

Suggested additional material

In addition to the textbook, I recommend you get a good bilingual dictionary, like the *Oxford-Hachette Compact French-English Dictionary*.

A good addition to any French students' library is the *Bescherelle Grammaire pour tous*, and *Bescherelle Conjugaison pour tous*. These are pocket-sized books with respectively all grammar rules and conjugation of all French verbs.

Student Learning Objectives **(what you are supposed to be able to do at the end of the semester!)**

Upon completion of this course, you will be able to:

- Comprehend clearly-articulated speech in French within the limits of topics covered in class
- Relay information in French on a variety of topics covered in class
- Interpret short readings related to topics covered in class
- Produce information on French-speaking countries
- Draw parallels between English and French, as well as their own culture and those of the French-speaking world.

About your instructor:

I have been teaching French, writing, and history for the past 10+ years. My areas of specialty, outside of Second Language Acquisition of course, are gender, race, and French identity. My hobby is collecting Kodak cameras (I have close to a hundred now!).

My office is in Perlman Hall, and I am generally there every day. **My door is always opened to you, you will never be turned down here.**

On this subject, I am dedicated to making this class accessible to **everyone**. You deserve a safe and respectful environment, regardless of color, religion, ethnicity, disability, sexuality, gender, nationality, gender representation, etc. If you need special accommodations, please let me know, and I will work with the Center for Academic Success to help.

Our classroom is a safe space for everyone, regardless of your identities.

In our first class we will discuss the idea of equity in the classroom, for now, know my pedagogy is geared towards equity.

Grade breakdown:

Class Participation 20%:

As attendance and class participation are essential to students' learning and intellectual development, you must be well prepared and there for each class, ready to participate. More than 4 **unexcused absences** will result in a lower grade at the end of the semester: 1/4 of a point will be deducted from your final grade for each additional absences.

One oral activity 10%:

This is a one-on-one oral exam that is a way for me to check up on your understanding of the material and progress in French. In this oral, you will be given the choice between three topics.

You will get the opportunity to work on the three topics before hand, but you won't be able to read notes.

You will be given a rubric beforehand so you know what your grade is based on.

Homework on VHL 15%:

Throughout the semester, you will be assigned exercises on the VHL website. It is your **responsibility** to check at the end of each week what exercises are assigned for the next week.

Some exercises will be assigned with a deadline at the start of our class time—those are to be completed **BEFORE** you come to class.

Final exam 15%:

The final exam is:

05/07, 8-10 am (section 1)
05/08, 1:15-3:15pm (sect. 2)

One composition, 2 drafts 10%:

Over the course of the semester you will do a first draft on an assigned topic, and will be offered the chance to rewrite it with my comments.

Five exams 20%:

Five exams will be administered during class time. The lowest grade of these fives will be dropped.

One digital presentation 10%

This is a digital presentation that you will put together and present to your classmates.

It can take the form of a short movie, or a Keynote/Powerpoint presentation, and you will be assigned a topic ahead of time.

You will record a commentary of your presentation, so you can write it up and do several takes to record it perfectly.

Your grade will be based on accuracy of French, pronunciation, and creativity. Big points will be given to creativity here, so don't hesitate to do something fun!

Grading scale:

93-100	A	83-86	B	73-76	C	63-66	D
90-92	A-	80-82	B-	70-72	C-	60-63	F
87-89	B+	77-79	C+	67-69	D+		

DOs and DO NOTs

A handy guide to good practices in language-learning

Over the years, I have been told a number of times by students coming in my class that they were “just not good with languages”. This is not true! The good news is that there is a lot research in Second Language Acquisition that shows *how* you can be great at languages, and that there are absolutely no age limit to language-learning. Here are some tips:

The DOs:

1) Preparedness and risk-taking

Do: come in class prepared, and participate often.

—>Why is it important to participate and to be prepared to participate?

- a) It is a good portion of your grade!
- b) There is an important body of research in Second Language Acquisition that shows one of the most efficient way to retain language is to spend in class time **practicing and communicating (whether in writing or speaking)** rather than doing **rote learning (i.e learning by memory)**. This method of practicing with no interruptions that relies on your participation is adapted from the Communicative Language Teaching approach, and in small class settings like yours, has been shown to give better long term results for fluency.
- c) CLT uses a lot of exercises where you speak to your classmates and search for informations, or do something that involves role play—meaning using your body as a language-learning tool. That’s because **relating to information, and using your body to mime or play something** triggers something in us that imprints our brains better—it is a process called Total Physical Response, and is frequently used by Second Language teachers to teach things like directions, or telephone conversations. You come to associate the words with the movement, and it becomes semi-unconscious, and therefore easier to recall.

