

MLL 124-02 WL
French Language and Culture I
Fall 2006

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French Table: TH 12-1



Texts: Allons-y!, Bragger and Rice, 6th ed. Textbook, workbook/ laboratory manual, student CDs

Resources: CD-roms, French films, etc. are available in our Language Lab (203 Grubbs Hall). There is a \$3 fee for each CD.

Course description: French Language and Culture I is an elementary level course in which students will develop four skills in French (reading, writing, listening, and speaking). Students will begin acquiring the basic grammar and vocabulary necessary to function in the everyday situations they might encounter if they were to visit a French-speaking country. Knowledge of the French language and the cultures of those who speak it will be gained from a culturally authentic context, allowing students to better understand the differences and/or similarities that exist between the Francophone world and the United States.

Writing to Learn Philosophy/ Purpose/ Goals: As you have noted, this course is designated as a Writing to Learn course. This is not a term that should be viewed as threatening and a means to assign excessive amounts of work. Writing well is an essential skill for university students. Good writing skills will help you excel in all of your courses. Because this is a foreign language course you will learn to write basic sentences in French. Learning to write in a foreign language is something that takes time and it is important to realize that you will not be able to express complicated ideas immediately. To alleviate this frustration, we will be doing some writing projects in English. This will enable you to express what you have learned to others whether they know French or not. On the syllabus, you will notice that some days are designated “atelier (workshop)/ WL.” On these days, we will work on writing projects that are based on either structures that we are covering or cultural topics. All of these assignments will build on one another in order for you to see how much knowledge it is possible to acquire in a short time. The final presentation will be the result of writing projects and discussions on the “atelier/WL” days. You will receive more details about this as we progress with the course.

Student Responsibilities: First and foremost, students are expected to read daily lessons BEFORE coming to class so that we may spend class time learning to put this knowledge into practice. Since the time we spend together is limited, attendance and participation are expected (and appreciated!). For this reason, attendance will be checked at the beginning of each class. Those who arrive late will be counted absent. Five absences (excused or unexcused) are allowed. For each subsequent absence, the student’s grade will be lowered by 10%. **If a student is absent more than 8 times during the semester they WILL be dropped from the course.**

In addition, you will receive weekly performance grades based on your participation. Regular attendance and participation in class activities are essential to be a successful language learner. In order to progress in understanding and speaking French, you must hear and speak it on a regular basis. Therefore, you must prepare carefully for class by completing all assignments in advance. You will be asked to volunteer often and participate actively. Try to speak French at all times, even during partner and small group work. Concentrate on using the vocabulary at hand to enrich your expression. The following scale is used to assess your performance grade:

18-20: Volunteers frequently, speaks well for level, is well prepared for class. Contributes ideas and opinions to class. Participates well in small group work. Speaks French to classmates, attends class regularly, always on time.

15-17: Volunteers occasionally, speaking needs some improvement, is not always prepared, sometimes contributes ideas to class, mostly participates in small group work. Needs to be reminded to use French with classmates, sometimes late for class.

12-14: Speaks only when spoken to, listens passively. Uses English too often. Contributes little to group discussions/work. Does not attend class regularly. Often late for class.

0-11: Does not participate efficiently either because of class performance or repeated unexcused absences or tardiness.

You will receive a 20 pt. performance grade approximately once a week. These scores will be averaged at the end of the semester to obtain your final participation grade for the course. As you receive each grade, try to follow any suggestions from your instructor so that you can improve your performance grades as the quarter progresses. Each student is **required** to attend the French Table or an activity sponsored by the French Club **2** times during the semester. If you attend more than twice, you may earn 1 bonus point for each event attended. Participation in French Club activities will be included in your weekly performance grade.

As a reminder, unexcused absences (i.e., without a written medical excuse) or tardiness will result in a lower performance grade. If you are absent, logically, you cannot be there to contribute to classroom discussions and activities. Students who miss class are responsible for work assigned on the missed day. It is a good idea to exchange phone numbers with several students so that you can check with them about missed assignments. You may, of course, contact me for this information as well.

Academic integrity is expected of all students. This means no cheating on tests, no web translators may be used to complete assignments, and all work must represent the student's original thought. If you have any questions about what constitutes cheating, please feel free to discuss this with me.

