

## FRENCH 100—ELEMENTARY FRENCH 1 & 2

M, W, F:  
Room: TBA  
Instructor:  
Phone:  
Mailbox:

T, R:  
Room: TBA  
Office: 201 CHIT  
Office Hours:  
E-mail:

### Course Description and Goal:

French 100 is an intensive introduction to the French language designed for students who have had no previous experience with the language. It is the equivalent of French 101 and 102 in the traditional four semester series of French courses (French 101, 102, 203, and 204). (If you have already had French in high school or at another institution and have not yet taken the WVU placement exam, this may not be the appropriate course for you. Please consult the information at [www.forlang.wvu.edu/pExams](http://www.forlang.wvu.edu/pExams) or see your instructor.) The goal of this course is real-life language use. The class will be conducted entirely in French, and you will be expected to participate actively using the language skills you are learning.

**For more information about majoring in French, visit:** <http://www.forlang.wvu.edu/undergrad>

**Course Objectives:** Upon completion of French 100, you should be able to:

- **Speak** French well enough to make yourself understood and to ask simple questions in both formal and informal situations, to discuss a variety of topics in the present tense, and to narrate events from your past
- **Comprehend** spoken French with sufficient ability to grasp the main idea and some supporting details in short interactions—both spontaneous and recorded
- **Read** and understand the main idea and some of the supporting details of contextualized materials
- **Write** comprehensible sentences, paragraphs, and short essays on familiar topics with a reasonable degree of accuracy (particularly for already studied structures) and sensitivity to issues of style and audience
- **Recognize** similarities and differences among Francophone cultures represented in the course, as well as fundamental similarities and differences between these Francophone cultures and your own
- **Analyze** texts, films, images and other materials on an elementary level as they relate to the materials presented in class

This course meets GEC Objectives 4 (Contemporary Society) and 8 (Western Culture) by focusing on contemporary French society and by learning how to communicate within that society with an appreciation for similarities and differences between American and French cultures including social conventions. Information about France and French culture will be drawn from readings, discussions, movies, music and more.

### Required materials:

- Terrell, Tracy D. and Mary B. Rogers, Betsy J. Kerr, Guy Spielmann. *Deux Mondes: A Communicative Approach*. 6<sup>th</sup> Ed. McGraw-Hill ISBN: 0-07-353544-3
- Accompanying registration card for online access to the *Deux Mondes* workbook

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## Course website:

<https://ecampus.wvu.edu/webct/logonDisplay.dowebct>

--Select French 100 from the list of courses

**Should you need to contact the coordinator of this program, please send an email to [Jennifer.Orlikoff@mail.wvu.edu](mailto:Jennifer.Orlikoff@mail.wvu.edu) or come in person to 217D Chitwood Hall.**

Course Grading Components:

Your grade in French 100 will be calculated as follows:

## Course requirements and evaluation:

Participation	15%	Homework	10%
Informal Writing Journal &		2 Formal Essays @ 5%	10%
Other Assessments	10%	3 Exams (IPA*) @ 15%	45%
Quizzes	10%		

\*IPA—Integrated Performance Assessment in three parts: Interpretive, Interpersonal and Presentational.

## Grade equivalents:

A+	97-100	A	93-96	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
		F	0-59		

## \*Explanation of grades:

A = Excellent (given only to students of superior ability and attainment)

B = Good (given only to students who are well above average, but not in the highest group)

C = Fair (average for undergraduate students)

D = Poor but passing (cannot be counted for graduate credit)

F = Failure

I = Incomplete

W = Withdrawal from a course before the date specified in the University Calendar

(Additional components of the WVU grading system can be found in the Undergraduate Bulletin.)

Please note: The grade of incomplete is given only in those instances where an examination has been missed or another major course requirement has not been met as a result of an excused absence. The grade is NOT to be assigned in lieu of an F or when the performance throughout the semester has been generally unsatisfactory.

- **Participation:** Being prepared for and participating in class activities is one of the most important means of attaining the goals of the course. The quality of your participation in class activities will be assessed every other week according to the attached criteria. Since it is impossible to participate if you are not in class, absences will be reflected in a lowering of your participation grade, the average of which comprises 15% of your final grade.