—>**Language-learning is about practice and risk-taking, which are rewarded in this class.**

2) Take a leap of faith

Do: Guess from contextual clues.

Think of language-learning as detective work. There are two ways in which you have to be ready to make leaps of faith and deduce from context: when reading a text, and when listening to your instructor modeling new words.

When reading, remember that English is often French badly pronounced, and that 45% of English words come from France. *Case in point*: can you guess what the expression “ton formel” means? Vista textbooks, such as your *Espaces 3rd edition* textbook, use the proximity between some English and French words to help you guess the meaning of sentences in small texts by giving you words close to English, or by putting one unknown word in a sentence where you know the rest of the vocabulary.

That latter process, the leap you take in guessing a word from what surrounds it, is called contextual guessing, and this is a skillset that will be tremendously helpful outside of college. When listening to your instructor, listen for words you know, and look out for facial expression. *Case in point*: if I come in and say “Bonjour! Comment ça va?,” then point outside at the snow falling while mimicking chills, and say “Il fait froid aujourd’hui,” I am likely not bidding you goodbye and telling you it is very warm outside.

3) Questions

Do: Ask questions! This is a **non-judgemental**, respectful classroom, where questions are not only welcomed, they are encouraged!

In regards to cultural questions—remember that French is an official language, or language of every day use in more than 30 countries in the world. The French-speaking portion of Earth is the most demographically dynamic on Earth with an annual 2.2% growth (versus 0.4% for the hispanic one!)—and this growth will happen almost entirely in Africa, particularly West and Central Africa, which currently hosts some of the fastest growing economies in the world. Here are some annual growth rates for Western African countries (countries names are in French!):

- Bénin: 6.3%
- Burkina Faso: 6%
- Côte d’Ivoire: 7.9%

Compare this to France’s GDP growth in 2019 of 1.3%, or the USA’s GDP growth of 2.1%, and you can easily understand why learning French is learning a global language, with multiple career outcomes in business, international relations, medical professions and much more!

—> **There are variations of French all over the world, not just French from France!**

Learning is a shared experience, best enjoyed in a classroom safe for everyone, regardless of their identities.

Respect each other!

The DON'Ts:

1) Homeworks

Do NOT: wait until the end of the semester to complete your online exercises on VHL! Cumulatively, at the end of the semester, your homework will total anywhere between four to six solid days of work (without sleep or breaks to eat!). I strongly advise you do your homework as it is assigned, and not in one chunk at the end of the semester.

2) Absence policy

Do NOT: skip class! You have **4 unexcused absences (four) allowed, and no more.** After these four (4), your final grade will be lowered by a 1/2 of a point for every absence.

You may be absent for university-related events (academic conferences, competitions, athletic events, class trips). For all of these you **must provide written documentation.**

You also may be absent for religious holiday observance, For all of these, you **must provide me with a list of the days you will need to be absent, in writing, within the first two weeks of class.**

You may also be excused if you **have a doctor's/nurse's note, or a dean's note.**

Here are examples of how being absent without an excuse will affect your grade (in addition to making you loose valuable class time

Number of unexcused absences	Original final grade of the student	Final grade after accounting for absences
0-4	90%	90%
5-10	90%	89-85%

I can also guarantee, from experience, that more than 4 absences (or a week of class) will affect your exams—and more than 8 will almost certainly lead to issues when taking the final.

In addition, I am asking you to be in class on time—not just because it shows a lack of seriousness when you are late, but because it is disruptive to your classmates. An arrival more than 15 minutes after the beginning of class will be treated as a half unexcused absence, and more than 25 minutes will be treated as an unexcused absence.

Additional remarks on a Safe classroom

1) Class rules

In taking this class, and by being on this campus, you abide by two university codes.

a) One is the **Code of Student Conduct**. You will find a copy of the Student Handbook here: <https://my.alfred.edu/student-policies/>

There are five central tenets, or Core Values, to the Student Code of Conduct: integrity, community, social justice, respect, responsibility. I encourage you to read the student handbook, in particular the sections on disciplinary actions and what your responsibilities are, but in essence, the Student Code of Conduct, to which you agreed when you matriculated in this campus, states that you are to be “just and equitable in [your] treatment of all members of the community,” that you “are given and accept a high level of responsibility to self, to others, and to the community,” and that you “exemplify honesty, honor, and respect for the truth in all [your] dealings.” The Code also says that you “are responsible for knowing the information, policies and procedures outlined in this document and in all other applicable university policies.”

