

F115 – Accelerated Beginning French

Spring 2018 - Indiana University

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Please note that I generally do not check my school e-mail between 8:00 p.m. and 8:00 a.m.

Office Hours: Global and International Studies Building, 3W
Tuesdays and Thursdays from 1-2, or by appointment

Classmate Contact Information:

Name: _____ e-mail / phone: _____

Name: _____ e-mail / phone: _____

Course Information and Policies

Welcome to French F115, the accelerated introductory French class at Indiana University. Please read the following pages carefully and print them out as a reference. This syllabus is our contract for the semester, and it contains essential information. Note that the course policies and schedule are subject to change and may be modified.

I. Course Objectives

In reference to the American Council on the Teaching of Foreign Languages (ACTFL) proficiency guidelines (<http://actflproficiencyguidelines2012.org/>), over the course of F115 students will develop Intermediate level skills while gaining tools needed to perform at the Advanced proficiency level:

“Speakers at the Intermediate level are distinguished primarily by their ability to create with the language when talking about familiar topics related to their daily life. [...] Intermediate-level speakers can ask simple questions and can handle a straightforward survival situation. They produce sentence-level language, ranging from discrete sentences to strings of sentences, typically in present time.

Speakers at the Advanced level engage in conversation in a clearly participatory manner in order to communicate information on autobiographical topics, as well as topics of community, national, or international interest. The topics are handled concretely by means of narration and description in the major time frames of past, present, and future. [...] Advanced-level speakers have sufficient control of basic structures and generic vocabulary to be understood by native speakers of the language, including those unaccustomed to non-native speech.”

According to the **Indiana University World Languages and Cultures Learning Outcomes**, students who complete the World Languages and Cultures requirement will demonstrate:

1. an understanding of culture within a global and comparative context (specifically, an understanding that a particular culture is one of many diverse cultures and that alternate perceptions and behaviors may be based in cultural differences);
2. knowledge of global issues, processes, trends, and systems (such as economic and political interdependency among nations, environmental-cultural interaction, global governance bodies, and nongovernmental organizations);
3. knowledge of other cultures (including beliefs, values, perspectives, practices, and products);
4. the ability to use cultural knowledge, diverse cultural frames of reference, and alternate cultural perspectives to think critically and solve problems;

5. the ability to communicate and connect with people in other language communities in a range of settings for a variety of purposes, developing skills in each of the four modalities: speaking (productive), listening (receptive), reading (receptive), and writing (productive) [N.B. This learning outcome applies specifically to students who study a foreign language.];

6. the ability to use foreign language skills and/or knowledge of other cultures to extend access to information, experiences, and understanding.

II. Required Materials

Textbook

Valdman, Albert, Cathy Pons, and Mary Ellen Scullen. *Chez nous : Branché sur le monde francophone*. Fourth edition (custom edition for IUB). Prentice Hall. 2010.

MyFrenchLab (www.mylanguagelabs.com). If your book did not come with an access code, it may be purchased separately. Go to the above link and register as a student.

Recommended texts

❖ Morton, Jacqueline. *English Grammar for Students of French, 6th edition*.

If you struggle with knowledge of English Grammar, this book can give you explanations and examples in English that will help you to better understand the French grammatical explanations and examples in your *Chez Nous* text and in class. This is recommended for all levels of French classes so you can use it for multiple semesters.

❖ An excellent French-English dictionary such as the Collins-Robert or *The Oxford New French Dictionary*, 3rd edition, ISBN 9780425228616.

NOT permitted

Translation programs / website: The translations that these sites produce are often poor, if not bizarre. Most importantly, the use of services like these considered **cheating** (see the Pledge of Honor). Or as one site put it: *D' a more important manner, I' use of the services as the latter planned to cheat (see I' engagement of I' honor)*. Your professor, your dictionary, and online dictionaries (such as WordReference) are much more reliable resources. See "Academic Honesty" section for more information.

Cell phones/iPods/etc: You may bring your phones to class with you, but please silence them. As a matter of respect, please do not use phones in class. The instructor reserves the right to confiscate any device and return it at the end of class.

Laptops: The focus in class will be on speaking and interacting with your classmates; laptop use is forbidden unless you have special need of a laptop in class (for which you must provide documentation; see below).