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- Homework Assignments: Your instructor will assign work on a regular basis to be completed outside of class. Assignments may come from the online workbook accompanying *Deux Mondes*, from the textbook, or from supplementary activities as determined by your instructor. It is your responsibility to complete all assignments on time. Late work will not be accepted for a grade. At the end of the semester, the lowest homework grade will be dropped. These assignments will account for 10% of your final grade.
- Informal Writing Journal: Throughout the semester, your instructor will assign short writing assignments. These will be graded on comprehensibility and completeness but not grammar. Whether your journal is written in a notebook or on the discussion board of the course web site, you should always bring a copy of your journal with you to class. The journal entries will represent 10% of your final grade.
- "Other Assessments:" These assessments are often in-class activities, such as an impromptu debate or other interpersonal activity. If you are absent the day of such an activity, you will not receive credit. Please note that there will be many opportunities for these grades.
- Formal Essays: Twice during the semester, you will write a short essay on a topic presented by your instructor. You will have the opportunity to revise this essay one time. The first draft will be worth 60% of your grade on this project, and the corrected second draft will be worth the remaining 40%. The essays will each be worth 5% of your final grade, for a total of 10%.
- Quizzes: Frequent short quizzes (either announced or unannounced) will provide you and your instructor with feedback as to your preparedness and understanding of the material you are practicing. Please note that make-up quizzes will not be given. If you miss a quiz, you will receive a grade of zero. At the end of the semester, the lowest quiz grade will be dropped. The average of your quiz grades will constitute 10% of your final grade.
- Exams: Three exams in the form of an integrated performance assessment (IPA) will be given in this course. Each will include three sections (Interpretive, Interpersonal, and Presentational) designed to assess your skills in reading, writing and speaking in a sustained conversation with another person, as well as demonstrating your understanding of cultural information presented during the course. The exams will each be worth 15% of your final grade, for a total of 45%.

### COURSE POLICIES:

**Attendance:** Regular class attendance is essential for successful completion of this course. Being absent will affect your grade in the following ways:

1. Class participation: If you are not in class, you cannot participate. As a result, points will be deducted from your participation grade (see attached rubric) regardless of the reason for the absence, except for university sanctioned activities\* or documented events through the Office of Student Life\*\*.

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2. Quizzes: As there will be **no make-up quizzes**, if you're absent on a quiz day, you will receive a grade of zero for that quiz.
3. Homework: In order to receive credit for homework, you need to turn it in **during** class or **before** class. **No late homework will be accepted**. If you are absent, be sure to find out what the assigned homework will be for the next class.
4. Other areas: Being absent the day of an exam will result in a grade of zero. Petitions for an exception to this policy due to catastrophic illness or family emergency must be communicated to your instructor in advance of the exam by calling 304-293-5121. These petitions may or may not be granted depending on the individual circumstances involved.

N.B. Coming to class late, exiting the classroom during the session, or leaving class early will also penalize your participation grade and you will not be allowed to make up any work or activities that you miss during your absence. For example, if you arrive late on the day of a quiz and miss the listening portion, you will have to take a zero on that section of the quiz.

\*Absences due to participation in authorized university activities with proper documentation will be considered excused and will not directly affect your participation grade. If you will be absent for a university sanctioned activity on the day of an exam, you may make it up. This does not apply to one of the frequent quizzes. Documentation must be turned in to your instructor at least one week prior to the absence in order to make appropriate arrangements.

In the case of chronic illness or personal emergencies requiring prolonged or frequent absences, it is recommended that you withdraw from this course and repeat it when circumstances allow for fulfillment of course requirements. Consult the university calendar to determine the last day to drop a course.

\*\*For extreme circumstances that are necessitating your short-term absence, such as a death in the family or hospitalization, you should contact the Office of Student Life at 304-293-5611 to receive documentation to excuse the absences.

**Late Work**: Work is accepted only on or before the due date specified by your instructor. Even if you are absent from class, it is your responsibility to make arrangements for your work to be handed in before class on the day it is due (you may turn it in to your instructor's mailbox in 217A Chitwood after having it date- and time-stamped by an office worker) and for informing yourself of the material covered in class during your absence and any newly assigned homework.

**Oral Interview Appointments**: Prior to your oral interview, you will sign up for an appointment time. If you will be unable to keep your appointment, you must notify your instructor in advance by calling 304-293-5121 so that you can be rescheduled. Even if you are ill, it is your responsibility to have someone call your instructor on your behalf prior to your assigned time. If

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you are not present for your appointed time without prior notification, you will not have a chance to make up the interview and will receive a grade of zero for that assessment.

