

University of Memphis – Department of World Languages and Literatures

FREN 1010
SECTIONS 001-002 (Mon Wed Fri)
FALL 2019

Our class's site (Archives, calendar, etc.): <http://autrefois.org>
Supersite Plus (vText, online HW, etc.): <http://vhlcentral.com>
U of M French site: <http://www.memphis.edu/wll/french>



1) Instructor: Dr. Errol M. O'Neill
Office location: Jones Hall 253-D
Email: emoneill@memphis.edu
Contact info: <http://tinyurl.com/contact-errol>

Office hours: Monday 4:00 - 5:00 p.m.
Wednesday 12:30 - 1:30 p.m.
Friday 10:15 - 11:15 a.m.
Or by appointment

Bonjour !

2) Course objective and communicative goals. French is spoken by **over 100 million people** around the world. This class gives you an opportunity to **understand and use some basic French** so you can begin communicating with the language, and **find out about places where French is spoken** and their culture.

The way that we'll do this is by setting and reaching specific goals. **For each unit**, there will be a checklist of things you'll be learning so you can keep track of how well you're doing. Some examples of things you'll be able to understand and do by the end of this class include:



- tell people who you are & where you're from
- know when to use formal and informal language
- talk about your family and friends
- discuss what classes and jobs you like (or don't like)
- say what you do in your free time (if you have any)
- order food and drinks in a café
- find out about places where French is spoken
- talk about (stereo)typical French characteristics
- understand basic info from real documents
- learn strategies to get the gist of a conversation
- see and understand authentic videos (ads, etc.)
- find out what to do and see in France & elsewhere
- and much more...



3) Input and output. If you learn language in a **meaningful context**, instead of just memorizing it, you're more likely to retain it and be able to use it to communicate.

• When you have **comprehensible input** (language you can understand that's conveying a message), your brain makes connections between the meaning and the forms (words, grammar). That way, you learn what they mean and how to use them, just like with your first language growing up.

• The more input you have, the easier it will be to create **comprehensible output** (language you're producing so others can understand) to communicate what you want to say. In class, we'll focus on input and output that express meaning so you can understand people and they can understand you.

4) Preview, Do, Review. The more you're exposed to and use French, the better you'll be at learning it. To help with this, we're going to use three steps to make sure you have good practice with the material:

1) **Preview** – Supersite Plus homework online BEFORE a given lesson to **prepare** you for language (vocab, structures) and culture we'll be doing in class next time.

2) **Do** – Activities DURING class to provide you **exposure to** and **experience communicating** with language and about culture. Communicative and meaningful form-based activities with input and output.

3) **Review** – Supersite Plus homework AFTER a lesson to **reinforce, practice, or expand** on language and culture you have already used in class (last time or earlier in the unit or semester) so that it sinks in.





5) Required text. IMPORTANT: no matter which option you choose, YOU MUST HAVE AT LEAST ACCESS TO SUPERSITE PLUS (w/ WebSAM + vText) for Espaces, 3rd edition so you can do the homework.

• **If you already have access to the Supersite from a previous semester**, you should NOT have to buy it again (access lasts 3 years) – **just log in and sign up for my FREN 1010 section on the Supersite Plus** (just click on the picture of the *Espaces* textbook and follow the instructions, or ask me for help).

• **If you did NOT take FREN 1010 here recently**, there are **3 options** to get what you need. Please visit <http://vistahigherlearning.com/schools/memphis> to **set up a Supersite Plus account & buy** what you need. **Please choose one of the 3 options below.**

• **OPTION ONE – Just Supersite Plus:** If you have a device that you can view the Supersite Plus on in class every day, you can just buy access to the Supersite Plus: you don't need to have the paper textbook. Access lasts 3 years and costs \$170.

• **OPTION TWO – Bundle (Supersite Plus and looseleaf textbook):** If you don't have a device that you can view the Supersite Plus on in class, or you'd like a paper textbook you can keep/sell later, you can buy the bundle (Supersite Plus AND textbook). It currently only costs \$19 more than just the Supersite Plus alone.

