

FRIT-F491: Elementary French for Graduate Students

Fall 2018

Tuesday & Thursday 7:15–8:45 pm
Global & International Studies Building 1122

Instructor: Laura Demsey

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Office Hours: Thursday 3:30–5:30 pm, and by appointment

Office: GISB, 3rd Floor West Wing, French & Italian Common Area

Course Objectives

This course is designed to help graduate students attain reading proficiency in French and to meet their degree requirements. Two texts are used: a grammar textbook to guide students through study of particular grammar points and sentence-level translation; and an anthology of stories, to help students develop strategies for reading and extracting information from longer texts. In addition, students may be asked to read and translate other short texts posted on Canvas.

Students will be exposed to the sounds of French, and may have the opportunity to practice pronunciation in class. However, this course is not designed to develop communicative skills in French. The content will be taught entirely for receptive (not productive) command and will focus on the reading and translation of written French. Students will not be asked to produce French, either written or orally, for any graded assignment.

Course Format

This course will meet for approximately 90 minutes two times a week for grammar presentation, discussion, and reading and translation practice. Exams cover the first seven parts of the book, *French for Reading Knowledge*, 2nd ed. Our goal for the semester will be to complete all 75 sections (8 parts).

Required Texts

Palmeri, Joseph, & E. E. Milligan. 1997. *French for Reading Knowledge*. 2nd Ed. Higby.

Coursepak: Excerpts of *Dantès* and *Le Horla*, from Golding, Marianne Seidler, & Camille Bauer. 2007. *Graded French Reader: Première Étape*. 5th-6th Ed. Boston: Houghton Mifflin.

*Note: If you do not purchase the Coursepak, you will need to purchase the 6th edition of the *Graded French Reader*.

Some texts may be posted on Canvas or distributed as handouts throughout the semester.

Recommended Materials

French/English paper dictionary (such as Larousse, Oxford, or Collins)

Morton, Jacqueline. *English Grammar for Students of French: The Study Guide for Those Learning French*, 6th edition.

Evaluation

Attendance/Participation/Preparation	15%	
Quizzes	15%	(3% x 6, lowest dropped)
Exams	30%	(15% x 2)
Reading Summaries	20%	(10% x 2)
Final Translation	20%	
Total	100%	

Grading Scale

Letter Grade	Percent	Letter Grade	Percent
A+	97.5-100.0	C+	77.5-79.4
A	92.5-97.4	C	72.5-77.4
A-	89.5-92.4	C-	69.5-72.4
B+	87.5-89.4	D+	67.5-69.4
B	82.5-87.4	D	62.5-67.4
B-	79.5-82.4	D-	59.5-62.4
		F	0-59.4

Attendance/Participation/Preparation

- Come to class with your assignment completed. These exercises will not be collected, but be prepared to be called on every day to give your translations. Your participation points are contingent upon having done your exercises, your readiness to answer questions, and your active participation in class discussions.
- Absences due to illness, family emergency, or conference travel (no more than 2 days) may be excused. Such cases will be assessed individually, and it is the responsibility of the student to **inform the instructor before class on the day missed** and provide documentation for the absence (doctor's note, conference registration or program, etc.). Any work missed will be accepted **within three calendar days** of the missed class only if the absence is excused.
- Students may have up to **2 unexcused absences** with no penalty, other than losing participation points and any quiz points for that day (quizzes may not be made up). After the third unexcused absence, students will lose **1% of their final grade** for each additional absence.
- Missed quizzes due to unexcused absences cannot be made up. Except in exceptional circumstances (determined at the instructor's discretion), all other assignments must be turned in on time by e-mail or on Canvas even when you are absent. If you will be missing an exam due to an excused absence, you are responsible for notifying me in advance to make alternate arrangements. The missed exam must be made up within a week of the original exam date. Additionally, it is the student's responsibility, in the event of an absence, to contact the instructor and/or a classmate to find out what was covered in class (including announcements, etc.).
- Due to the importance of active participation, **unsanctioned technology use will result in a lowered participation grade (loss of half of the session's points for a first warning, and a zero in participation for the second)**. Please see the policy on technology below.
- Tardiness, early departures, as well as leaving and reentering class repeatedly or for a lengthy amount of time will count against overall participation for the day. Every **three** occurrences where a portion of class is missed will additionally be counted as one unexcused absence. This "absence" will count towards your total unexcused absences for the semester.