**Use of Tutors:** The use of tutors is generally not encouraged in this course, as it is better to receive any help you need directly from your instructor. However, should you choose to seek additional assistance from an outside source, please be aware that tutors may only be consulted for extra practice beyond the course requirements on non-graded assignments, or for explanations of assignments that have already been evaluated and will not be turned in again. Assignments that have been influenced by the help of a tutor prior to being graded will be treated as plagiarized work. (See section below on **Academic Integrity**.)

**Academic Integrity Statement:** "The integrity of the classes offered by any academic institution solidifies the foundation of its mission and cannot be sacrificed to expediency, ignorance, or blatant fraud. Therefore, I will enforce rigorous standards of academic integrity in all aspects and assignments of this course. For the detailed policy of West Virginia University regarding the definitions of acts considered to fall under academic dishonesty and possible ensuing sanctions, please see the Student Conduct Code at <http://www.arc.wvu.edu/rightsc.htm>. Should you have any questions about possibly improper research citations or references, or any other activity that may be interpreted as an attempt at academic dishonesty, please see me before the assignment is due to discuss the matter."

**Learning Environment and Social Justice Statement:** It is the intent of the instructor of this class to establish and maintain a positive learning environment based upon open communication and mutual respect.

"West Virginia University is committed to social justice. I concur with that commitment and expect to maintain a positive learning environment based upon open communication, mutual respect, and nondiscrimination. Our University does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color or national origin. Any suggestions as to how to further such an environment will be appreciated and given serious consideration.

If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise me and make appropriate arrangements with Disability Services (293-6700)."

### Calendrier du cours

Semaine	Date	En classe	À rendre
		<b>Première Étape: Premières rencontres</b>	
1		Introduction Premières rencontres	
		Premières rencontres	
		Premières rencontres	
		Premières rencontres	

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		Premières rencontres	Last day to Add/Drop Courses
		<b>Deuxième Étape: Le monde étudiant</b>	
2		Le monde étudiant	
		<b>Chapitre 1: Ma famille et moi</b>	
		Ma famille et moi	
3		<i>Pas de classe: Labor Day</i>	
		Ma famille et moi	
		Ma famille et moi	
		Ma famille et moi	
		Ma famille et moi	
4		Ma famille et moi	
		<b>Chapitre 2: La vie quotidienne et les loisirs</b>	
		La vie quotidienne et les loisirs	
		La vie quotidienne et les loisirs	
		La vie quotidienne et les loisirs	
		La vie quotidienne et les loisirs	
5		La vie quotidienne et les loisirs	
		La vie quotidienne et les loisirs	
		<b>Integrated Performance Assessment: Interpretive</b>	Performance Assessment
		<b>Integrated Performance Assessment: Interpersonal</b>	Performance Assessment
		<b>Integrated Performance Assessment: presentational</b>	Performance Assessment
6		En ville	
		<b>Chapitre 3: En ville</b>	
		En ville	
7		En ville	
		Atelier d'écriture	
		La maison et le quartier	
		<b>Chapitre 4: La maison et le quartier</b>	
		La maison et le quartier	
		La maison et le quartier	Mi-semestre
8		La maison et le quartier	Essai 1 à rendre
		La maison et le quartier	
		La maison et le quartier	
		Jour d'expansion	
		<b>Integrated Performance Assessment: Interpretive</b>	Performance Assessment
9		<b>Integrated Performance Assessment: Presentational</b>	Performance Assessment