• **OPTION THREE – Supersite Plus and separate textbook:** You don't have to buy from the publisher. You can go to <http://vistahigherlearning.com/schools/memphis> to sign up for your account, then get the right material(s) – just Supersite Plus, or Supersite Plus AND textbook – from a bookstore or other retailers.

NOTE: If you're waiting for financial aid or a paycheck and **you need a 2-week grace period** to get started with the Supersite Plus, **please let me know right away.**

6) Where to find stuff online. The first place to go for info about class is <http://autrefois.org>. Here you'll find:



- **Home.** The main page with tabs (computer) or a clickable menu (phone) to find what you need
- **Accents.** How to type accents on different devices. Notice that in the Supersite Plus there is also an accent bar you can use at the top or bottom or top of each exercise.
- **Archives.** All the documents and activities we did in PREVIOUS CLASSES. If you missed class or want to find something again, you should go there.
- **Can-Do Goals.** Each unit's Can-Do CHECKLIST of communicative goals gives what specific skills we're working on. You should use this to keep track of what you've already learned well, what you need to practice more, and what you need help with.
- **Contact.** Information on how to get in touch with me.
- **Extra Credit & Events.** Info on any events in the area and/or extra credit assignments
- **Grade.** Your Supersite grade can be viewed on the Supersite. Your overall course grade (including tests, your Supersite grade, and other course components) will be updated about once a week on eCourseware; a link to it is provided here.
- **Next Class.** Documents and information about what you should bring to the NEXT CLASS. You should download any documents BEFORE you come to class and bring them (on your device or printed out).
- **Supersite +.** A link and information about the Supersite Plus, which has your online homework assignments and the vText, the electronic version of our textbook.
- **Syllabus.** This document, as well as the calendar that lists important dates (tests, etc.) and the general topic of what we'll be going over each day in class. IMPORTANT: the "Supersite Plus" has the specific due dates for online HW assignments.

7) Grades and grading categories. Here is the grading scale; details on how you'll be graded are given on the next page.

97-100	A+	87-89	B+	77-79	C+	67-69	D+
93-96	A	83-86	B	73-76	C	63-66	D
90-92	A-	80-82	B-	70-72	C-	Below 63	F

8) Categories and details – Your instructor and you will be able to gauge how well you’re doing through a variety of assessments during the semester. You’ll receive checklists and/or grading info to help prepare and self-assess for each of these.

Written exams		Oral assessments		Other activities and assessments	
Unit Tests (3)	24%	Participation (weekly)	15%	Online homework	15%
Written final (1)	16%	Oral activities (2)	10%	Writing activities (2)	10%
		Oral presentation (1)	5%	Quizzes (4+)	5%

A) Written exams (40% of overall grade)–

- **Unit tests** (at end of Units 1-3) assess your ability to understand and communicate effectively in writing in relation to that unit’s Communicative Goals, using structures, vocabulary, and cultural info you’ve previewed, done, and reviewed.

- **Written final** (comprehensive, includes Units 1-4) tests your ability to understand and communicate effectively in writing in relation to a majority of the semester’s Communicative “Can-Do” Goals, using structures, vocabulary, and cultural info you’ve previewed, done, and reviewed during the semester. This assessment will help you and your instructor make sure you are at a level appropriate to reach the next course (FREN 1020).



B) Oral assessments (30%) –

- **Participation** (weekly) evaluates your active involvement in class discussion & activities in a level-appropriate way. Participation is crucial to your success in learning the language (and getting a good grade)!

If you 1) come to class on time ready to listen actively and speak productively during that day’s activities, 2) use French with your instructor and classmates (or English in limited, appropriate contexts), and 3) complete group/peer and individual activities to the best of your abilities, then you’ll receive full points.

If you don’t do these things all of the time, you’ll receive reduced points based on how much/well you do in these areas. Important: Participation is emphasized over accuracy (mistakes aren’t penalized; not participating fully or productively is).



