

FRE 1131 Beginning French II Summer 2017

Instructor's name: _____ Office: _____

Office hours: _____ Telephone: _____

E-Mail: _____ Connect URL: _____

Course description and objectives:

FRE 1131 (Beginning French II) concentrates on development of overall skill in the language (speaking, listening, reading, writing, grammar, vocabulary and cultural knowledge), and constitutes the second-half of our first-year sequence. By the end of the semester, students will be able to initiate and maintain conversations in French, comparing their current lives with their the past (childhood) and the future (ideal situations), expressing opinions and hopes, and asking and answering questions on a variety of familiar topics such as work, travel and health. Students who successfully complete the course will be at the A2 level on the Common European Framework of Reference for Languages.

Satisfactory completion of FRE 1131 (a C or better) satisfies the CLAS foreign language requirement.

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 1131**, 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 U Matter We Care 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 1131 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 requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.”

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 1131, 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>

FRE 1131 SUMMER 2017

All work listed on syllabus is to be prepared **BEFORE** coming to class each day.

Week of	Monday	Tuesday	Wednesday	Thursday	Friday
8 mai	Introduction Révision Chs 1-4	Révision Chs 5-8	<u>Ch. 9 Chez nous</u> Communication en direct pp 248-251 Connect Intro	Vocabulaire Interactif pp 252-257 Grammaire 9.1 Pp 257-261 Coin Vidéo p. 272	Grammaire 9.2 et 9.3 pp 261-266
15 mai	Grammaire 9.4 pp 267-271 Rétrospective p. 274	Coin Lecture pp 273-4 Coin Beaux Arts Ex. A p. 305	<u>Examen Ch. 9</u>	<u>Ch. 10 Ça se fête!</u> Communication en direct pp 277-282	Vocabulaire Interactif pp 283-287 Grammaire 10.1 pp 288-291 Coin Vidéo p. 302
22 mai	Grammaire 10.2 pp 291-294 10.2 pp 498-9: dont Rétrospective p. 303	Grammaire 10.3, 10.4 pp 294-300 Coin Lecture pp 302-303	Coin Beaux Arts p. 305 <u>Composition en classe</u>	<u>Composition en classe</u> Activités au laboratoire	<u>Examen Ch. 10</u>
29 mai	Memorial Day – no class	<u>Ch. 11 Trouver son chemin</u> Communication en direct pp 307-310	Vocabulaire Interactif pp 311-316 Coin Vidéo p. 329	Grammaire 11.1, 11.2 pp 317-323 Rétrospective p. 330	Grammaire 11.3 pp 323-326 Coin Lecture pp 331-332
5 juin	Grammaire 11.4 pp 326-328 Coin Conversation p. 333	<u>OPIs</u>	<u>Examen Ch. 11 (avec OPI)</u>	<u>Ch. 12 En ville</u> Communication en direct pp 336-341	Vocabulaire Interactif pp 342-346 Grammaire 12.1 pp 347-351 Coin Vidéo p. 361
12 juin	Grammaire 12.2 pp 351-354 Coin Lecture pp 361-363	Grammaire 12.3 et 12.4 pp 354-360	Rétrospective p. 361 <u>Composition en classe</u>	Coin Beaux-Arts pp. 365-6 <u>Composition en classe</u>	<u>Examen Ch. 12</u>
19 juin	Break week – no class				

26 juin	Ch. 13 Bonnes vacances! Communication en direct pp 368-372	Vocabulaire Interactif pp 373-377 Coin Vidéo p. 390	Grammaire 13.1 pp 378-381 Rétrospective p. 391	Grammaire 13.2 pp 382-384 Coin Lecture pp 391-2	Grammaire 13.3 pp 385-389 Coin Conversation p. 394
3 juillet	<u>OPIs</u>	July 4 – No class	<u>Examen Ch. 13 (avec OPI)</u>	Ch. 14 Ici, on parle français! Communication en direct pp 396-401	Vocabulaire Interactif pp 402-407 Grammaire 14.1 pp 408-411 Coin video p. 420
10 juillet	Grammaire 14.2 pp 412-415 Coin Lecture pp 421-422	Grammaire 14.3 pp 416-419 Coin Beaux Arts pp 424-425	Rétrospective p. 422 Activités au Laboratoire	<u>Examen Ch. 14</u>	Ch. 15 Engagez-vous Communication en direct pp 428-433
17 juillet	Vocabulaire Interactif pp 434-439 Coin Vidéo p. 450	Grammaire 15.1, 15.2 pp 440-446	Grammaire 15.3 pp 447-449 Coin Lecture pp 451-452	Rétrospective p. 454 <u>Composition en classe</u>	Activités au labo Ch. 15
24 juillet	Coin conversation p. 455 <u>Composition en classe</u>	<u>Examen Ch. 15</u>	Ch. 16 Une célébration des arts Communication en direct pp 457-461	Vocabulaire Interactif pp 462-467 Coin Vidéo p. 480	Grammaire pp 468-473 Coin Lecture pp 481-2
31 juillet	Grammaire pp 474-479	Dernier jour de classe Coin Beaux Arts pp 484-5 Révision globale	<u>OPIs – No make-ups!</u>	<u>Examen Final – Première partie</u>	<u>Examen Final – Deuxième Partie</u>

The final exam for FRE 1130 takes place in class on Aug. 3 and 4. No exceptions will be made to this date unless sanctioned by the University Registrar's office.