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		<b>Integrated Performance Assessment: Interpersonal</b>	Performance Assessment
		<b>Chapitre 5 : Dans le passé</b>	
		Dans le passé	
		Dans le passé	
		Dans le passé	
10		Dans le passé	
		Dans le passé	
		Dans le passé	
		Atelier d'écriture	
		<b>Chapitre 6 : L'Enfance et la jeunesse</b>	
		L'Enfance et la jeunesse	Last day to drop classes
11		L'Enfance et la jeunesse	
		L'Enfance et la jeunesse	
		L'Enfance et la jeunesse	
		L'Enfance et la jeunesse	
		L'Enfance et la jeunesse	Essai 2 à rendre
		<b>Chapitre 7 : À Table !</b>	
12		À table !	
		À table !	
13		À table !	
		<b>Film</b>	
		Préparation au film/Atelier d'écriture	
		Film	
		Film	
		Film	
		<i>Pas de classe : Vacances de Thanksgiving</i>	
		<b>Chapitre 9: L'Enseignement, les carrières, et l'avenir</b>	
14		L'Enseignement . . .	
		L'Enseignement . . .	
		L'Enseignement . . .	Essai 3 à rendre
		L'Enseignement . . .	
		L'Enseignement . . .	
15		L'Enseignement . . .	
		Escales francophones : Le Québec	
		<b>Examen final : Interpretive</b>	Performance Assessment
		<b>Examen final : Interpersonal</b>	Performance Assessment
		<b>Examen final: Interpersonal</b>	Performance Assessment
		<b>Examen final : Presentational</b>	Performance Assessment
			Lieu à préciser

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## Grading Rubrics

Participation: Evaluated on a weekly basis

	<b>A: 6 pts.</b>	<b>B: 5 pts.</b>	<b>C: 4 pts.</b>	<b>D: 3 pts.</b>	<b>F: 0-2 pts.</b>
<b>Active participation</b>	Student consistently participates on a voluntary basis and contributes to the class	Student often participates voluntarily and contributes to the class	Student occasionally participates voluntarily and contributes to the class	Student needs to be prompted to participate in class	Student does not participate
<b>Use of French</b>	Student consistently speaks in French, even in unprompted situations such as outside of class or to other students	Student regularly speaks French in class and rarely needs prompting	Student often speaks French in class although occasionally needs prompting	Student rarely speaks French in class	Student does not participate in French
<b>Involvement in Group/paired activities</b>	Student consistently and enthusiastically participates in group or paired activities	Student consistently participates in group or paired activities	Student reluctantly participates in group or paired activities	Student does not contribute to group or paired activities	Student chooses not to participate in group or paired activities
<b>Passive Participation (Engagement)</b>	Student is thoroughly engaged and actively follows class topic and/or discussion	Student is mostly engaged and not distracted	Student is occasionally distracted	Student is often distracted and not engaged	Student is distracted and not engaged
<b>Preparation</b>	Student arrives in class prepared with the assigned reading and questions or other homework	Student mostly arrives in class prepared with the assigned reading and questions or other homework	Student occasionally arrives in class unprepared and without the assigned reading, questions or other homework	Student often arrives in class unprepared and without the assigned reading, questions or other homework	Student consistently arrives in class unprepared and without the assigned reading, questions or other homework

Penalties: -3 for absences x \_\_\_\_\_/ -1 for arriving late or leaving early x \_\_\_\_\_

**Total: \_\_\_\_\_/30 pts.**

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## Journal

	A	B	C	D	F
<b>Compréhensibilité</b>	Entièrement compréhensible: l'idée générale et tous les détails sont compréhensibles  5 pts.	La majorité du texte est compréhensible avec un ou deux problèmes de compréhension  4 pts.	Au moins la moitié est compréhensible—l'idée générale et quelques détails  3 pts.	L'idée générale est compréhensible mais pas les détails spécifiques  1-2 pts.	Incompréhensible ou pas de journal rendu au professeur  0 pts.
<b>Contenu/Complétude</b>	Très complet, bien élaboré avec un bon nombre de détails  5 pts.	Complet—bon travail  4 pts.	Assez complet mais sans élaboration  3 pts.	Pas assez complet  1-2 pts.	Pas de journal rendu au professeur  0 pts.

Total : \_\_\_\_\_/10 pts.