In other words, the unsanctioned use of electronic devices of any kind will substantially lower your participation grade.

III. Grading

Grades will be calculated by a point value, according to the following scale. **Grades are not curved, nor is there extra credit in F115.**

Grades are distributed among the following categories:

Preparation, attendance, participation	10%
Homework	30%
Tests (4)	25%
Skill tests (5)	20%
Oral presentation	5%
Final exam (cumulative)	10%
	100%

Grading Scale:

A+ = 97.5%-100%; A = 92.5%-97.4%;
A- = 89.5%-92.4%; B+ = 87.5%-89.4%;
B = 82.5%-87.4%; B- = 79.5%-82.4%;
C+ = 77.5%-79.4%; C = 72.5%-77.4%;
C- = 69.5%-72.4%; D+ = 67.5%-69.4%;
D = 62.5%-67.4%; D- = 59.5%-62.4%;
F = < 59.4%

MyFrenchLab, Other Homework, and Quizzes

The purpose of readings and MyFrenchLab exercises is to prepare you for optimal participation in class. All MyFrenchLab exercises must be completed before class (10:10 am) the day the exercise is due on the Course Calendar or no credit will be awarded.

How to do homework in MyFrenchLab: In the MFL platform (www.mylanguage labs.com), you have an unlimited number of attempts to submit an exercise or activity for a grade. This is to encourage you to use it as a tool to check your comprehension after you have studied the lesson. After you click to finish and submit an exercise, if there are any incorrect answers, the program will give you hints and will point you to the grammar or vocabulary point within *Chez Nous*. Be aware that your instructor will see each attempt you make (as well as the amount of time it took you to complete the activity). **For more detailed instructions, see Canvas.**

Tests

There will be a test every two chapters (Exam 1 will cover the chapters Préliminaire, 1, and 2). These tests will include vocabulary, grammar, listening and reading exercises.

Skill tests

These tests will cover reading comprehension, composition, and speaking. They are designed to be less stressful than chapter tests and to help students discover their abilities in French.

Please note that oral exams will take place over two days. You and a partner will sign up for a timeslot approximately two weeks before the oral exams. There will be no class on the days when oral exams take place.

Oral presentation

By the end of the second week of class, you will sign up for a presentation. Presentations will take place during chapters 6-10.

Final Exam

The *cumulative* final exam will take place on **Monday, April 30th from 10:15 to 12:15**. It is your responsibility to inform your instructor of any conflicts as soon as possible, and no later than April 1st. You are eligible for an alternative exam time if you have three other exams on the same day or another exam at the same time. You are not eligible for an alternative exam time because of travel plans.

IV. Preparation, attendance, and participation

Regular oral practice is essential for improving proficiency in a foreign language; thus attending class and participating actively on a daily basis is necessary for a student's success in F115. **You are also required to check e-mail and Canvas at least once a day in order to keep up with important announcements from your instructor.**

In class, in addition to participating actively, you are expected to maintain civil behavior and refrain from eating, chewing gum, drinking, cell phone use and disruptive behavior (chatting, reading the paper, doing other homework, etc.)

Engaging in these activities will result in a lower participation score.

Our classes are conducted *entirely in French*. You are expected to come to class having sufficiently prepared the day's material in advance to enable your active participation. Your instructor will note your participation on a daily basis and average your daily scores from the week into your weekly participation grade. A maximum participation score of 10 points can be earned per week of class. The following are the general guidelines your instructor will follow in assigning your participation grade:

8.5-10 points	Used only French and spoke often during class. Participated actively in pair and group work. Volunteered often and in a meaningful way to class discussion. Listened attentively and responded to others. Was well prepared for class and able to respond to detailed questions about material.
7-8 points	Used mostly French (including during pair work). Spoke often during class. Participated actively in pair and group work. Volunteered occasionally. Listened and responded generally to others. Was adequately prepared for class and able to respond correctly to basic questions about material.
5-6.5 points	Used quite a bit of English on several occasions during pair or group work and/or whole class discussion OR didn't speak often. Not very engaged in group activities. Did not volunteer during classroom discussion. Did not bring hard copy of textbook (except for exam days). Was not familiar with the material for the day, and unable to respond to basic questions about it.
0-4.5 points	Used more English than French OR did not speak during class. Was not engaged in group activities, was distracting to others, or strayed from the topic during group activities. Chatted in English with classmates, did other homework, slept, text-messaged, read the news, or did not pay attention during class activities.

