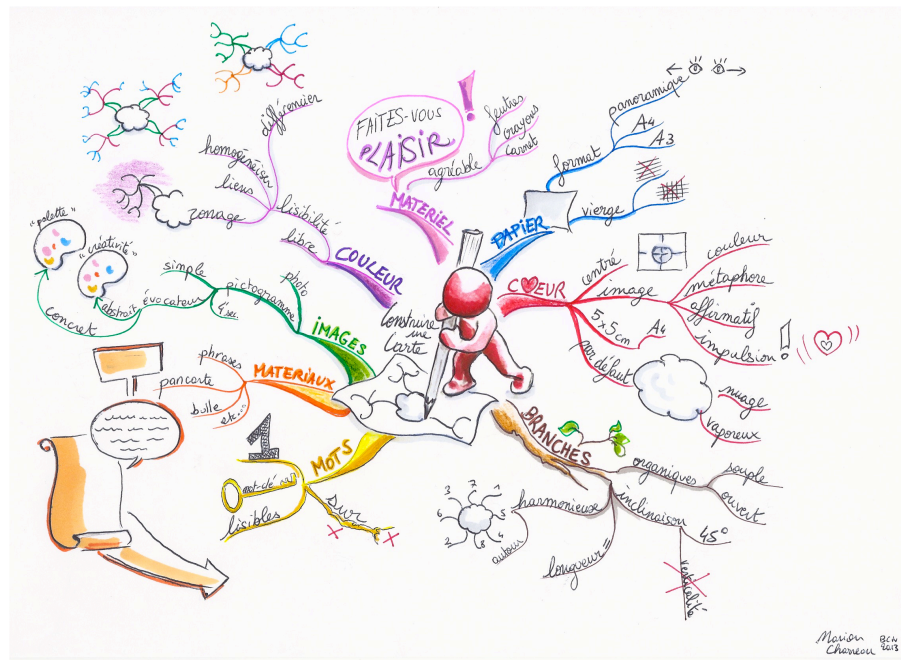


FRS 1101 : Introduction à la langue française

Automne 2018

Professeur : Gérard Keubeung
Bureau : Sills 204
gkeubeun@bowdoin.edu

Heures de permanence (*Office Hours*)
Lundi 10h40- 12h40 / Mercredi 16h – 17h / RDV
Cours : L-M-V 9h35-10h30 à Sills 207



Bienvenue en classe de Français 1101!

Welcome to French 1101! The curricular goals of this course are designed to help you:

- develop an awareness of the French speaking world and discover both similarities and differences between the way French-speaking people from around the world live, think, and express themselves;
- cultivate basic communication skills necessary to function in daily life and to express your needs and interests, by regular study and daily practice in listening, speaking, reading, and writing;
- learn how French functions as a language through study and a variety of activities designed to help you acquire basic grammatical structures and vocabulary, and to understand the relationship between the sounds and spellings of French, all while having a good time!

Proficiency objectives of this course are based on the ACTFL Proficiency Guidelines

Proficiency Target

- Enter: Zero Beginner or Novice Low
- Exit: Novice Mid / Novice High

Student Learning Outcomes

- Interpersonal Communication
 - I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.
- Presentational Speaking
 - I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.
- Presentational Writing
 - I can write short messages and notes on familiar topics related to everyday life.
- Interpretive Listening
 - I can often understand words, phrases, and simple sentences related to everyday life. I can recognize pieces of information and sometimes understand the main topic of what is being said.
- Interpretive Reading
 - I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life. I can sometimes understand the main idea of what I have read

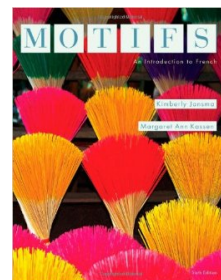
Livre et matériaux (*Book and course materials*)

Textbook: Kimberly Jansma and Margaret Ann Kassen, *Motifs*, 6th Edition. (Heinle Cengage Learning). One copy is on reserve at the main library (H-L).

Online Workstation: Motifs 6th Edition iLrn: Heinle Learning Center. Use the following information to login:

Go to <http://ilrn.heinle.com> and click LOGIN, then click CREATE ACCOUNT, then create a Username and Password.

Course: FRS 1101 **Code:** **NGKHN389**

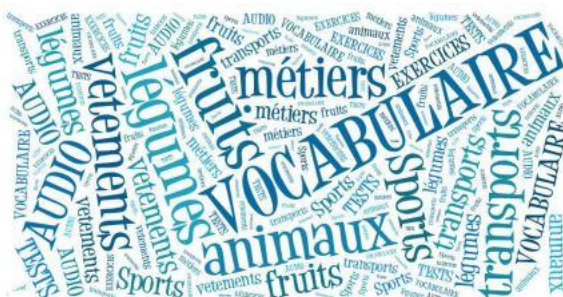


Both the textbook and the access card for iLrn are available for purchase at the Bowdoin Textbook Center.