OPI Warm-Up Questions

Ch. 9

Qu'est-ce que tu aimais faire quand tu étais petit(e)?

Quand tu étais ado, comment était ta maison?

Tu devais partager ta chambre avec quelqu'un? Avec qui?

Quels meubles est-ce qu'il y avait dans ta chambre?

Comment étaient tes parents quand tu étais jeune? Tes professeurs?

Comment est ton logement actuel? Fais une description de ton appartement / ta maison.

Quelle est la pièce la plus grande? La plus petite? La plus lumineuse? La plus confortable?

Où est-ce que tu étudies dans ton appartement / ta maison? (Dans quelle pièce?)

Ch. 10

Quelles sont les fêtes les plus importantes pour toi / ta famille? Pourquoi?

Comment est-ce que vous les fêtez?

Comme cadeau d'anniversaire, qu'est-ce que tu offres à ton ami(e)? à ta mère? À ton père?

Tu crois aux miracles? À la chance? À l'amour? Pourquoi ou pourquoi pas?

Ch. 11

Qu'est-ce que tu veux faire après les études?

Tu travailles maintenant? Ça te plaît? Pourquoi ou pourquoi pas?

Tes études te plaisent? Pourquoi ou pourquoi pas?

La ville de Gainesville te plaît? Pourquoi ou pourquoi pas?

L'université de Floride te plaît? Pourquoi ou pourquoi pas?

Qu'est-ce que tu lis régulièrement?

Quand tu étais enfant, qu'est-ce que tu lisais?

Qu'est-ce qu'il faut faire pour être heureux dans la vie?

Dans l'avenir, tu feras quoi dans la vie?

Tu habiteras où?

Tu voyageras beaucoup? Où est-ce que tu iras?

Tu parleras français? Pourquoi ou pourquoi pas?

Ch. 12

Explique-moi comment aller de notre salle de classe à ton appartement.

Tu connais bien Gainesville? Quel est le meilleur restaurant pas cher? Quel est le meilleur supermarché près de chez toi?

Le système de transports en commun, c'est bon ou mauvais, à ton avis?

Tu connais ton / ta meilleur(e) ami(e) depuis combien de temps?

Comment est-il / elle?

Tu connais sa famille?

Il / elle a combien de frères et soeurs?

Tu sais quand il / elle est né(e)?

Ch. 13

Si tu pouvais faire le voyage de tes rêves, tu irais où?

Si tu n'étais pas obligé(e) d'étudier, qu'est-ce que tu ferais?

Quand tu étais enfant, tu allais où en vacances?

Combien de temps est-ce que tu y passais?

Quelles activités est-ce que tu y faisais?

Où est-ce que tu logeais?

Tu conduis beaucoup? Pour quelles raisons / quelles activités?

Qu'est-ce que tu ferais si tu avais un million de dollars?

Qu'est-ce que tu ferais si tu perdais ton téléphone mobile?

Ch. 14

À ton avis, est-ce qu'il est essentiel de parler d'autres langues? Pourquoi ou pourquoi pas?

Tu parles d'autres langues? Lesquelles (*which ones*)?

Tu apprends le français depuis combien de temps?

Pour bien apprendre le français, qu'est-ce qu'il faut que les étudiants fassent?

Qu'est-ce que tu fais pour améliorer ton français?

Tu vas continuer à étudier le français?

À ton avis, est-ce qu'il est important de passer du temps à l'étranger pour apprendre une langue? Pourquoi ou pourquoi pas?

À part tes études formelles, qu'est-ce que tu veux apprendre à faire?

Pour réussir à l'université en général, qu'est-ce qu'il faut que les étudiants fassent?

Qu'est-ce que tu oublies de faire quelquefois?

Qu'est-ce que tu refuses de faire? Pourquoi?

Ch. 15

Tu t'intéresses à l'environnement? À la politique? Pourquoi ou pourquoi pas?

Tu es écolo? Qu'est-ce que tu fais pour protéger l'environnement?

À ton avis, est-ce que la société modern a plus de problems ou moins de problems que la société de nos grands-parents? Explique ta réponse.

Quels problèmes sociaux t'intéressent? Quels problèmes te font peur? Pourquoi?

Qu'est-ce qu'il faut faire pour résoudre (*resolve*) ces problèmes?

Ch. 16

Tu t'intéresses à l'art / à la musique / au théâtre / au cinema? Pourquoi ou pourquoi pas?

Quels sont tes musiciens / artistes / acteurs préférés?

Combien de fois par an est-ce que tu vas à un concert / au musée / au cinéma / au spectacle?

Quels sont les meilleurs musées / salles de spectacles / salles de concert en Floride? Aux États-Unis?

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> soeur 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)	