Absences

You are expected to come to class fully prepared, and to participate actively each day. Because absences prevent you from participating in class and showing your preparation, unexcused absences will impact your grade. For each unexcused absence, you will lose all participation points for the day. These points cannot be made up. **Beyond three unexcused absences, you will lose 2% of the final course grade for *each* subsequent absence, in addition to earning a 0/10 for participation on those days.** If you miss an assignment, in-class writing, exam, quiz, or any other written or oral work because of an unexcused absence, these points **cannot be made up.** **[Please note that three tardies (arriving late, leaving early, or leaving and re-entering class) are equivalent to 1 unexcused absence.]**

Because in-class participation is such a vital part of language learning, **excused absences** can excuse participation for only up to two weeks of class (totaling 6 sessions). For these six sessions, the average participation grade for the remaining days of the week will be substituted for the missing day. If a whole consecutive week is missed, the grade for the end of the semester will be substituted in for the missed weeks. In excess of six sessions of excused absences, the participation for the day will be noted as zero. However, excused absences will not incur an additional percentage deduction from final grade.

EXCUSED ABSENCES

Excusable absences include illness, tragedy, religious observance, participation on a team in university-sponsored athletic events, and performances required for a degree. Work, job interviews, weddings, conferences, rehearsals or practice, study sessions, exams for other classes, court or medical appointments and other travel may not be considered excused. An absence will be excused only if **written, verifiable documentation** is presented to the instructor **the next class period** you attend. The documentation must be **official** in nature, must clearly and fully **explain** why the absence was necessary, and must be **signed and dated**. Once your documentation is accepted, you will be allowed to make up missed work. You must obtain documentation from a doctor and from Student Disability Services if your chronic health issues prevent you from regularly attending class. ***NB:** An IU HEALTH CENTER VERIFICATION OF VISIT does not suffice to excuse you from class.

To be excused for a **religious holiday**, you must submit a request for accommodation for religious observances to your instructor *by the end of the second week of classes*. The official form can be downloaded at <http://vpfaa.indiana.edu/forms/>

**** Please do not ask your instructor to excuse an absence if you cannot provide documentation in a timely manner. ****

V. Tardiness and unexcused absences

It is expected that students will regularly and punctually attend ALL class meetings, and that any absences will be handled responsibly. This means notifying the instructor of an absence for any reason ahead of time, promptly providing adequate documentation of excused absences, and taking the initiative in handing in or making up work in a timely manner.

Unexcused absences: **Other than MFL work, which may be turned in online before the class you miss, you may not make up work from unexcused absences.** This policy applies to all unexcused absences, including the first three unexcused absences that do not otherwise affect your semester grade.

Arriving late / Leaving during class / Leaving early: Tardiness, early departures and leaving the room during class time count against overall participation because of the disruptive nature of this behavior which inhibits your own and your classmates' learning. If you have a medical condition that requires you to leave early, to move at regular intervals, etc., please notify your instructor during the first week of class and discuss a way to provide the appropriate documentation.

Other Notes on Attendance

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

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 departmental office (GISB 3rd floor) to consult an administrative staff member.

VI. Academic Honesty

The Department fully supports all university policies and procedures regarding academic misconduct (cheating, fabrication, plagiarism, interference) as outlined in the Code of Student Rights, Responsibilities and Conduct. Acts of cheating are not tolerated in F115 and will be subject to academic misconduct procedures. All F115 students are required to sign the Pledge of Honor before submitting any written work.

Approved writing resources

For your writing homework assignments, you have all of your resources available to you. You must, however, know how to properly use them. In addition to your instructor and your textbook, the following are acceptable online resources that you may find useful for your writing:

WordReference – <http://www.wordreference.com/> – online English-French dictionary

AboutFrench – <http://french.about.com/> – French grammar explanations

Tex's French Grammar – <https://www.laits.utexas.edu/tex/> – open-source French grammar lessons

BonPatron – bonpatron.com – basic writing editor (correcteur de grammaire et d'orthographe)

When looking up words in dictionaries, many words have homonyms or different shades of meaning that can be confused. You can help make sure that the word you end up with is in fact the correct translation by making sure it is the same part of speech that you are looking for and cross-checking it by looking up the new French word to make sure it has the correct English translation.