Quizzes

There will be six short in-class quizzes designed to reinforce the grammar concepts and vocabulary covered in class. You will not be responsible for producing any French on these quizzes. Please note that no conjugation books will be permitted for quizzes or exams. The lowest quiz grade will be dropped.

Exams

There will be two in-class exams for this course. Exams may include a combination of translations of excerpts of texts covered in class; a new text in French with comprehension questions in English; and sentences to translate based on grammar. You will not have to produce any French. **Please note that no conjugation books** will be permitted for quizzes or exams.

Reading Summaries

In addition to in-class assessments, you will complete two take-home reading summaries. These will consist of a reading passage with comprehension and grammar questions. The take-home segment will be made available to you on Canvas one week before they are due.

Final Translation Project

For the final project, you will translate from French to English approximately 500 words from a scholarly article or text in your field of study or of personal interest to you. (Note that no literary texts may be used for this assignment.) You must submit the proposal of the text you wish to translate by Thursday, November 1. This includes: the 500-word French excerpt, the full bibliographic entry for the text, and a 2-3 sentence justification of why this text is relevant to you and your studies/interests.

Please note that **no late work will be accepted** and **no exams may be made up except in cases of instructor-approved excused absences.**

Canvas

The instructor will use Canvas for course announcements and correspondence, and also for posting materials for class. Please check Canvas regularly (e.g. before every class session), as you are responsible for any updates/materials posted there.

Academic Honesty and Dishonesty

- The use of online translators or other online tools and/or turning in work that is not your own is academic dishonesty and will result in at least a zero for the assignment.
- Acceptable online resources include:
 1. <http://www.wordreference.com/> (it also has a Collins tab) – ****recommended****
 2. <http://www.collinsdictionary.com/dictionary/english-french>
 3. <http://www.larousse.com/en/dictionaries/english-french>
 4. <https://www.laits.utexas.edu/tex/> (excellent grammar explanations)
- Anything that does not appear on this list is not permitted, but there is a resource that you wish to use that you do not see on this list, please consult your instructor.
- The use of Google Translate, or any other translation software, is strictly prohibited for all assignments.

All work in F491 must be entirely your own. Cheating in any form results in sanctions ranging from no credit for the assignment in question to a grade of “F” in the course, at the discretion of the instructor and course supervisor. In addition, regardless of the sanction imposed, ALL cases of academic dishonesty are reported to the Office of Student Conduct (Dean of Students) and become part of the student's disciplinary record, as is required of IU faculty.

What is the difference between translation software and a dictionary?

A dictionary allows you to look up an individual word or expression, such as:

- Simple nouns: “pillowcase; computer science; sunrise; aardvark; oil painting; stomach ache”
- Verbs: “to get over something; to study abroad; to build; to eat; to step on”
- Adjectives and adverbs: “broken; colorful; silently; often”
- Prepositions and conjunctions: “furthermore; toward; because of; due to; besides”

Translation software is any tool, including Google Translate, Google search, etc., that allows you to submit a portion of a sentence, whole sentence, paragraph or entire text to be translated from one language to another. For example, typing “*How do you say ‘The student who was next to me on the bus’ in French?*” into the Google search bar (or any other software, search engine or website that has translation capabilities) is unethical, since it constitutes a complex noun-phrase. Use of any kind of translation tool beyond single words/expressions is not permitted, is considered cheating.

Why is translation software not allowed?

It is not allowed because one of the goals of F491 is to learn how French works in general, and how to extract meaning from the texts you read and translate, based on your own understanding of the language. If you use translation software, you are not learning anything about the language; the software is doing all the work for you, and you gain nothing from the experience. Instead of using a translator, focus on the structures you know and the structures we are studying in class, and ask questions when you have doubts. It is more important that we see you working with grammar studied in class, as well as making good faith efforts in your translations. Errors are normal! We want to see that you are working through the language on your own.

