.fr/eurisles/francais/martini.htm)
[www.globegate.utm.edu/french/v_ftourist/vtourist.africa.html](http://www.globegate.utm.edu/french/v_ftourist/vtourist.africa.html)
[www.quia.com](http://www.quia.com)

D. **Film Library and World Music**– available for use in the language lab.
French 101 calculating your grade

Prelim Exam
Exam Ch 1
Exam Ch 2A
Exam Ch 2B
Exam Ch 3A
Exam Ch 3B
Exam Ch 4A
Oral Presentation 1
Oral Presentation 2
Oral Presentation 3
Oral Presentation 4

Add up exam & oral presentation grades, divide by 11, multiply by .30

Class participation (This includes attendance and being on time, coming prepared with textbook, notebook, keeping cell phone quiet!)
Workbook/lab must be completed before the exam covering that material.
Homework assignments completed outside of class are not group projects. I can ALWAYS tell if it is not your work because I know your skill level. If it is not your work – it is a zero. There is never a right time to visit translate.com!
This portion of your grade will be difficult for you to calculate.
I calculate your grade and multiply it by .20

Final written multiply by .20
oral exams multiply by .20

Multicultural enrichment multiply by .05
Community Service multiply by .05

Total based on 100%

Please do not ask to do extra credit! Unless I have made a mistake in calculation, I will not change a grade. Be responsible and earn good grades throughout the semester so you do not have trouble returning the following term.

Please review the attendance policy: Students have performed at a B or C level but had multiple absences that brought their grades down – several to an F. Please arrange to do
your registration, financial aid, housing, and personal business outside of class. Finishing a test for another teacher, attending meetings during the school day, picking up refund checks, etc. are not valid excuses for missing class. If you have too many absences already, then do not go on field trips. Remember, your GPA and transcripts last forever! Please make your other teachers aware of your commitment.

My office hours are for students who regularly attend class, come prepared, and do the homework. Please do not call me at home or call my office asking me about homework. Please do not call or email me with excuses for absences, only with assignments that are assigned to be submitted by email. Read the syllabus, find out from a classmate what was covered, and get any assignments that might have been given. This is college and you are expected to be responsible and accountable.

I determine if work can be accepted late or if students can make up an exam. In general, if you miss an exam and do not have an excused absence, it will count as a zero. This does not mean it will not count! A 90 on one exam and a 0 on another averages out to 45%.

________________________________________________________________________

The following will be copied and brought to class for you to sign.

French 101 Spring 07  I, ____________________________________________, have read the ten rules outlined in the Special Course Requirements and agree to adhere to these rules, and I understand the consequences and the effect of infractions on my grade. I further understand that if I need extra help, I may receive help during office hours if I have completed all workbook and lab work up to the current date.

It all depends on me - my attitude, my preparation, and my efforts!