

**PLEASE READ THIS ENTIRE SYLLABUS CAREFULLY.** It contains information on:

- Testing policy
- Attendance policy
- Class participation
- Grading policies
- Grade distribution
- Schedule of tests, assignments
- University policies
- Student concerns

You will be held responsible for the content of this document. **Failure to read the syllabus does NOT exempt you from its contents.**

### **Who can enroll?**

Students enrolled in FREN1110 have taken two or more years of high school French and have placed into the beginning language sequence through the UGA language placement test.

### **Grade Breakdown**

Class participation and preparation:	20%	Oral exam:	10%
Chapter tests (8.33% each x 3):	25%	Final exam:	15%
Written work and online lab activities:	20%	Oral presentation:	10%

### **Introduction to FREN 1001 through 2002**

The first four courses in French (or the first three courses for those who start with FREN 1110) form a unified program designed to help you develop the ability to speak, read, write, and understand the language. You will also learn about how various people who speak French conduct their lives. The majority of class time will be spent working on speaking French; you will develop the other skills primarily through assignments. To achieve these goals, your teacher will speak only French in class. Since talking *about* grammar is not as beneficial as *using* the grammar, you should not expect your teacher to devote class time to explanations of grammatical concepts. *S/he* will conduct exercises requiring you to use the new structures, but afterward will be happy to answer any remaining questions. Consult your syllabus and your teacher to determine whether you are in the right course.

### **Special Note to Students in FREN1110**

The pace of FREN1110 is quite rapid during the early part of the semester, as it is assumed that virtually all of the students enrolled have had some experience with French and have already encountered most of the concepts presented in at least the first four chapters of *Points de départ*. We start at Chapter 1 and move quickly through these first chapters for several reasons: first, to give students a brief review of what they have previously studied; second, to assure that everyone has the same basic vocabulary; and third, to allow more time to work on the later chapters, whose material might be completely new to many students. The tempo of this course will require special effort on your part, especially during the first few weeks, but your instructors are dedicated to helping you succeed. Don't hesitate to contact them for help! Good study habits, including regular completion of homework assignments and daily studying of the new vocabulary and grammar, are important to your success in this course. You are strongly advised not to put off learning the new material until just before the test, as this will ultimately prove detrimental to your progress. Upon successful completion of this course, students will be able to enroll in FREN2001, which is the third semester course in the lower-division sequence.

### **Course Goals**

At the end of this class, you should be able to:

- have elementary conversations about familiar topics,
- describe yourself, your family and friends, and your routine activities in the past, present and future
- ask elementary questions and formulate simple opinions
- understand elementary stories and conversations, as well as audio and reading materials
- write elementary descriptions and tell about events in the past, present and future.

### **Required Textbooks, Materials**

- *Points de départ*, 1<sup>st</sup> ed., Pons / Scullen / Valdman
- *Points de départ* key code for MyFrenchLab, the online workbook, lab activities, and tutorials

### **Class Attendance Policies**

- Students missing the first two days of class will be dropped from the course to allow others to add.
- There are NO EXCUSED absences from this course. All students are allowed six absences for whatever reason.

- Absences beyond the six that are allowed will result in a lower class participation grade. If you miss six or fewer classes, you will lose no points from your participation grade. However, if you have more than six absences, the instructor will deduct two points for **every** absence, including the first three. That is, your seventh absence will result in a loss of fourteen points from your final participation grade.
- Please note that an absence on a test day, for whatever reason, results in a zero for that test. At the end of the semester, your lowest grade will be dropped. There are NO make-up tests, so please don't ask.
- ***Students who miss a total of 30 or more classes are not allowed to take the final exam.***

### Testing Policy

- You will take four tests, each covering 2 chapters.
- Everyone will take the tests on the date indicated on the syllabus. We do not give "make-ups," nor do we allow students to take tests early, so please do not ask. This applies to ALL students.
- However, at the end of the semester, the lowest of these four grades will be dropped. Hence, if you must miss a test, that is the grade that will be dropped. Please do not ask for exceptions to this policy, as they will not be granted.
- Students scheduled for three final exams on the same day or two final exams at the same time may petition to reschedule **one** final exam at a different time or day. On-line instructions and forms are available at the following web sites: [www.bulletin.uga.edu](http://www.bulletin.uga.edu) or [www.curriculumsystems.uga.edu](http://www.curriculumsystems.uga.edu). **Student Affairs Does Not Manage Final Exam Conflicts.**
- **Final exams in the Department of Romance Languages are never administered before the assigned time.** If you know now that you cannot be present for the final exam, you cannot take this course. Students with three exams on the same day or two exams at the same time are the only exceptions to this policy.