Remember, however, that what we are asking you to do is to use what we have taught you, so you should already have all the tools and vocab necessary to complete your assignments using your Chez Nous textbook.

ACADEMIC HONESTY AND INTEGRITY

All work in F115 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/or 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.

IMPORTANT NOTE ON ACADEMIC INTEGRITY, PLAGIARISM AND ORIGINALITY OF WRITTEN WORK in F115

Translation programs, native speaker friends/family/acquaintances or tutors are not permitted to write or correct your written work in F200 and F250!

What is the difference between translation software and a dictionary?

A dictionary allows you to look up an individual word or expression (for example 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: “broken; colorful; delicious; funny”; PREPOSITIONS AND CONNECTORS: “furthermore; toward; because of; due to; besides” etc.

Translation software is any tool, including Google, that allows you to submit a portion of a sentence, whole sentence, paragraph or entire composition to be translated from one language to another. Typing “*How do you say ‘The student who was next to me on the bus’ in French?*” into the Google search bar (or AboutFrench.com, or any other software, search engine or website that has translation capabilities) is unethical, for example, since it constitutes a complex noun-phrase. **Use of any kind of translation tool beyond single words/expressions is not permitted, is considered cheating, and constitutes plagiarism.** Why is translation software not allowed? Because one of the goals of studying a foreign language is to learn how a given language, and language(s), work in general, and how to put the language together yourself to make meaning. Use the structures you know and the structures you are studying in class. It is more important that we see you working with grammar and vocabulary studied in class than having a perfect composition. Errors are normal! We want to see that you are working through the language on your own! Keep it simple and use your book.

A word of caution: sentences and paragraphs produced using translation software are easy for your teacher to spot. They typically contain very advanced, overly sophisticated structures far beyond the level of an F200-F250 student’s abilities. If you cannot explain a structure, or identify the tense you used and explain why you used it, the writing will not be considered to be your own. If your teacher has concerns about the originality of your work, you may also be asked to produce writing on a similar topic in controlled office conditions, and the quality of that writing will be compared with the quality of the original assignment. If the proctored writing 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 writing, set up an appointment to meet with your instructor.

Please read, sign, and return the Statement of Academic Honesty by the end of the first week.

VII. Incompletes

A final course grade of I (Incomplete) is rarely assigned in this course, and may only be assigned for reasons of illness or family emergency during the last four weeks of the semester. An incomplete is NOT issued for chronic missed work over the course 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.

VIII. Disability Services

We work closely with the Office of Disability Services for Students to provide accommodations to students with learning and/or physical disabilities. If you are seeking accommodations, please obtain the information letter from OFSS in Franklin Hall 096, and then make an appointment to see your instructor to work out a plan for the semester. In order for us to make appropriate and adequate accommodations, we request that you notify your instructor AND the course supervisor and provide the necessary documentation by the end of the first week of classes.

IX. Sexual Misconduct & 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:

The Sexual Assault Crisis Services (SACS) at [\(812\) 855-8900](tel:8128558900) (counseling services)

Confidential Victim Advocates (CVA) at [\(812\) 856-2469](tel:8128562469) (advocacy and advice services)

IU Health Center at [\(812\) 855-4011](tel:8128554011) (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 stopsexualviolence.iu.edu to learn more.

Thinking about Studying Abroad in France?

Check out our website at: <http://frit.indiana.edu/undergraduate/french/overseas.sht>

X. A word to the wise!

Remember that you have chosen to enroll in an **accelerated** class. This means that we will be covering twice the material in half the time. What this means to you is that you will have twice as much work as in a regular class with only half of the in-class support. Therefore, you should expect to have no less than an hour's worth of reading and exercises EACH night.

This class is dependent upon you being an independent learner. In order for this class to be successful (and you to be successful in it) you are expected to keep up with the readings and homework every day to be able to come to class with specific questions and learning goals. Class time is precious and will be spent reinforcing and practicing concepts with which you have already familiarized yourself at home.

Due to the fast-paced nature of this class, if we are unable to cover a certain concept in class, *you are still responsible for all of the material on the syllabus*. In this case, please do not hesitate to come to my office hours or to make an appointment with me. There is no time to fall behind.