- **Oral activities** (near end of Units 2 and 4) assess your ability to communicate orally at a level-appropriate manner in French with classmates (first oral activity) and one-on-one with the instructor (second oral activity).

- **Oral presentation** (near end of the semester) looks at your ability to communicate cultural and/or personal information orally at a level-appropriate manner in the target language in front of your peers and instructor.

C) Other activities and assessments (30%) –

- **Online homework** (throughout the semester) provides the chance to improve in reading, writing, listening, and speaking through Supersite Plus activities, accessible via <http://autrefois.org> or directly at <http://vhlcentral.com>. Activities are aimed at expanding your contact with the language outside of class.

The purpose of online activities is generally to **preview** (introduce and let you start practicing with language and cultural items not covered in class yet) or to **review** (get additional practice and expansion on items already covered in class).

Completion, successful communication, and grammatical accuracy are considered (mistakes can be penalized as appropriate to the assignment, to encourage thoughtful completion and work towards native-like speaking/writing).

- **Writing activities** (near end of Units 1 and 3) assess your ability to understand topics and documents, and to produce level-appropriate written language on the given topic either working with classmates (first written activity) or individually (second written activity).

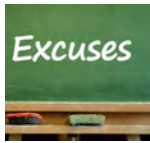
- **Quizzes** (announced or unannounced) assess your abilities in using (understanding or producing) the language and familiarity with cultural information. Quizzes allow your instructor and you to see how well you are doing with material that has been covered previously OR that is about to be used on that day (which you have read and/or completed preview exercises on).



<><><> POLICIES <><><>

9) ATTENDANCE. When learning any language, it's important to make sure you're in class to get practice hearing and seeing the language (input) and speaking and writing it (output) in a communicative way with your classmates and teacher. Here is the attendance policy we use in the French section:

*"Due to the fact that a language course is a skills course, the Department of Foreign Languages has a mandatory attendance policy. **No more than 6 absences in courses that meet three times a week (MWF) can be allowed without penalty. For each absence beyond this, 2 points (MWF) will be deducted from the student's FINAL AVERAGE."***



10) Excused Absences DON'T count against your total for the semester. If you have a **valid reason** for missing class, you should **let me know ASAP** and **explain** the reason for your absence. **Documentation** should be provided on request. **Note:** It's better to ask & see if your absence can be excused than to just assume it's not.

Examples of things typically excused (with documentation): serious/contagious illness, sudden car trouble, last-minute shift change, university-sponsored travel, etc.

Examples of things typically NOT excused: appointment with an advisor (should be done outside of class time), a job that frequently involves you being absent during class time, travel for vacation, sleeping in, etc.

11) Make-ups & late work. Whether your absence is excused or not, you should go to <http://autrefois.org> to see what you missed and what's coming up.

TESTS– If you miss a TEST for a valid reason, please contact me to schedule a make-up exam. If your absence isn't excused, you won't be able to make up the test.

IN-CLASS ORAL / WRITTEN ACTIVITIES AND PRESENTATION – If you miss these for a valid reason, please contact me so we can schedule a make-up for full credit. If you don't have a valid excuse, you risk getting a zero.

OTHER ASSIGNMENTS (Supersite Plus, etc.) – If you have a valid excuse for it being late, please let me know so you can get full credit for the assignment. If you don't have a valid excuse, you have **up to one week** to turn in the assignment with a 10% deduction for each day it is late. Any work that is more than one week late won't be accepted unless it is excused.



12) Cheating. Cheating of any kind won't be tolerated! According to University policy, **not knowing if something counts as cheating is NOT a valid excuse.** If you have questions about what is or isn't allowed, please contact me BEFORE doing it.

For tests or other graded assignments, it's cheating to copy someone else's work; to have another person (tutor, friend, student, etc.) help you edit, correct, or write your work; to let another student copy your work; to use unauthorized materials (such as an online translator), or to copy from a source without citation.

