

FRE 1130 Beginning French I Spring 2018

Instructor's name: _____ Office: _____

Office hours: _____ Telephone: _____

E-Mail: _____ Connect Course ID: _____

Course description and objectives:

FRE 1130 (Beginning French I) concentrates on development of overall skill in the language (speaking, listening, reading, writing, grammar, vocabulary and cultural knowledge). By the end of the semester, students will be able to participate in basic conversations in French, describing themselves and others, discussing their likes and dislikes, talking about their families and where they live, and explaining simple past and future events. Students who successfully complete the course will be at the A1 level on the Common European Framework of Reference for languages.

Students with more than one year of high school French are excluded from FRE 1130. Those with more than two years of HS French are excluded from both 1130 and 1134 (Accelerated French Review).

Required materials:

Textbook complete package:

- Anderson and Dolidon, **En Avant!: Beginning French, 2nd edition** (2016), McGraw-Hill, Inc.
- *Connect* French Access for **En Avant! 2nd edition**. Connect French is used to access video materials and the electronic Workbook/Lab Manual, both required components for this course. Access will be required from the first week of class.

Classroom approach:

We teach our classes in French. Communicative contexts and grammatical guides are introduced in class through a variety of activities; acquisition is reinforced by interactive use of new structures and vocabulary. **DAILY ATTENDANCE, THOROUGH PREPARATION OUTSIDE OF CLASS, AND PARTICIPATION IN CLASS ARE OF UTMOST IMPORTANCE.** In addition, the audio and video segments which accompany the textbook will provide further listening practice. Please note that the material listed on your daily syllabus, including listening to the audio material, should be prepared and corrected before coming to class. Failure to do so will result in a lowered preparation and participation score for the day / week.

Students normally spend **TWO HOURS WORKING AT HOME FOR EACH HOUR IN CLASS** to keep up with the pace of the course. A listening and pronunciation program has been prepared for use with your electronic workbook/lab manual (eWBLM). The eWBLM was designed to encourage you to work with French *every day*. It is best to work *often* for *short*

periods of time. Audio files may be accessed through *Connect*. Your instructor will explain this procedure during the first week of class.

Quizzes and homework:

Unannounced quizzes may be given at any time, and will be counted as part of the students' preparation and participation grade.

Students are expected to do ALL activities assigned in *Connect*. Activities submitted after the due date will not be accepted for credit without appropriate documentation. Activities may not be accepted on paper unless specified by the instructor.

These activities will count as a separate homework grade in your final grade total (see below). Other homework activities may also be assigned in class. Instructors may have their own policies concerning whether or not they accept late work; be sure to check with yours to confirm his/her late work policy.

Chapter exams (35%) and Final exam (20%):

French 1130 exams will test your skills in familiar ways, if you attend class regularly and take seriously your work with the SAM.

Chapter exams (35%) will be administered on the dates noted on the daily calendar. In their content and format, each chapter exam will consist of (1) listening and (2) reading comprehension exercises; (3) vocabulary and grammar sections; and (4) a composition. Regularly making a serious effort on preparing daily for class as well as on completing the eWBLM exercises throughout the semester will provide the best preparation for the chapter and final exams.

The Final Exam (20%) is comprehensive and follows the format used for Chapter Exams. It also includes the Final **Oral Proficiency Interview**, administered on a separate day (indicated on the Syllabus). Have no fear -- the Interview is simply a pleasant 7-10 minute conversation in French, which will allow both you and your instructor to gauge the progress you have made towards functional capability in the language. Regular and willing participation in classroom activities is the only way to prepare for the Interview, which will count as approximately 10% of your Final Exam grade.

Final grades:

Six factors determine the final grade:

- 1) attendance, preparation and participation (15%),
- 2) written homework and eWBLM activities (15%);
- 3) in class compositions (15%) (including credit for draft versions);
- 4) chapter exams (35%);
- 5) the comprehensive final exam (20%)
- 6) and the excessive absence adjustment (see below)

Final Letter Grade: A=93-100; A-=90-92; B+=87-89%; B=83-86%; B-=80-82; C+=77-79%; C=73-76%; C-=70-72; D+=67-69%; D=63-66%; D-=60-62; E=below 60%. S is equivalent to C or better. The College of Liberal Arts and Sciences requires that students earn a

final grade of C or better (or S) in FRE 1130 in order to advance to FRE 1131. Note that a C- does not satisfy this requirement; students must earn a C or better in the course in order to move on to the next course and satisfy the language requirement.