b) The second university code regards **academic integrity**, and you can find more information in section 700 of this link, down the page: <https://my.alfred.edu/academic-regulations/undergraduate.cfm>

Two items in particular are important here: cheating and plagiarism are grave offenses. Plagiarism will follow you wherever you go in academia, and can result in your **termination from Alfred, and/or inability to enroll in graduate school**, if you want to pursue another degree post baccalaureate.

c) Finally, in taking this class you abide to **our classroom rules**: no chewing when answering questions (your voice has to be understandable!), no computers or phones, no bullying of any kind, no name calling, no talking over each other.

If you are the victim of harassment, assault, if you have a mental health issue that you need help with, if you have a disability that needs accommodation, come talk to me, or go the Wellness Center, or Dean Del Rey’s office. **My door is always open to you.**

IMPORTANT NOTE: While I am happy to be your advocate, and my door is always open to you, I am not a confidential resource, and cannot be by law. I am required to report Title IX issues, and to report behaviors that I think put you or the community at risk. If you would like a confidential resource, know the Counseling Center is, and I am happy to give you a list of others.

Calendar

This calendar for the semester is subject to changes as needed, and you will be informed of any changes through Canvas.

Progr amme	Lundi	Mardi	Mercredi	Jeudi	
1 20-23 janvier	<i>Congés</i>	Introduction	Leçon 6A – Surprise!	Leçon 6A.1 Demonstrative adjectives	
2 27-30 janvier	Leçon 6A.2 The Passé Composé with Avoir	Leçon 6B—Très chic !	Leçon 6B.1 Indirect object pronouns	Leçon 6B.2 Regular and irregular -ir	
3 3-6 février	<i>Révisions Ch. 6</i>	<i>Evaluation I: Ch. 6</i>	Leçon 7 A: Bon voyage	Leçon 7A.1 The Passé composé	
4 10-13 février	Leçon 7A.1 The Passé Composé with être	Leçon 7A.2 Direct Object Pronouns	Leçon 7A.2 Direct object pronouns	Leçon 7B – À l'hôtel	
5 17-20 février	Leçon 7B.1 Adverbs	Leçon 7B.2 The Impératif	<i>Révisions Ch. 7</i>	<i>Evaluation II : ch. 7</i>	
6 24-27 février	Leçon 8A – La Maison	Leçon 8A.1 The Imparfait	Leçon 8A.1 The imparfait	Leçon 8A.2 Passé composé et imparfait (pt 1)	
7 2-5 mars	Leçon 8B Les tâches ménagères	8B.1 Passé Composé v. Imparfait (pt. 2)	8B.2 Savoir et Connaître	Journée Cinéma	
8 9-12 mars	Springbreak – Vacances de printemps				
9 16-19 mars	<i>Révisions Ch. 8</i>	<i>Evaluation III : Ch. 8</i>	9A – Quel appétit !	9A.1 Venir and the passé récent	
10 23-26 mars	9A.2 Devoir, vouloir, pouvoir <i>Composition v. 1</i>	9B – À table !	9B.1 Comparatives and superlatives of adjectives	9B.2 Double Object pronouns	
11 30 mars-2 avril avril	9B.2 Double Object Pronouns	<i>Révisions Ch. 9</i>	<i>Evaluation IV: Ch. 9</i>	<i>Dégustation de Fromage</i>	
12 6-9avril	<i>Révisions – Activité Orale</i>	<i>Activité Orale jour 1*</i>	<i>Activité Orale jour 2*</i>	10A – La routine quotidienne	
13 13-16 avril	10A.1 Reflexive Verbs	10A.2 Reflexive Verbs— sens idiomatique	10B – J'ai mal !	10B.1 Passé Composé	

14 20-23 avril	10B.1 Passé Composé of reflexive verbs	10B.2 Y et En	<i>Révisions Ch. 10</i>	<i>Evaluation V: Ch. 10</i>	
15 27-30 avril	<i>Révisions Ch. 6</i> Présentation Numérique	<i>Révisions Ch. 7</i>	<i>Révisions Ch. 8</i>	<i>Révisions Ch. 9</i>	
16 4-8 mai	<i>Révisions Ch. 10</i>			7 mai examen section 1 8 heures-10heures du matin Salle 218	8 mai examen section 2 13h15-15h 15 Salle 218