• *Motifs* is a multi-media approach to learning French, and we will use recordings, activities, and film clips throughout the semester, both in and outside of class. This use of a variety of media featuring real French-speaking people and conversation brings you closer to actually experiencing French in context. The emphasis of both the book and the class is using what you learn in context to communicate meaningfully and to accomplish a wide variety of communicative tasks.

- Take time to familiarize yourself with the structure of the book and how the iLrn online exercises work in conjunction with it. You will find each chapter's vocabulary listed at the end of each chapter ("Vocabulaire"), and a glossary of all vocabulary in the back of the book. The green pages contain self-correcting exercises for you to practice the grammar presented in each module or chapter. The answer key to these exercises is found in the back of your book (pp. 485-490). The Reference Section in the back of your book also contains an Appendix with essential verbs and their conjugations (pp.471-483).

- Repetition and active learning are essential for learning a language, and though you will get much rote practice through the online and textbook activities, I would encourage you to find ways of learning the material that work for you. For example, you might



- 1) write out vocabulary (over and over!),
- 2) group new words in ways meaningful to you (no more than seven words per list, or seven flash cards at a time works best for most brains),
- 3) carry around several words with you and look at and say them often during the course of a day (this sounds silly, but it works),
- 4) use pictures to help remember words,
- 5) make grammatical structures and their rules your own (and therefore learn them better) by writing them out in a way that makes sense to you (maybe using drawings or certain spatial arrangements) and gathering or inventing your own examples to help you remember how they work.

These are just a few methods that have proven helpful and effective to language learners. The point is, experiment with what works for you and go with it. I am happy to consult with you on language study skills anytime.

Dictionnaires (*Dictionaries*)

Your textbook provides glossaries that you will be able to use for quick reference to vocabulary presented in *Motifs*. As you progress and want to use vocabulary that may not appear in the textbook (when you write, for example), you will find the need for a good French-English/English-French pocket dictionary. Whether you are using a hard copy or an online dictionary, look for one with multiple meanings provided for a given word, and, if possible, examples, so you can see the word used in context. If you count on going on in French, or just want a really good dictionary that provides examples, you may want to consider purchasing *Le Robert et Collins* bilingual dictionary. It is also available in the library reference section. WordReference.com is one reliable online dictionary.

Renseignements du cours (*Course Information*)

- Conversation Groups: In addition to our three hours a week together in class, you will meet in smaller groups for a fourth hour each week, a conversation hour facilitated by a teaching assistant. This conversation hour gives you the greater opportunity to practice, which is how you progress in your learning of the language. We will determine the times of these meetings according to your schedules during the next week. Attendance is mandatory.

• Class time and weekly conversation groups are meant for real communication—for putting into practice the vocabulary and grammatical structures you have already learned during your time studying on your own. You are therefore expected to come to class well prepared and ready for active use of the new material you have learned. Most class activities involve communicating with other members of the class, so everyone will benefit from each individual's thorough preparation, or experience the drawbacks from a lack thereof.



Le français, notre langue de communication (*French, our language in class*)

Class and conversation meetings will be conducted entirely in French. While this may be somewhat frightening at first, it will greatly benefit your learning in the long run, and you will quickly become more and more comfortable in the language. From the time you cross the threshold of the classroom door to the time you pass through it when you leave, you will communicate exclusively in French. Please refrain from speaking any English during class time, and work hard to find a way to make yourself understood in French (and have fun doing it) with the vocabulary and structures that you know. This may be difficult and even frustrating at first, but it will also prove to be fun. Learning a language involves experimentation and some risk taking—all of us will laugh at ourselves throughout the semester. Pretend you are in a group where there is only common language between us is French, or that you are actually in a French-speaking country and have to “get by” with what you know. Gestures, and maybe even drawings, to supplement your vocabulary also often go a long way to making yourself understood.

“Vous” et “Tu” (*“You” and “You”*)

French, like many languages, has two ways of referring to “you”—a more formal “vous” form and a more familiar “tu” form. You should use the “tu” form with your fellow students, as do students in France for the most part. You and I will generally use the “vous” (formal) form between us, as do students and professors in France. We will all, of course, also use the “vous” (plural) form when addressing more than one person. I ask you to use “vous” with me not because I want to be formal but for reasons of cultural accuracy—trying to preserve the actual French use of these two forms in our classroom—and simply so that you get more practice using both the “tu” and the “vous” forms. It is important for you to get used to making proper use of these forms, as it will become essential when you have actual contact with French-speaking people later so that you don’t accidentally offend anyone by using the forms inappropriately.