According to university guidelines, letter grades will convert to GPA as follows: A = 4.0; A- = 3.67; B+ = 3.33; B = 3; B- = 2.67; C+ = 2.33; C = 2.0; C- = 1.67; D+ = 1.33; D = 1.0; D- = .67; E = 0; WF = 0; I = 0 NG = 0; S-U = 0

In-class compositions:

Class time will be dedicated to developing the writing skills necessary to complete activities required of you in first-year French (indicated on your syllabus as “*Composition en classe*”). This time will culminate in a composition, which must be turned in before you leave class. These compositions will count for 15% of your total grade; they may not be completed outside of class. Absences on these days will result in a zero for the composition, unless proper documentation is provided. Compositions will be graded based on the content and quality of both the draft version and the final version of your composition, and the improvements made from draft to final, including additions / editions made from draft to final versions.

A note on learning a foreign language:

Research has shown that “people who take the initiative in learning (pro-active learners) learn more things and learn better than do people who sit at the feet of teachers, passively waiting to be taught (reactive learners)... They enter into learning more purposefully and with greater motivation” (Knowles, 1975). We therefore encourage you to take as active a role as possible in this class – do your homework daily; take full advantage of all materials accompanying the text; don’t be afraid to ask questions or request clarification, and most importantly, ATTEND ALL CLASSES! Consider that the role of your teacher is not to “teach” you French, but to help you to understand it on your own terms – you are the only person who can define what these terms are!

POLICIES

Attendance:

Becoming fluent in a language requires extensive, repeated exposure to that language. For this reason, attendance is essential in this class, and is considered mandatory. A SEVERE PENALTY WILL BE IMPOSED FOR EXCESSIVE ABSENCES: after **3 hours of class time missed in 1130**, 2% per absence will be deducted **from your overall grade average**. Documentation must be provided for excused absences. Tardiness to class will not be tolerated. Arriving more than 5 minutes late to class on three occasions will count as one missed class. Students experiencing difficulties that interfere with class attendance / performance are encouraged to speak with their instructor immediately, and/or to contact a counselor MatterWeCare at www.umatter.ufl.edu.

Religious holidays:

Students and faculty must cooperate to allow each person to observe the holy days of his or her faith. Following UF policy, a student must **inform** the faculty member of the religious observances of his or her faith that will **conflict** with class attendance, with tests or examinations, or with other class activities **prior to the class or occurrence of that test or activity**. **No make-ups will be given after a holiday unless arrangements were made in advance with the instructor.**

Make-up exams:

In general, there are **NO MAKE-UP EXAMS!** This policy is strictly enforced; therefore, please do not schedule dental appointments or car maintenance for the days of exams! Medical emergencies will be handled on a case by case basis, but require appropriate documentation for consideration.

No changes to the **FINAL EXAM** day schedule will be made except for University sanctioned make-up exams (see University schedule for specific policies).

S/U Option:

If you are eligible, you may take FRE 1130 on the S/U option, although we discourage most students from doing so because of the strong temptation to neglect S/U courses when under pressure. Daily involvement with the language is the key to success. Submit S/U applications directly to the Registrar. Consult the Undergraduate Catalog for further clarification. *Students must earn a C or better in order to earn an S in this course. (A C- converts to a U under university guidelines.)*

Academic dishonesty:

The University of Florida statement regarding academic honesty and more specifically “giving and/or receiving unauthorized aid on student’s work” reads as follows:

- “Giving information includes, but is not limited to, allowing other students to use or copy work or answers to exam questions either while the exam is being given or after having taken the exam.
- Further, the taking of information includes, but is not limited to, copying from the answers provided in the book or ancillary materials, copying from another student’s paper [...], using information already written in books, [...], or asking anyone, students or not to review and/or correct assignments.
- Students found in violation of this policy will be referred to the appropriate administration for appropriate action according to the student judicial process.

Students with disabilities:

The University of Florida policy related to accommodations for students with disabilities reads as follows:

“Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, <http://www.dso.ufl.edu/drc/>) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodations. Students with disabilities should follow this procedure as early as possible in the semester.”

Electronics in class:

Use of electronics for anything other than coursework is distracting to both you and those seated around you, and will not be tolerated. It is expected that you will silence all electronic equipment upon entering the classroom and, with the exception of an eBook used only for FRE 1130, will not consult it during class. (Emergency exceptions should be brought to the attention of your instructor.) Consultation of email, social media or text messages during class will result in loss of your preparation / participation points for the day. Use of electronics during a composition, quiz or exam will result in a zero on that assignment, unless expressly permitted by your instructor.

Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu> . Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available at: <https://evaluations.ufl.edu/results> .

All work is to be completed **before** arriving in class.

Week of	Monday	Tuesday	Wednesday	Thursday	Friday
Jan. 8	Introduction Ch. 1 Pour Commencer Communication en direct pp. 1-8	Communication en direct pp. 1-8 Vocabulaire interactif pp. 8-13	<i>Connect</i> intro Vocabulaire interactif pp. 8-13 Coin vidéo pp. 26-27	Grammaire 1.1 pp. 14-16 Coin lecture p. 28	Grammaire 1.2 pp. 17-19
Jan. 15	MLK, Jr. Day pas de classe	Grammaire 1.3 pp. 19-22	Grammaire 1.4 pp. 22- 25 Coin conversation p. 30	<u>Examen Ch. 1</u>	Ch. 2 Comment sont-elles? Communication en direct pp. 33 -39 Coin vidéo / culture pp. 57-58
Jan. 22	Vocabulaire interactif pp. 34-43	Grammaire 2.1 pp. 44-46 Coin lecture pp. 59-60	Grammaire 2.2 et 2.3 pp. 47-53	Activités interactives au laboratoire	Grammaire 2.4 pp. 54-56 Coin beaux-arts p. 61
Jan. 29	<u>Examen Ch. 2</u>	Ch. 3 Qu'est-ce que tu aimes faire? Communication en direct pp. 64-70 Coin vidéo p. 89	Vocabulaire interactif pp. 71-74	Grammaire 3.1 pp. 75-77 Rétrospective p. 90	Grammaire 3.2 pp. 78-81
Feb. 5	Grammaire 3.3 pp. 82-85 Coin lecture pp. 91-92	<u>Composition en classe</u>	Grammaire 3.4 pp. 85-88 Coin conversation p. 94	<u>Composition en classe</u>	<u>Examen Ch. 3</u>
Feb. 12	Ch. 4 En Famille Communication en direct	Vocabulaire interactif pp. 103-106	Grammaire 4.1 pp. 107-110 Coin lecture	Grammaire 4.2 pp. 111-115	Grammaire 4.3 pp. 115-119 Rétrospective

	pp. 96-102 Coin vidéo pp. 122-123		pp. 123-124		pp. 125-126
Feb. 19	Activités au laboratoire	Grammaire 4.4 pp. 119-121 Coin beaux-arts pp. 126-127	<u>OPIs</u>	<u>Examen Ch. 4 (avec OPI)</u>	Ch. 5 Bon appétit Communication en direct pp. 130-134 Coin vidéo p. 154
Feb. 26	Vocabulaire interactif pp. 135-140	Grammaire 5.1 pp. 141-143 Rétrospective p. 155	Grammaire 5.2 pp. 144-147	Grammaire 5.3 pp. 148-150 Coin lecture pp. 155-156	Grammaire 5.4 pp. 151-153 Coin conversation p. 158
Mar. 5	Spring break – pas de classe				
Mar. 12	<u>Composition en classe</u>	Musique/vidéo Révision chapitre 5	<u>Composition en classe</u>	<u>Examen Ch. 5</u>	Ch. 6 On est à la mode! Communication en direct pp. 161-166 Coin vidéo p. 184
Mar. 19	Vocabulaire interactif pp. 167-170	Grammaire 6.1 pp. 171-174 Rétrospective p. 184	Grammaire 6.2 pp. 174-177	Activités au laboratoire	Grammaire 6.3 pp. 178-181 Coin lecture pp. 185-186
Mar. 26	Grammaire 6.4 pp. 181-183 Coin beaux-arts pp. 188-189	<u>OPIs</u>	<u>Examen 6 (avec OPI)</u>	Ch. 7 Le week-end dernier Communication en direct pp. 191-195 Coin vidéo p. 212	Vocabulaire interactif pp. 196-200
Apr. 2	Grammaire 7.1 pp. 201-203	Grammaire 7.2 pp. 204-205	Grammaire 7.3 pp. 206-208	Grammaire 7.4 pp. 209-211	<u>Composition en classe</u>