Students must complete all assigned work. This includes daily assignments, projects, workbook and laboratory exercises. **The workbook and listening exercises for each lesson must be completed and turned in on the day of the quiz for that lesson.***

*Some advice on completing your workbook and lab manual: It is in your best interest to complete your workbook and lab manual as we cover the accompanying lessons in the text. In doing so you are helping yourself in TWO ways: 1) You are reinforcing what we have done in class, AND 2) you are eliminating stressful evenings of completing entire lessons the day before they are due! To give you an example...You should complete pages 1-8 in your workbook for the *Chapitre préliminaire*. Pages 9-16 should be completed in your workbook as we complete pages 12-21 in the textbook. See me if you have questions. You will be given an answer key to correct your work. Corrections must be done in a different color ink. This will allow you (and me) to see where problems exist.

Any student who has special needs resulting from a disability please see me immediately so that we can make necessary arrangements.

Evaluation: Your grade in this course will be an average of scores earned on chapter quizzes, exams (written and oral), projects, weekly performance, and homework according to the following breakdown:

Attendance and Participation: 10%
Homework/ projects/ atelier: 10%
Chapter tests and quizzes: 40%
Oral exam: 5%; Presentation/WL: 10%
Midterm (covers material from Ch. 1-3): 10%
Final Exam (comprehensive): 15%

PLEASE NOTE THAT THERE WILL BE NO MAKE UP TESTS OR EXAMS EXCEPT IN THE CASE OF AN EXTREME EMERGENCY.

Your final grade will be based on the university grading scale (A= 90-100%, B= 80-89%, C= 70-79%, D= 60-69%, F= 0-59%).

You will be given detailed information about each assignment and test so that you know what is expected of you. And, always remember that no question is a stupid one. If you have a doubt about something, be sure to ask. You are helping yourself (and probably other students) by doing this.

Bon courage!

GENERAL EDUCATION

This course counts toward the requirements in General Education for your degree program. General Education is an important part of your educational program at Pittsburg State University that has been designed to implement the following philosophy.

PHILOSOPHY OF GENERAL EDUCATION

General education is the study of humans in their global setting. The general education curriculum, therefore, acts as the heart of a university education by developing the capacities that typify the educated person and providing a basis for life-long learning and intellectual, ethical, and an esthetic fulfillment. General education examines the world around us and fosters an understanding of our interactions with the world and our place in the universe. General education celebrates the creative capacities of humankind and helps to preserve and transmit to future generations the values, knowledge, wisdom, and sense of history that are our common heritage.

GOALS OF GENERAL EDUCATION FOR THIS COURSE

This course contributes to the overall purpose of the General Education program by:

- 1) Providing the students with the basic knowledge and skills in a foreign language that will enable them to participate more effectively in our global society. (1.1, 1.2)
- 2) Stimulating critical thinking and encouraging decision-making free from prejudice or insularity. (2.1, 2.4)
- 3) Promoting an appreciation of different cultures. (Goal # 4.ii.3)

However, the emphasis of this course will be to help the students meet the following objectives for the understanding and appreciation of a variety of cultures and their interrelationships (3.1, 3.2)

Upon successful completion of this course, students will be able to:

- 1.1 Recognize the value of diverse cultural, national and ethnic backgrounds.

3.3 Demonstrate an understanding of the relationships of gender, race, and class within and across cultures.

These objectives are met through a variety of means, including

- A) Reading, analysis, and discussion of cultural information about the countries and regions where the target language is spoken
- B) Discussion of authentic materials that show the diversity of the people who speak the language. Such authentic materials include audio tapes, video tapes, pictures, music, and internet resources among others.
- C) The practice of situations that show the sociolinguistic appropriateness of language use in different communicative instances.

Retro-Credits: The Department of Modern Languages and Literatures has a retro-credits program designed to reward students who have already spent years learning languages in high school. Students must sign up for the program with Kathy Dyer, Departmental Secretary, during the first three weeks of the semester in which they take their **first** language course at PSU. That course determines their entry level and the maximum credits they can earn through retro-credits.