### Academic Honesty

The French 1001-2002 program at the University of Georgia adheres strongly to a program of academic honesty. This means very simply that all the work you do for this class must be your own. Asking classmates for answers to homework assignments violates academic honesty policies at UGA. **Use of translation programs is a violation of academic honesty. It is a violation of academic honesty to receive help of any kind (including proofreading) from anyone but your instructor.** However, the use of a dictionary on homework is allowed, but not always recommended. All assignments that you turn in and all tests that you take must be based on your own knowledge and abilities, or you must document ALL of your sources in an acceptable academic format (ex: MLA style). This includes any information taken from the internet. The only exception to the policy is the occasional group activity done in class; all students who contribute must sign their names. All academic work must meet the standards contained in "A Culture of Honesty." Students are responsible for informing themselves about those standards before performing any academic work. The link to more detailed information about academic honesty can be found at: <http://www.uga.edu/ovpi/honesty/acadhon.htm>

### Students with Disabilities

If you have a disability that requires accommodations **you must already have been tested by the University** in order to be eligible for accommodations. Please indicate this to your teacher by presenting her/him with the appropriate forms from Disabilities Services at the beginning of the semester.

### Department of Romance Languages Grading System

NUMERIC GRADE	LETTER GRADE	GPA	NUMERIC GRADE	LETTER GRADE	GPA
100-93	A	4.0	79-77	C+	2.3
92-90	A-	3.7	76-71	C	2.0
89-87	B+	3.3	70-68	C-	1.7
86-83	B	3.0	67-60	D	1.0
82-80	B-	2.7	60-0	F	0

### Learning a Foreign Language

Learning a foreign language is an exciting undertaking. You open yourself up to new ways to express yourself, to different cultures, and to many other new experiences. Learning a foreign language provides you with a new skill that can be used in numerous circumstances—from interpersonal communication with native speakers to the ability to read great literature in the original language to doing business with foreign companies. Thus, language learning can be rewarding on many levels.

There is a mistaken belief, however, that language learning should be easy, that it shouldn't require the same amount of time and preparation required in other disciplines. After all, we don't have to work hard at speaking English! Nothing could

be further from the truth than this misconception. Learning a foreign language is a complicated process that necessitates time, effort, and diligence on the part of the learner because we are not surrounded by the new language (and we were when we acquired our native tongue).

Foreign language study requires the same level of preparation as other courses, but the way in which you study is different. First, trying to learn all of the vocabulary and the grammar the night before the test will likely prove disastrous. Repetition and skill building are important, so it's vital that you spend time each night studying and memorizing new vocabulary and structures. Ideally, the classroom should be the place where you put what you've studied into practice and not the place where you talk about what you think you've learned without ever demonstrating any mastery of the material. Also, foreign languages are based on skill building and not on discrete units that can be learned and then forgotten (say like a book you read and that you view as important only for the one test you'll have over it during the semester). You will be recycling grammar and vocabulary during the semester and into the future, if you continue with your study of a foreign language.

And while all of us hate to make mistakes and to look foolish in front of our peers, speaking up in class is one of the best ways to improve your skills. We ALL make mistakes, even your teachers, but it's only in attempting to communicate that we discover whether the recipient of our message understood the words we chose, the grammar we used to string those words together, and the pronunciation and the intonation we used to utter them.

We want language learning to be fun and interesting, without diminishing the effort that is required to master a foreign tongue. We want you to benefit from the richness that your instructors bring to the classroom. We are fortunate to have such a diverse group of teachers in our department. But we also want to be fair to all students, to prepare them equally (or as much as that is possible) for the next level, and to have similar expectations of all students taking the same level course. For this reason, there are certain rules that everyone follows. And, for this reason, your instructor works closely with others teaching the same level and with the supervisor to create a unified program that strives to meet the needs of our students and to provide them with quality instruction. We don't always get it right the first time, but we take your suggestions seriously and attempt to make modifications where appropriate. We appreciate your thoughtful input and your efforts to learn the language that we all love so dearly! Bonne chance!