A word of caution

Sentences and paragraphs produced using translation software are easy for your teacher to spot. They typically contain structures that may be beyond the level of a student's abilities. If you cannot explain a structure, or identify the tense of the original text and explain how you were able to identify it, the translation will not be considered to be your own. If your instructor has concerns about the originality of your work, you may also be asked to produce a translation of a similar text in controlled office conditions, and the quality of that writing will be compared with the quality of the original assignment. If the proctored exercise is of significantly lower quality, your instructor is required by the university to submit an academic misconduct report to the Office of Student Conduct. (See <https://studentaffairs.indiana.edu/office-student-ethics/misconduct-charges/index.shtml> for more information).

Bottom line: DON'T DO IT! Cheating and getting a misconduct report on your academic record is not worth it! When in doubt, or if you need help with your reading and translation, set up an appointment to meet with your instructor.

Technology Policy

Laptops, phones, tablets, or other electronic devices will not be permitted in F491, unless otherwise specified by your instructor. All devices should be silenced and out of sight at all times. Students will be asked to print out and bring to class the homework assignments and Canvas documents required for a given day's session. Unsanctioned technology use will result in a lowered participation grade for each instance (loss of half of the session's points for a first warning, and a zero in participation for the second).

Class Roster

If you prefer to be called a different name than what is on the class roster, please let me know. Feel free to correct me on your preferred pronouns. If you have any questions or concerns, do not hesitate to contact me.

Instructor Absence

If your instructor does not arrive for class and no explanation from the department is posted, please send a representative from your class to the FRIT main office (GISB, 3rd floor west wing) to consult an administrative staff member.

Religious Observance

Indiana University excuses absences for students who are observing an officially recognized religious holiday. You must submit an official form to your instructor within the first two weeks of the semester requesting that you be excused for the relevant religious holidays. Please note that absences are excused on the day of the religious holiday only; additional days (e.g., days to travel) are NOT excused. The official form and further information can be found at: <http://vpfaa.indiana.edu/forms/index.shtml> (scroll down to the heading "Religious Observances").

Students with Disabilities

Students with documented disabilities who will require accommodations should contact the Office of Disability Services for Students at (812) 855-7578. If you already have a memo from this office, please bring it to your instructor during office hours or by appointment by the end of the first week of the session so that you may discuss a plan. Please see the following website for more information: <https://studentaffairs.indiana.edu/disability-services-students/>

Incompletes

A final course grade of I (Incomplete) may only be assigned if extreme circumstances occur during the last four weeks of the semester. A student must be passing in order to be considered for an incomplete, and at least 60% of the coursework must be completed. An incomplete may NOT be issued for chronic missed work over the course of the semester.

Sexual Misconduct and Title IX

As your instructor, one of my responsibilities is to create a positive learning environment for all students. Title IX and IU's Sexual Misconduct Policy prohibit sexual misconduct in any form, including sexual harassment, sexual assault, stalking, and dating and domestic violence. If you have experienced sexual misconduct, or know someone who has, the University can help. If you are seeking help and would like to speak to someone confidentially, you can make an appointment with:

- Sexual Assault Crisis Services (SACS) at (812) 855-8900 (counseling services)
- Confidential Victim Advocates (CVA) at (812) 856-2469 (advocacy and advice services)
- IU Health Center at (812) 855-4011 (health and medical services)

It is also important that you know that Title IX and University policy require me to share any information brought to my attention about potential sexual misconduct, with the campus Deputy Title IX Coordinator or IU's Title IX Coordinator. In that event, those individuals will work to ensure that appropriate measures are taken and resources are made available. Protecting student privacy is of utmost concern, and information will only be shared with those that need to know to ensure the University can respond and assist. I encourage you to visit <http://stopsexualviolence.iu.edu/> to learn more.

F491 Course Calendar Fall 2018

Please come to class having completed the material listed for that day. For example, in class on Thursday, 8/23 you should have already read Palmeri & Milligan sections 6 through 9, done the corresponding grammar exercises, and translated Dantès section 1.