13) Technology. You're encouraged to use a **laptop, tablet, or another electronic device** to use the Supersite Plus' vText, take notes, or do other tasks directly related to what we're doing in class.

If you do NOT have a compatible device, please make sure to

- have the paper textbook with you (or printouts of the pages for that chapter)
- printouts of any sheets we will be doing that day ("Next Day" on <http://autrefois.org>)
- something to write with.



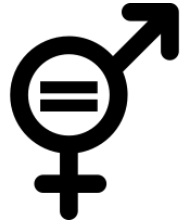
We'll also be doing some **quizzes & other activities online** from time to time during the semester. **If you don't have a device**, we can make other arrangements – just let me know.


<><><> OTHER NOTES <><><>



14) Accommodations. Any student who may need **class or test accommodations** is encouraged to **speak with your teacher privately** to discuss your specific needs. Students with disabilities or in need of other accommodations should also contact **Disability Resources for Students (DRS)** at 110 Wilder Tower, 678-2880 (<http://www.memphis.edu/drs>). DRS provides documentation to instructors about accommodations and works with instructors to meet instructional needs.

15) Statement from Office of Institutional Equity. The University is committed to ensuring equality in education and eliminating any and all misconduct from its campus. Sexual misconduct includes sexual harassment, sexual assault, dating violence, domestic violence, and stalking. If you or someone you know has been harassed or assaulted, you can make a report to the Office for Institutional Equity at oe@memphis.edu (901-678-2713) or you can make a confidential report to the University Counseling Center at 214 Wilder Tower (901-678-2068). Please note that if you make a report to me, your teacher, I am required to report it.



 **16) Extra credit & events.** There will be a variety of events locally or online that you can participate in to improve your French or cultural knowledge. Extra credit opportunities are optional questions or assignments that can raise your score on a given assignment or on your overall course grade. Any extra credit assignments during the semester will be announced in class and also posted on the course website, <http://autrefois.org> in the "Extra credit & Events" section.

17) Your teacher's promise. My goal is to make this class as useful and interesting for you as possible, whether you're into French or just fulfilling a requirement. I will speak French almost all the time (about 90%) because this is what will help you best with learning French – **don't panic if you don't understand everything**. I will try to have homework and tests graded in timely fashion (three class days or less). I will treat you with respect and try to make class enjoyable and beneficial for you.



 **18) My advice to you.** Making **mistakes** or not understanding a foreign language is **completely normal** – this happens to everyone. **But you will improve.**

When in doubt, try to guess or get the gist from context (situations, pictures, etc.), use the tools you have (knowledge about how the world works, vocab and structures you do know, your books and notes...), and ask questions. Listening to and communicating in French will help you begin to understand, speak, and write.

Please make sure not to focus just on what you have to learn, but also appreciate what you CAN already do so you can have fun learning about the language & culture.

***Preparing before class, participating in class, & practicing after class are the keys to help you succeed.
If you have any questions, please don't hesitate to ask me.***

Have a great semester!



Image sources:

<http://www.french-online.fr/wp-content/uploads/2013/03/parlez-vous-francais-300x227.jpg>, http://blog.digijoh.com/wp-content/uploads/2013/02/file_type_icon_grid.png, <http://cmpcoaching.ca/4-avantages-se-fixer-objectif/#.VKwZWnnAQgN>, <http://givinginadigitalworld.org/2012/06/08/my-test-for-great-digital-fundraising-content/>, <http://free-letters.com/english/material/028.png>, <http://salidacivic.org/wordpress/wp-content/uploads/2013/05/Participate.jpg>, http://www.straighterline.com/wp-content/uploads/image-archive/writing_hand.gif, <http://picsbox.biz/key/clip%20art%20children%20talking>, <http://pixshark.com/oral-presentation-clipart.htm>, <http://pictogram-free.com/material/199.png>, <http://images.medicaldaily.com/sites/medicaldaily.com/files/styles/headline/public/2014/02/06/college-students-taking-notes-classroom.jpg?tok=6xqk18sM>, <http://sidsavara.com/personal-development/i-work-too-damn-hard-to-make-excuses>, <http://halo.wikia.com/wiki/Cheating?file=Nocheating.gif>, ClipArt compiled by Enrol M. O'Neill, Microsoft Word 2011, <http://sortidumoule.com/2-techniques-pour-dynamiser-vos-brainstorming/>, <http://www.janekdickinson.com/wp-content/uploads/2013/04/Advice-logo-new.jpg>,