		Coin lecture pp. 213-214		Rétrospective p. 215	
Apr. 9	Exercices supplémentaires – passé composé Coin conversation p. 217	<u>Composition en classe</u>	<u>Examen Ch. 7</u>	Ch. 8 L'image de soi Communication en direct pp. 219-223 Coin vidéo p. 240	Vocabulaire interactif pp. 224-227
Apr. 16	Grammaire 8.1 pp. 228-233 Rétrospective p. 241	<u>OPIs – No make-ups!</u>	OPIs in FRE 1131 – Pas de classe	Grammaire 8.2 pp. 233-236	Grammaire 8.3 pp. 236-239 Coin lecture pp. 242-243
Apr. 23	Activités au laboratoire	<u>Listening comprehension portion of final exam</u> <u>No make-ups!</u> Coin beaux-arts pp. 244-245 Révision	Last day of class – Révision finale	Study days – No Class	

Final exam: Saturday April 28th, 10:00 am – 12:00 pm. (Note: SATURDAY) Room TBA

No changes to the FINAL EXAM day schedule will be made except for University sanctioned make-up exams (see University schedule for specific policies). For students for whom the Registrar's office authorizes a make-up exam, the make-up will be given on the last day of classes.

OPI Practice Questions

Ch.1

Tu t'appelles comment ?

Comment vas-tu ? / Comment ça va ?

Quel est ton numéro de téléphone ?

Quel jour sommes-nous aujourd'hui ? / On est quel jour aujourd'hui ?

Quelle est la date aujourd'hui ?

C'est quand ton anniversaire ? Tu es de Gainesville ?

Tu es étudiant(e) ? (*Show your partner a classroom item*) Qu'est-ce que c'est ? (*Point to someone / show a photo*) Qui est-ce ?

Ch. 2

Tu as quel âge ?

Tu es d'où ?

Quelle est ta nationalité ?

Comment es-tu ?

Tu as les yeux bleus / noirs / bruns / verts ?

Tu as les cheveux marrons / noirs / blonds / roux ?

Tu as cours aujourd'hui ?

Tu as un stylo / un dictionnaire / etc. ?

Ch. 3

Il est quelle heure ? / Quelle heure est-il ? / Tu as l'heure ?

Tu regardes la télé à quelle heure ?

Tu prépares tes cours à quelle heure ?

Est-ce que tu travailles ? À quelle heure ?

Le week-end, tu aimes (préfères) regarder la télé / écouter la radio / regarder un film / jouer au tennis / jouer du piano / etc. ?

Quel temps fait-il aujourd'hui ?

Quand est-ce que tu fais tes devoirs ?

Où est-ce que tu étudies ?

Qu'est-ce que tu étudies ?

Tu aimes la cuisine américaine ou italienne / chinoise / française ?

Tu as une petite maison ou une grande maison ?

Tu as des amis amusants ou ennuyeux ?

Ch. 4

Qu'est-ce que tu fais pendant ton temps libre ?

Ton père, qu'est-ce qu'il fait dans la vie ? Et ta mère ?

Et toi, qu'est-ce que tu vas faire dans la vie ?

Tu as un animal domestique ?

Combien de personnes est-ce qu'il y a dans ta famille ? / Qui sont les membres de ta famille ?

Tu as des frères et des sœurs ?

Comment sont-ils ?

Tu vas souvent au cinéma / au supermarché / à Miami / en France / etc. ?

Tu vas où après la classe aujourd'hui ?

Qu'est-ce que tu vas faire ce week-end / ce soir / demain ?

Ch. 5

Tu as faim ou soif maintenant ?

Qu'est-ce que tu prends au petit déjeuner / au déjeuner / au dîner ?

Ça te dit d'aller au restaurant ce soir / de manger chinois / de faire du vélo / de regarder un film / etc. ?

Tu veux aller au cinéma / regarder la télé / jouer au football / écouter de la musique ?

Tu bois souvent du café / du vin / du coca / de la bière / du lait / etc. ?

Tu manges beaucoup de pain / de chocolat / de viande / de fruits / etc. ?

Tu réponds souvent aux questions en classe ?

Tu rends visite à quelqu'un ce week-end ? À qui ?

Dans les restaurants à Gainesville, est-ce qu'on attend longtemps ? Qu'est-ce qu'on mange de bien ?

Ch. 6

Qu'est-ce que tu penses des tatouages / des piercings / de l'art moderne / de l'architecture classique / etc. ?

Quel est ton gadget électronique préféré / ton restaurant préféré / ton sport préféré ? Quelle est ta saison préférée ?

