

FRE 1131 Beginning French II Spring 2020

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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.

Please note that this course will be participating in the UF All Access program. Login at the following website and Opt-In to gain access to your required course materials - <https://www.bsd.ufl.edu/G1CO/IPay1f/start.aspx?TASK=INCLUDED> – UF All Access will provide you with your required materials digitally at a reduced price and the ability to pay using your student account. This option will be available starting 1 week prior to the semester starting and ending 3 weeks after the first day of class. A hard copy of the textbook is available for those who wish to purchase one; simply indicate this when you Opt-In.

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 1131 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 UMatterWeCare 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 appointments or interviews 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 professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>

FRE 1131 PRINTEMPS 2020

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

Week of	Monday	Tuesday	Wednesday	Thursday	Friday
6 janvier	Introduction Révision Chs 1-3	Révision Chs 4-6	Révision Chs 7-8	<u>Ch. 9 Chez nous</u> Communication en direct pp 254-257	Vocabulaire Interactif pp 258-262 Coin Vidéo p. 278
13 janvier	Grammaire 9.1 pp 263-267 Coin Chanson pp 281-282	Grammaire 9.2 et 9.3 pp 267-272	Grammaire 9.4 pp 273-277 Coin beaux-arts A. p. 312	Coin Lecture pp 279-280 Coin convo pp 282-283	<u>Examen Ch. 9</u>
20 janvier	Congé – pas de classe	<u>Ch. 10 Ça se fête!</u> Communication en direct pp 285-290	Vocabulaire Interactif pp 291-294 Coin Vidéo p. 308	Grammaire 10.1 pp 295-298	Grammaire 10.2 pp 298-301 Coin Lecture pp 309-310
27 janvier	Grammaire 10.3 pp 301-304 Coin chanson pp 311-312	10.3 pp 516-17: dont Coin beaux-arts B p. 312	Activités au laboratoire	<u>Composition en classe</u>	Grammaire 10.4 pp 304-307 Coin convo pp 313-314
3 février	<u>Composition en classe</u>	<u>Examen Ch. 10</u>	<u>Ch. 11 Trouver son chemin</u> Communication en direct pp 316-319	Vocabulaire Interactif pp 320-325 Coin Vidéo p. 339	Grammaire 11.1 pp 326-329 Rétrospective p. 340
10 février	Grammaire 11.2 pp 330-331 Coin Lecture pp 340-342	Grammaire 11.3 pp 332-334 Coin chanson pp 342-343	Grammaire 11.4 pp 334-338 Coin convo pp 344-345	<u>OPIs</u>	<u>Examen Ch. 11</u>
17 février	<u>Ch. 12 En ville</u> Communication en direct pp 348-353	Vocabulaire Interactif pp 354-358 Coin Vidéo p. 373	Grammaire 12.1 pp 359-363 Rétrospective p. 374	Grammaire 12.2 pp 363-366 Coin Lecture pp 374-376	Grammaire 12.3 pp 366-370 Coin chanson pp 376-377
24 février	Grammaire 12.4 pp 370-372 Coin beaux-arts pp. 365-6 Coin convo pp 379-380	<u>Composition en classe</u>	Activités au laboratoire	<u>Composition en classe</u>	<u>Examen Ch. 12</u>
2 mars	Congé de printemps – pas de classe				

9 mars	Ch. 13 Bonnes vacances! Communication en direct pp 382-386	Vocabulaire Interactif pp 387-391 Coin Vidéo p. 404	Grammaire 13.1 pp 392-395 Coin Lecture pp 405	Grammaire 13.2 pp 396-399 Coin chanson p. 406	Grammaire 13.3 pp 399-403 Coin convo p. 407-8
16 mars	OPIs	Examen Ch. 13	Ch. 14 Ici, on parle français! Communication en direct pp 410-415	Vocabulaire Interactif pp 416-422 Coin video p. 435	Grammaire 14.1 pp 423-426
23 mars	Grammaire 14.2 pp 427-430 Coin Lecture pp 436-437	Grammaire 14.3 pp 431-434 Coin chanson pp 437-8	Activités au laboratoire	Coin Beaux Arts pp 438-9 Coin convo pp 439-440	Examen Ch. 14
30 mars	Ch. 15 Engagez-vous Communication en direct pp 443-448	Vocabulaire Interactif pp 449-454 Coin Vidéo p. 465	Grammaire 15.1 pp 455-458 Coin chanson, rétrospective 468-469	Grammaire 15.2 pp 458-461 Coin Lecture pp 466-467	Grammaire 15.3 pp 462-464 Coin convo p. 469-470
6 avril	Composition en classe	Activités au laboratoire	Composition en classe	Examen Ch. 15	Ch. 16 Une célébration des arts Communication en direct pp 473-477
13 avril	Vocabulaire Interactif pp 478-483 Coin Vidéo p. 496	OPIs in FRE 1130 – Pas de classe	OPIs – No make-ups!	Grammaire pp 484-486 Coin Lecture pp 497-498	Grammaire pp 487-492 Coin chanson pp 499-500
20 avril	Grammaire pp 492-495 Coin Beaux Arts pp 500-501	Compréhension Orale pour l'examen final Pas de make-up ! Coin convo pp 502-503 Révision	Dernier jour de classe Révision globale	Pas de classe	

Final exam: Section 15039: **Thursday, April 30: 10:00 am - noon**, regularly scheduled classroom

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 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?

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> 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)	