### **Student Concerns**

If you have a concern about your French class, you should do the following:

- First, try to resolve the problem with the teacher of the course. This is best handled in a one-on-one conference during the teacher's office hours and NOT immediately before or after class.
- If this does not solve the problem, contact the French Preceptor, Nannette Mosley (Inmosley@uga.edu) to arrange a meeting.
- If, after having spoken with both the course instructor and the Preceptor, your concerns have still not been resolved, then contact the Supervisor, Dr. Debbie Bell (debell@uga.edu), to discuss the problem with her.

While it might seem as if going "directly to the top" would bring about a swifter resolution to the problem, that is not the case, as those at the top are usually not aware of the situation. This is especially true in instances where the course instructor has not been informed that you are experiencing some sort of problem. Following this process should help you resolve whatever difficulties you are having in the fastest and most efficient way.

### **Your Teacher's Availability**

If you have a specific problem or need help or information pertaining to the course, your teacher will be happy to meet with you in his/her office during posted office hours or at another convenient time. Please do not try to conduct important or lengthy business with your teacher either immediately before or after class. Like you, your teacher will probably have consecutive classes in different parts of the campus and will need to leave class punctually to get there. Your teacher is required by the University to have three office hours per week. At these times your teacher must always be in his/her office to talk to you in person or by telephone. An appointment is not necessary to meet with your teacher during these office hours, although it can be helpful to inform him/her that you're coming so that s/he doesn't make an appointment with another student for the same time. Your teacher should tell you his/her office hours on the first day of class. Additionally, all teachers in the French program are required to provide you with an e-mail address at which they can be contacted. This information—office hours and e-mail addresses—is also available at the reception desk in Gilbert Hall and on the Romance Languages web page ([www.rom.uga.edu](http://www.rom.uga.edu)). If you experience problems regarding your teacher's availability, please contact the French Preceptor (Nannette Mosley) immediately.

## Tutoring

If you need extra help, the University provides free tutoring (542-7575). There are also people who will tutor you for a fee; inquire at the reception desk in Gilbert Hall or call 542-1075. It is very difficult to arrange for these services at the last minute, especially just before exams, so please plan for them in advance. Please note: your own teacher **cannot** tutor you for a fee, but s/he must be available to you for help during his/her office hours. However, it is not feasible for your teacher to devote all of his/her office hours to giving extra help to one student. If you find you are having difficulties, first talk to your teacher, then consider getting a tutor (either free or paid).

## Language Resource Center (LRC)

FREN1110 courses will not meet in the LRC, located in Gilbert Hall, but the facility is available for completing your online assignments, for watching films, and for working on aural and oral proficiency.

## Oral Assessments

In addition to the informal assessments of your progress that you will receive on a regular basis in the classroom, your spoken French and your listening comprehension will be evaluated formally on two separate occasions during the semester (see dates on syllabus). One of these will be an oral exam, conducted in your instructor's office. The exact format of the exam will be given to you at least one week prior to the test. The other formal oral evaluation will consist of an oral presentation, done in class. The format of the oral presentation will be given to you well in advance of the days on which the presentations are to be done in class.

## Written Work

This grade consists of assignments given throughout the semester to guide you in preparing for class. Handouts, assignments from the workbook, quizzes, or other tasks that the teacher deems appropriate are included here. You should have AT LEAST ONE graded *homework* assignment weekly. This is the MINIMUM; some teachers will give more and will grade other assignments as well.

## Class Participation and Preparation

This grade is based on two factors: 1. evidence that you have prepared for class, 2. active demonstration of your preparedness and willingness to be involved in class activities and discussions. Participation in English does not constitute good participation. Instead, it detracts from the class and will lower your grade.

- **A**= Excellent participation, always well-prepared, virtually no English spoken
- **B**= Good participation, almost always prepared, very little English spoken
- **C**= Fair participation, generally prepared, some English spoken
- **D**= Irregular participation, infrequently prepared, English spoken frequently
- **F**= Little to no participation, infrequently prepared, English spoken consistently

Obviously, your grade is based on a number of factors. The above are general guidelines.

## World Wide Web

You will complete much of your outside work using the MyFrenchLab program developed by Pearson Prentice Hall. The site includes pre-tests, grammar tutorials, listening exercises, written exercises, and links to websites and related activities that will help you strengthen your skills in the French language and further your knowledge of francophone culture.

## French Table

French Table provides a friendly environment in which students and other Francophiles can speak French together. All are welcome to participate. French Table is held weekly on Thursdays at 4:30pm at The Globe (Clayton & Lumpkin Sts. near the Georgia Theater).