Français 1010 — PRINTEMPS 2019 (les mardis et les jeudis)

This calendar lists **general topics** that will be covered in class, **pages** to read, and **important dates** (tests, etc.).

- Specific goals are provided on the **Communicative Goals Checklist** for each unit.
- You should **read** the pages indicated on the calendar **BEFORE** you come to class each day.
- Please check the **Supersite** for **homework due dates** and any **announcements** or changes.
 - If you have any **questions**, please contact your instructor.

Je vous souhaite un bon semestre / I hope you have a good semester! 😊



lundi (Mon.)	mardi (Tue.)	mercredi (Wed.)	jeudi (Thu.)	vendredi (Fri.)	samedi (Sat.)	dimanche (Sun.)
le 14 janvier	le 15 janvier <ul style="list-style-type: none"> • Introductions and how to succeed in FREN 1010 • Greet people in French • Syllabus, SuperSite 	le 16 janvier	le 17 janvier <ul style="list-style-type: none"> • Choose between formal and informal speech • Use culturally-appropriate greetings • Unité 1, Leçon A pp. 1-9 	le 18 janvier	le 19 janvier	le 20 janvier
le 21 janvier <i>Jour de Martin Luther King</i> <i>–pas de cours</i> <i>Martin Luther King, Jr. Day</i> <i>–no classes</i>	le 22 janvier <ul style="list-style-type: none"> • Ask about and identify people and things • Use numbers and refer to a thing (or the specific thing) • Unité 1, Leçon A pp. 10-19 	le 23 janvier	le 24 janvier <ul style="list-style-type: none"> • Describe people and objects in the classroom • Refer to yourself & others; discuss (stereo)typical French characteristics • Unité 1, Leçon B pp. 20-31 	le 25 janvier	le 26 janvier	le 27 janvier
le 28 janvier	le 29 janvier <ul style="list-style-type: none"> • Talk about personality and nationalities; engage in conversation • Give your contact info; discuss regions where French is spoken • Unité 1, Leçon B pp. 32-44 	le 30 janvier	le 31 janvier <ul style="list-style-type: none"> • Writing Activity 1 and Review • Bring completed Can-Do Checklist • Unité 1, Leçons A et B 	le 1 ^{er} février	le 2 février	le 3 février
le 4 février	le 5 février <ul style="list-style-type: none"> • Test, Unité 1 • After the test, start Unité 2 • Say which classes you take and which ones you like (or hate) • Unité 2, Leçon A pp. 45-49 	le 6 février	le 7 février <ul style="list-style-type: none"> • Talk more about your classes • Describe what's going on; talk about college in French-speaking places • Unité 2, Leçon A pp. 50-57 	le 8 février	le 9 février	le 10 février