The instructor reserves the right to make changes to this schedule. You will be notified of any changes to the course calendar either in class or through a Canvas message.

Date	Topics	Assessments	Translations	Grammar Prep (Palmeri & Milligan)
Tues. 8/21	Part 1: Introduction Present tense of <i>être</i> Negation Gender and plural of nouns The indefinite article The definite article			(§1-5)
Thurs. 8/24	Part 1: Use of definite article Contractions Present tense of <i>avoir</i> Possession		Dantès 1	§6: 1, 3, 5; second set: 2-6 all §7: 2-5, 7-11; second set: 30-36 even (p. 15) §8: 2-6 all, 8 §9: 3-14 all
Tues. 8/28	Part 1: The partitive Present tense of <i>-er</i> verbs Position of adjectives		Dantès 2	§10 (p. 19): 2-4, 9-11, 13, 15, 16, 20 (nothing from the second set) §11: 3, 5, 11, 13, 15-24 all §12: 1, 3, 4, 6, 7
Thurs. 8/30	Part 2: Agreement and form of adjectives The demonstrative adjective	Quiz 1 (Part 1)	Dantès 3	§15: 2-7 all §16: (p. 33) 2-12 even; (p. 34) 3, 5
Tues. 9/4	Part 2: Present tense of <i>-ir</i> and <i>-re</i> Verbs		Dantès 4	§13: 3-14 all, 18 (just try it!) §14: 2-10 all §17: 2-14 even; second set (pp. 37-38): 9, 10, 18, 21, 22
Thurs. 9/6	Part 2: The imperative Reflexive verbs Meanings of the reflexive		Text on Canvas	§18: 6-20 all §19 (read) §20: 4-8 all, 13, 14, 17, 18; second set: 2, 3, 5, 7
Tues. 9/11	Part 3: Possessive adjectives Present tense of <i>faire, aller</i> Pronoun objects	Quiz 2 (Part 2)	Dantès 5	§21: 1-13 odd, 14 §22: 2, 4, 5, 6, 9, 12, 14, 15; second set: 3-5 all §23: 2-10 even

Thurs. 9/13	Part 3: The imperfect The comparative Present tense of <i>vouloir, pouvoir</i>		Dantès 6-7	§24: 3-7, 13, 14, 16, 17, 19; second set: 2-16 even, 17 §25: 1-11 all (a few tricky ones, give them your best attempt); second set: 2-16 even, 22 §26: 2-5, 9-12, 15
Tues. 9/18	Part 3: The past participle The past indefinite (<i>passé composé</i>) Irregular plurals (Review Parts 1-3)		Dantès 8-9	§27 (read) §28: 1-13 all, 15; second set: 2-5, 7-9 §29: 3-6, 9, 12, 13, 17; second set: 2-4, 7-11
Thurs. 9/20	Exam administered in class	Exam 1: Parts 1-3		
Tues. 9/25	Part 4: Irregularities of <i>savoir, recevoir</i> The pluperfect		Dantès 10	§30: 2, 5, 7, 8, 10, 14, 16, 17; second set: 4, 7, 8, 12 §31: 4-8 all; second set: 6
Thurs. 9/27	Part 4: Object pronouns <i>Dire</i> and <i>lire</i> <i>Voir</i> and <i>croire</i>		Text on Canvas	§32: 1-7, 9-14 §33: 2, 5, 7, 9, 10; second set: 2-5, 8, 10 §34: 2, 3-7 odd, second set: 2-8 even
Tues. 10/2	Part 4: The simple past (<i>passé simple</i>) Variable demonstrative <i>celui</i> The future and future perfect		Dantès 11	§35: 1-6 all; second set: 1, 2; third set: 12, 17, 19, 21 §36: 1-11 all §37: 3-7, second set: 2-8
Thurs. 10/4	Part 5: <i>Connaitre</i> and <i>mettre</i> Possessive pronouns The conditional and conditional perfect	Quiz 3 (Part 4)	Dantès 12	§38: 3-27 odd §39: 2-12 even §40: 3-6 all, 8, 10, 11, 15 (**Read document "Conditional" (<i>Files</i> → <i>Supplemental materials</i>) before translating §40**)
Tues. 10/9	Part 5: <i>Même</i> <i>Écrire</i> and <i>prendre</i> Disjunctive personal pronouns	Reading Summary 1 due	Dantès 13	§41: 1-6 all §42: 2, 3, 5, 6, 9, 10, 13, 15, 17; third set (p. 111): 8, 9, 17 §43: 1-7 all, 9-12 all; second set: 1-3 all
Thurs. 10/11	Part 5: The present participle Interrogation		Dantès 14	§44: 1-5 all, 1-6 all §45: 1-11 odd, second set: 1-3 all