## Other Guidelines

1. All cell phones should be turned OFF (NOT on vibrate or silent). There should be no texting during class. Your instructor reserves the right to mark you absent in the event that you are texting in class.
2. NO laptop computers are permitted. If you bring your laptop to class, it must remain in your bag or backpack and should not be turned on.
3. Your instructor will likely have his/her own policies as well.

*NB:* The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

FREN1110		Course Syllabus	Fall 2009
Date	Material to be covered in class Pages to prepare in <i>Points de départ</i> BEFORE class		
<b>AUG</b>	17M	Introduction to class, nothing to prepare	
	18T	pp. 1-13	
	20R	pp. 14-23	
	21F	pp. 27-37	
	24M	pp. 38-46, p. 55 (Avant de lire)	
	25T	pp. 47-55	
	27R	pp. 59-67	
	28F	pp. 68-74	
	31M	pp. 75-80	
<b>SEP</b>	1T	pp. 80-85, review	
	3R	<b>TEST #1</b> (Chapitre préliminaire, Chapter 1, Chapter 2)	
	4 F	pp. 89-96	
	7 M	<b>Labor Day Holiday; No classes</b>	
	8 T	pp. 97-102	
	10R	pp. 102-107, p. 115 (Avant de lire)	
	11F	pp. 108-115	
	14M	pp. 121-129	
	15T	pp. 129-134	
	17R	pp. 134-138	
	18F	pp. 139-143	
	21M	pp. 144-149, review	
	22T	<b>TEST #2</b> (Chapter 3, Chapter 4)	
	24R	pp. 153-158, p. 162 (Avant de lire)	
	25F	pp. 158-162, p. 163	
	28M	pp. 164-168	
	29T	pp. 169-173	
<b>OCT</b>	1R	pp. 174-181	
	2F	pp. 185-191	
	5M	pp. 191-197	
	6T	pp. 198-203	
	8R	pp. 204-207, p. 210 (Avant de lire)	
	9F	pp. 208-211	
	12M	<b>TEST #3</b> (Chapter 5, Chapter 6)	
	13T	pp. 215-220	
	15R	pp. 221-224	
	16F	pp. 225-232	
	19M	pp. 233-238	
	20T	pp. 238-243	
	22R	pp. 247-250 <b>Midterm withdrawal deadline; last day to withdraw with a "W."</b>	
	23F	pp. 250-254	

	26M	pp. 255-260
	27T	pp. 260-264
	29R	pp. 265-268
	30F	<b>FALL BREAK</b>
<b>NOV</b>		
	2M	pp. 269-273, review
	3T	<b>TEST #4</b> (Chapter 7, Chapter 8)
	5R	Oral presentations
	6F	Oral presentations
	9M	Oral presentations
	10T	pp. 277-280
	12R	pp. 280-285
	13F	pp. 286-289
	16M	pp. 289-293
	17T	pp. 294-298
	19R	pp. 298-303
	20F	pp. 304-305 (and review subjunctive)
	<b>23-27M-F</b>	<b>HOLIDAY (Thanksgiving)</b>
	30M	pp. 309-312
<b>DEC</b>	1T	pp. 313-318
	3R	pp. 319-321, 325 (Avant de lire)
	4F	pp. 321-325, 326-327
		ALL Sections: Course evals (details to follow) <b>Requests for exam change due (for those with 3 exams on same day or 2 exams at same time)</b>
	7M	pp. 328-331
	8T	pp. 332-334 and Review for final exam (Friday class schedule)
	9W	<b>Reading Day: No class</b>

*NB:* The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.



**Final Exam: FRIDAY, DEC. 11; 7:00-10:00PM**



- Final examinations in the Department of Romance Languages are never administered before the assigned time. If you know now that you cannot be present for the final exam, you cannot take this course.
- The final exam may be postponed and an incomplete granted only in emergency situations. Consult the *Undergraduate Bulletin* for the rules.
- Final Exam conflicts are managed by the Office of Curriculum Systems (542-6358). Students scheduled for three exams on the same day or two exams at the same time may petition to reschedule one exam at a different time or day. On-line instructions and forms are available at the following web sites: [www.bulletin.uga.edu](http://www.bulletin.uga.edu) or [www.curriculumsystems.uga.edu](http://www.curriculumsystems.uga.edu). Student Affairs Does Not Manage Final Exam Conflicts.