Pour me contacter (*Contacting me*)

I am happy to meet with you for questions and/or discussion of course material, general French conversation practice, listening work, supplementary exercises on a topic of difficulty, etc. by appointment (simply talk to me after class or e-mail me to set something up). The best times for me are directly before or after our class. Please don’t hesitate to come see me to discuss any of your interests or concerns, and come up right away with any questions about what we are doing in class. The course will move along quickly and I want to clarify points as soon as possible when you have questions. I also welcome your feedback on the course and course materials. If you stop by Sills 204 and I’m not there, please leave me a message so that I can get back to you.

Evaluation (*Grading*)

Preparation, in-class participation/ " <i>Participation</i> "	10%
Quizzes/ " <i>Quiz</i> "	10%
Regular homework assignments on iLrn, le journal des devoirs, participation on class blog, vocaroo assignments ... / " <i>Devoirs</i> "	15%
Compositions/ " <i>Rédactions</i> " (3)	15%
Tests/ " <i>Contrôles</i> " (3)	30%
Final exam and oral presentation / " <i>Examen</i> " et " <i>présentation orale</i> "	20%

Please note: I do not accept any late homework assignments except under special circumstances (observance of a religious holiday, injury, sickness, a personal or family crisis, for example, with a note from the appropriate office). Please talk to me if this is the case and we will make arrangements. It is your responsibility to inform me ahead of time or as soon as possible if you know you will be unable to complete coursework for a legitimate reason. If you hand in a composition or other assignment late but do not have an official excuse, your grade on that assignment will be lowered accordingly (for example, a grade of B will become a grade of C+ if two days late).

It is important to establish a routine and devote significant time outside of class to learning a new language. I strongly encourage you to set aside time each day to do the online exercises, review the grammar in the textbook, and study new vocabulary words and conjugations. The pacing of a language class is steady and consistent throughout the semester. Embracing a daily time commitment devoted to language learning from the onset will benefit you tremendously in the long run.

Devoirs (*Homework and assignments*)

You should expect to spend about 1.5-2 hours working on French every day, even on days when we don't have class! That amounts to roughly 7.5-10 hours of out of class work during the work week (Mon-Fri). The reason for this is that learning a language is directly correlated to the amount of time that you spend engaging with that language. If you *just* come to class and do the iLrn assignments, you are probably not going to see much improvement in your French. If you hit the time target mentioned above, however, you will see significant improvements must faster.

In the spirit of structuring homework time, you will keep a written log of the French activities you do outside of the iLrn assignments. It is up to you to decide how and in what ways you choose to spend this homework time. You may, if you find it helpful, make and study flashcards or practice grammar using online exercises. Or, if you're looking to switch things up, you may spend your time on lyrics training, French Youtube, or Netflix. You will submit your **Journal de devoirs** to me once every **2 weeks in written form**. More details to follow.

Finally, you will, at times, complete other assignments that will be announced from week to week. You will be asked to complete short writing assignments on our class blog (yes, we have a blog!), or to record yourself speaking in French. These assignments may or may not receive a letter grade but will

always be considered required homework.

Participation (*Class Participation*)

Active participation in class is essential to the success of the individual and the group as a whole. Communication is what this class is all about. You will receive participation grades twice throughout the semester. Your participation grade is based on your preparedness and on your ability to show your preparedness by actively contributing in small and large group activities.

- A Student comes well prepared for each class, volunteers participation without needing to be called on, is an active group member, encourages other members of the class.
- B Student usually comes well prepared for class, often volunteers participation without needing to be called on, is an active group member.
- C Student is not always well prepared for class, occasionally volunteers participation but often waits to be called on to participate, is a relatively passive group member.
- D Occupies a seat.

It is your responsibility to inform me ahead of time if you know in advance you will miss class and to contact me to find out what you missed or need to prepare for next class. You may miss two classes during the semester without it negatively affecting your participation grade (this includes conversation sessions with the teaching assistant, which are class hours required by the course). Recurrent lateness will also negatively affect your participation grade, as it is disruptive to class activities. Everyone's commitment to creating a positive learning environment is essential.

Le français à Bowdoin (*French at Bowdoin*)

Language learning cannot be done in the classroom alone! I encourage you to make use of the many French resources right here on campus by...

- attending French table (even if you only to listen to others at first)—faculty, staff, and students of all levels enjoy casual dinner conversation Wednesday evenings from 5:30-7:30, in the Pinette Room in Thorne. The first *table française* meets on September 5th. Attendance is required at the French Table at least two times during the semester. Attend the French Table more than 5 times this semester and receive a small bonus on your participation grade. Weekly attendance is strongly encouraged!
- getting to know the two college-age native French speakers who are here for the year as teaching fellows for most of the language courses, the French Table and French Club activities. They will come to class and introduce themselves!
- watching French-language programming and films in the Media Commons in H-L library or online here: <http://digital.films.com/Dashboard.aspx>

Carmen Greenlee or anyone in the Media Commons would be happy to give you further information about using these resources, as would I. If you truly want to learn French in a meaningful way, it is to your great advantage to increase your contact with the language and culture to as great a degree as



possible. Enjoy exploring! I look forward to a great semester together!