Qu'est-ce que tu portes en été / en hiver / pour aller à un mariage / pour aller en classe ?

Quels vêtements est-ce que tu ne portes jamais ? Pourquoi ?

Tu sors ce soir / ce week-end ? Où est-ce que tu vas ?

Tu dors combien d'heures par nuit, en général ?

Tu pars bientôt en vacances ? Où est-ce que tu vas ?

Au restaurant, qu'est-ce que tu choisis comme plat principal / comme dessert / comme boisson / etc. ?

Tu finis toujours ton repas ?

Ch. 7

Tu habites en Floride depuis combien de temps ?

Tu étudies à l'UF depuis quand ?

Tu pratiques un sport / joues d'un instrument ? Depuis combien de temps ?

Tu travailles ? Où ? Depuis quand ?

Qu'est-ce que tu aimes comme divertissement ? Tu aimes regarder un film / assister à un concert / visiter une exposition d'art / etc. ? Qu'est-ce que tu fais le week-end, en général ?
Qu'est-ce que tu as fait le week-end passé ? Tu es allé(e) quelque part ? Tu as fait quelque chose d'amusant ?

Qu'est-ce que tu dois faire après les cours ?

Tu peux sortir ce soir ?

Tu sais faire quelque chose de surprenant ? (danser / chanter / parler japonais / etc.)

Ce matin, tu as pris un petit déjeuner ? Qu'est-ce que tu as mangé / bu ?

Tu as déjà voyagé quelque part ? Où ? Décrivez votre voyage. Qu'est-ce que tu as fait ?

Ch. 8

À ton avis, qu'est-ce qu'il faut faire pour être en bonne santé / pour rester en forme / pour réussir à l'UF ?

Tu te couches tôt ou tard ? À quelle heure, en général ?

Tu te laves le matin ou le soir ?

Où se trouve ton appartement ?

À l'université, à quoi est-ce que tu t'intéresses ? Quelles matières ?

Avec qui est-ce que tu sors le soir / le week-end ?

Tu peux décrire tes amis ? Vous vous amusez ensemble ? Tu te fâches avec eux quelquefois ? Pourquoi ?

De quoi est-ce que tu as peur ? Pourquoi ?

Le week-end passé, tu t'es amusé(e) ? Qu'est-ce que tu as fait ? Tu t'es réveillé(e) à quelle heure ?

Tu te sens bien ou malade aujourd'hui ? Tu as mal quelque part ? Où ?

FRE 1130/1131/1134

CORRECTION CODE FOR COMPOSITIONS

Your instructor will correct your compositions by underlining the word or words that need to be corrected on the final version. A symbol taken from the list below will be written under the underlined words to help in the correction process. The list below contains explanations and examples that clarify the meaning of the symbols used. Correct forms for the examples are given in parentheses.

D	Mauvais déterminant ou article	Dans la chambre, il y a <u>la</u> télé (une)
A	Accord (agreement)	Marie <u>étudiez</u> (étudie); le livre est <u>blanche</u> (blanc); <u>le</u> voiture est bleue (la); <u>mon</u> sœur s'appelle Marie (ma)
CM	Choix de mots (choice of words): le mot est compréhensible mais incorrect dans le contexte	Je <u>quitte</u> (pars)
FV	Forme verbale (wrong verb form)	Il <u>être</u> américain (est); je <u>suis travailler</u> (travaille)
O	Orthographe (spelling)	<u>Étudiant</u> (étudiant); <u>fiaire</u> (faire); <u>francais</u> (français)
P	Mauvaise préposition	Je joue <u>du</u> tennis (au); il va <u>dans la</u> ville (en)
T	Temps verbal (wrong verb tense/mood) <ul style="list-style-type: none"> • Pc/imp: confusion passé composé/ imparfait • Ind/sub: confusion indicatif/ subjontif 	<ul style="list-style-type: none"> • Hier, je <u>vais</u> au supermarché (suis allé); quand j'étais petit, j'<u>ai joué</u> souvent au foot (je jouais); • Pour être en bonne santé, il ne faut pas que tu <u>bois</u> beaucoup d'alcool (boives).
[...]	A réécrire complètement. La partie entre [...] est incompréhensible (Rewrite)	
X	A omettre (omit)	
[?]	Il y a quelque chose qui manque (something is missing)	
^	A insérer (insert)	
TR	Ne traduisez pas! Traduction inacceptable pour des raisons grammaticales et/ou culturelles (Don't translate)	