lundi (Mon.)	mardi (Tue.)	mercredi (Wed.)	jeudi (Thu.)	vendredi (Fri.)	samedi (Sat.)	dimanche (Sun.)
le 11 février	le 12 février <ul style="list-style-type: none"> •Ask and answer yes/no questions; say you agree or disagree •Discuss schedules, dates, and times of day •Unité 2, Leçons A & B pp. 58-69 	le 13 février	le 14 février <ul style="list-style-type: none"> •Say what you have and need; discuss education systems •Ask for and say what time it is •Unité 2, Leçon B pp. 70-79 	le 15 février	le 16 février	le 17 février
le 18 février	le 19 février <ul style="list-style-type: none"> •Pick out key info from conversations •Understand cultural info from authentic sources; give a mini-bio about yourself •Unité 2, Leçon B pp. 80-88 	le 20 février	le 21 février <ul style="list-style-type: none"> •Oral activity 1 and Review •Bring completed Can-Do Checklist •Unité 2, Leçons A et B 	le 22 février	le 23 février	le 24 février
le 25 février	le 26 février <ul style="list-style-type: none"> •Test, Unité 2 •After the test, start Unité 3 •Talk about family members and other people •Unité 3, Leçon A pp. 89-93 	le 27 février	le 28 février <ul style="list-style-type: none"> •Talk more about family and other people •Describe physical traits; discuss info about family life in France •Unité 3, Leçon A pp. 94-103 	le 1 ^{er} mars	le 2 mars	le 3 mars
du 4 au 10 mars <i>Vacances de printemps — pas de cours</i> <i>Spring Break — no classes</i>						
le 11 mars	le 12 mars <ul style="list-style-type: none"> •Talk about professions •Say who owns what and who is related to whom; indicate where things are located •Unité 3, Leçons A & B pp. 104-113 	le 13 mars	le 14 mars <ul style="list-style-type: none"> •Say how much things cost; discuss relationships in French-speaking places •Talk about going home or other places •Unité 3, Leçon B pp. 114-123 	le 15 mars	le 16 mars	le 17 mars
le 18 mars	le 19 mars <ul style="list-style-type: none"> •Give and understand family info •Use visual clues to predict and understand; write a message in French •Unité 3, Leçon B pp. 124-132 	le 20 mars	le 21 mars <ul style="list-style-type: none"> •Writing activity 2 and Review •Bring completed Can-Do Checklist •Unité 3, Leçons A et B 	le 22 mars	le 23 mars	le 24 mars

lundi (Mon.)	mardi (Tue.)	mercredi (Wed.)	jeudi (Thu.)	vendredi (Fri.)	samedi (Sat.)	dimanche (Sun.)
le 25 mars	le 26 mars • Test, Unité 3 • After the test, start Unité 4 •Talk about places to go and things to do in the city •Unité 4, Leçon A pp. 133-137	le 27 mars	le 28 mars •Talk about more places to go and things to do in the city •Say where you're going & what you're going to do; discuss pastimes in France and elsewhere •Unité 4, Leçon A pp. 138-145	le 29 mars	le 30 mars	le 31 mars
le 1 ^{er} avril	le 2 avril •Ask and answer information questions (who, which, etc.) •Order food and drinks •Unité 4, Leçons A & B pp. 146-157; 160	le 3 avril	le 4 avril •Discuss prices; say what you eat and drink •Talk about French cafés and Francophone specialties; discuss what activities you choose to do •Unité 4, Leçon B pp. 158-167	le 5 avril	le 6 avril	le 7 avril
le 8 avril	le 9 avril •Understand a conversation in French •Use questions and charts to communicate; talk about regional and cultural info • Preparation for Oral Activity 2 •Unité 4, Leçon B pp. 168-176	le 10 avril • Oral Activity 2 (by appointment)	le 11 avril • Oral Activity 2 (by appointment)	le 12 avril	le 13 avril	le 14 avril
le 15 avril	le 16 avril • Bring completed Can-Do Checklist • Review for Unité 4, Leçons A et B • Preparation for Oral presentations	le 17 avril	le 18 avril • Oral presentations • Review for written final, Unités 1-4	le 19 avril	le 20 avril	le 21 avril
le 22 avril	le 23 avril • Oral presentations • Review for written final, Unités 1-4	le 24 avril	le 25 avril <i>Jour de révision universitaire –pas de cours</i> <i>U of M Study Day – no classes</i>	le 26 avril	le 27 avril	le 28 avril
le 29 avril	le 30 avril	le 1 ^{er} mai	le 2 mai			

Finals information

Finals information: Your section will take the final exam in your normal room on the date and time assigned by the University. To see the University's official Final Exam schedule, visit the Registrar's website or go to this link: <https://tinyurl.com/spring19finals>. Note: It is your responsibility to know when your final will be.