Programme | FRS 1101 | Automne 2018

Jour	Date	Module en classe - à préparer <i>pour</i> le jour indiqué! (<i>Pages to prepare for the day listed!</i>)
mercredi	le 29 août	Introduction au cours
vendredi	le 31 Août	Module 1 : Les camarades et la salle de classe (6-10) <i>A rendre : My Language Story</i>
Lundi	le 3 septembre	Module 1 (11-14)
mercredi	le 5 septembre	Module 1 (15-17) <i>La table française</i>
vendredi	le 7 septembre	Module 1 (18-20) <i>Quiz 1 – Se présenter et la salle de classe</i>
Lundi	le 10 septembre	Module 1 (21-23) <i>Le cours de conversation commence cette semaine !</i>
mercredi	le 12 septembre	Module 1 (24-25) <i>La table française</i> <i>Quiz 2 – Le verbe « être » et les descriptions</i>
vendredi	le 14 septembre	Module 2 : La vie universitaire (36-37) <i>A rendre : Journal des devoirs 1</i>
Lundi	le 17 septembre	Module 2 (38-40)
mercredi	le 19 septembre	Module 2 (47-49, 51) <i>La table française</i> <i>Quiz 3 – L'université et les préférences</i>
vendredi	le 21 septembre	Module 2 (41-42) <i>Première rédaction à rendre</i>
Lundi	le 24 septembre	Module 2 (43-45) <i>Note de participation distribuée</i>
mercredi	le 26 septembre	Module 2 (46, 50, Révision 6-61) <i>La table française</i>
vendredi	le 28 septembre	<i>Premier contrôle en classe: Modules 1 et 2</i> <i>A rendre : Journal des devoirs 2</i>
Lundi	le 1er octobre	Module 3 : Chez l'étudiant (64-66)
mercredi	le 3 octobre	Module 3 (67-69) <i>La table française</i>
vendredi	le 5 octobre	Module 3 (72-74)
Bonnes vacances d'automne ! Pas de cours lundi le 8 octobre.		
mercredi	le 10 octobre	Module 3 (75-76, 79-80) <i>La table française</i> <i>Quiz 4 – Module 3</i>
vendredi	le 12 octobre	Module 4 : Travail et loisirs (94-97) <i>A rendre : Journal des devoirs 3</i>
Lundi	le 15 octobre	Module 4 (99-103)
mercredi	le 17 octobre	Module 4 (105-108) <i>Deuxième rédaction à rendre</i> <i>La table française</i>

vendredi	le 19 octobre	Module 4 (109, Révision 64-123)
Lundi	le 22 octobre	Deuxième contrôle en classe : Modules 3 et 4
mercredi	le 24 octobre	Module 5 : On sort ? (126-129) La table française
vendredi	le 26 octobre	Module 5 (130-133) Note de participation distribuée A rendre : Journal des devoirs 4
Lundi	le 29 octobre	Module 5 (134-140)
mercredi	le 31 novembre	Module 5 (141-144) La table française Quiz 5 – Module 5
vendredi	le 2 novembre	Module 6 : Qu'est-ce qui s'est passé ? (160-162)
Lundi	le 5 novembre	Module 6 (163-165)
mercredi	le 7 novembre	Module 6 (166-170) La table française
jeudi	le 8 novembre	Translate-a-thon 16h-19h au Media Commons
vendredi	le 9 novembre	Module 6 (171-172, 173) A rendre : Journal des devoirs 5
Lundi	le 12 novembre	Module 6 (178-179) Troisième rédaction à rendre
mercredi	le 14 novembre	Module 6 (180-181, Révision 126-191) La table française
vendredi	le 16 novembre	Troisième contrôle en classe : Module 5 et 6
Lundi	le 19 novembre	Module 7 : On mange bien (194-196)
Bonnes vacances de Thanksgiving ! Mangez bien !		
Lundi	le 26 novembre	Module 7 (197-200)
mercredi	le 28 novembre	Module 7 (201-204) La table française
vendredi	le 2 décembre	Module 7 (205-208) A rendre : Dernier Journal des devoirs !
Lundi	le 3 décembre	Module 7 (209-214)
mercredi	le 5 décembre	Révision et sketches ! (Révision globale 6-227) La table française
vendredi	le 7 décembre	Révision et sketches ! (Révision globale 6-227)

NOTEZ BIEN : Notre examen final est jeudi le 13 décembre 2018 à 8 :30-11 :30 am

Our final exam will take place on Thursday, December 13, 2018 at 8:30-11:30 am. All students must be present to take the final exam. No exceptions will be made for travel or other plans. Please note this date and time and plan accordingly!