Tues. 10/16	Part 6: <i>Venir</i> The infinitive Causative <i>faire</i>	Quiz 4 (Part 5)	Text on Canvas	§46: 2, 3, 9, 10, 13, 14, 17-20, 26; second set: 1-4 all §47: 1, 2, 4, 5 §48: 2-10 even, 7
Thurs. 10/18	Part 6: <i>Craindre</i> Negation		Le Horla 1	§49: 1, 2, 4, 5, 7, 11, 12, 15-18 §50: 1, 2, 4, 8, 10, 17-19
Tues. 10/23	Part 6: Present and present perfect subjunctive Redundant <i>ne</i> (Review Parts 4-6)		Le Horla 2	§51: 2, 4-7, 9, 12, 14, 15; second set: 2-5 §52: 1
Thurs. 10/25	Exam administered in class	Exam 2: Parts 4-6		
Tues. 10/30	Part 7: Impersonal <i>il</i> <i>Falloir</i> and <i>pleuvoir</i> Uses of <i>falloir</i>	Translation choice due	Le Horla 3	§53: 1, 4, 6, 7, 9, 11, 12 §54: 1-2 (practice identifying tenses/moods) §55: 1-7, 11-13
Thurs. 11/1	Part 7: Y and <i>en</i> <i>Naitre</i> and <i>mourir</i> Relative pronouns		Le Horla 4	§56: 2-12 even; second set: 2-4 §57: 2-7 all; second set: 4-6, 9, 10, 12 §58: 1, 3-12 all
Tues. 11/6	Part 7: <i>Asseoir</i> and <i>plaire</i> The imperative in the third person <i>Battre, boire, bouillir, courir</i>		Text on Canvas	§59: second set (p. 171): 2-7 all §60: 1-5 all §61: 1-3 all; second set: 1
Thurs. 11/8	Part 8: Interrogative pronouns <i>Envoyer, fuir, valoir</i> Interrogative word order	Quiz 5 (Part 7)	Le Horla 5	§62: 2-26 even §63: 3-6, 9-10, 14 §64: 1, 3, 4, 6
Tues. 11/13	Part 8: The imperfect and pluperfect of the subjunctive Further uses of the subjunctive		Le Horla 6	§65 (read) §68: 3-8 all, 10-11
Thurs. 11/15	Part 8: Meanings of <i>si</i> <i>Hair, ouvrir, rire</i>	Reading Summary 2 due	Le Horla 7	§66: 1-7 all §67: 2-6 all, 8, 11, 18

Tues. 11/20	Thanksgiving Break – No Class			
Thurs. 11/22				
Tues. 11/27	Part 8: <i>Suivre</i> and <i>vivre</i> Idiomatic present and imperfect <i>Devoir</i>		Le Horla 8	§69: 1-7 all, 9; second set: 1-7 all, 10, 12 §70: 1-8 all §71: 1-8 all, second set: 2, 3, 5, 6, 7, 9
Thurs. 11/29	Part 8: The subjunctive in independent clauses <i>Aucun, jamais, rien</i>		Le Horla 9	§72: 1-6 all §73: 1-7 all
Tues. 12/4	Part 8: Miscellaneous <i>Faux amis</i>		Text on Canvas	§74: 2, 4, 6 (just try it) §75: Pick any 10 of your choice; avoid 1-3
Thurs. 12/6	Wrap-up/Final Translation Help	Quiz 6 (Part 8)		
Tues. 12/11	Final translation submitted via Canvas by 11:59 pm			