## Evaluation of interpersonal assessments

	A : Exceeds expectations	B : Meets expectations	C : Almost there	D & F : Not there yet
<b>Comprehension</b>	You clearly understand what your partner is saying and/or you actively use communication strategies to ensure comprehension  5pts.	You mostly understand what your partner is saying and you use communication strategies to ensure comprehension  4 pts	You understand enough of what your partner is saying to be able to respond appropriately. You also use some communication strategies to activate comprehension  3 pts	You are not understanding what your partner is saying and you are not using any communication strategies to try to understand what is being said  0-2.5 pts.
<b>Comprehensibility</b>	It is easy to understand what you are saying and you are making sure that your partner understands you  5pts.	It is mostly easy to understand what you are saying and you are using some strategies to make sure that your partner understands you  4 pts.	It is sometimes difficult to follow what you are saying  3 pts.	It is difficult to follow what you are saying  0-2.5 pts.
<b>Text type</b>	Where appropriate, you are responding with simple sentences to share a thorough amount of information  5pts.	Where appropriate, you are responding with some simple sentences to share information  4 pts.	You are mostly using simple responses without stringing several thoughts together where appropriate  3 pts.	You are relying on simple responses using a few words or less  0-2.5 pts.
<b>Content</b>	You have thoroughly addressed the topic and asked many questions  9-10 pts	You have addressed the topic and asked questions  7.5-8.5 pts.	You have mostly addressed the topic however, you have asked few to no questions  6.5-7 pts	You have not addressed the topic and have not asked questions  0-6 pts.
<b>Accuracy</b>	Your French is accurate enough that it requires little to no "interpretation"  5pts.	Your French is mostly accurate and requires little "interpretation"  4 pts.	Your French is not always accurate and requires interpretation  3 pts.	Your French is inaccurate enough that is difficult to understand what you are saying  0-2.5 pts.

Total : \_\_\_\_\_/30 pts.

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## Essay Rubric

Draft 1 (1<sup>st</sup> draft = 60 pts, 2<sup>nd</sup> draft = 40 pts.)

	<b>A: Exceeds expectations</b>	<b>B: Meets expectations</b>	<b>C: Getting there</b>	<b>D: Not there yet</b>	<b>F: Insufficient</b>
<b>Content</b>	Your essay thoroughly addresses the writing prompt and even goes beyond what is asked for 18-20 pts.	Your essay thoroughly addresses the writing prompt 16-17 pts.	Your essay mostly addresses the writing prompt 14- 15 pts.	Your essay does not address the prompt fully enough 12-13 pts.	Your essay does not address the prompt and is insufficient to grade 0-11 pts.
<b>Comprehensibility</b>	Your essay is completely comprehensible and requires little to no "interpretation" 9-10 pts.	Your essay is very comprehensible and requires little "interpretation" 8 pts.	Your essay is mostly comprehensible but requires some "interpretation" 7 pts.	Your essay is not always comprehensible and requires "interpretation" 6 pts.	Your essay is not comprehensible 0-5 pts.
<b>General Accuracy</b>	Your essay is consistently accurate 9-10 pts.	Your essay is mostly accurate with occasional errors 8 pts.	Your essay is accurate enough, but with a pattern of errors 7 pts.	Your essay is not accurate enough to address the task 6 pts.	Your essay is highly inaccurate 0-5 pts.
<b>Accuracy of targeted element</b>	Your essay demonstrates a thorough assimilation of the targeted grammatical element through consistently accurate use 9-10 pts.	Your essay mostly demonstrates a thorough assimilation of the targeted grammatical element through mostly accurate use 8 pts.	Your essay demonstrates a basic understanding of the targeted grammatical element through occasional accurate use 7 pts.	Based on the type of errors, your essay does not demonstrate an understanding of the targeted grammatical element 6 pts.	Your essay does not reflect an understanding of the targeted grammatical element 0-5 pts.
<b>Vocabulary</b>	You consistently use accurate and appropriate vocabulary drawing from a wide range of vocabulary selections 5 pts.	You mostly use accurate and appropriate vocabulary drawing from a wide range of vocabulary selections 4 pts.	There are occasional errors in vocabulary and you rely on basic or simple vocabulary 3 pts.	There are frequent errors in vocabulary 2 pts.	Insufficient evidence to evaluate 0-1 pts.
<b>Text type and creativity with the language</b>	You demonstrate risk-taking and creativity with the language by varying your sentence structures and expressions 5 pts.	You demonstrate some risk-taking and creativity with the language by varying some of your sentence structures and types of expressions 4 pts.	You are using similar and basic sentence structures with an occasional variation 3 pts.	You are using similar and basic sentence structures without any variations 2 pts.	Insufficient evidence to evaluate 0-1 pts.

Total: \_\_\_\_\_/60 pts.

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## Draft 2

	<b>A: Exceeds expectations</b>	<b>B: Meets expectations</b>	<b>C: Getting there</b>	<b>D: Not there yet</b>	<b>F: Insufficient</b>
<b>Comprehensibility</b>	Your essay is clear and comprehensible 9-10 pts.	Your essay is mostly clear and comprehensible 8 pts.	Your essay is somewhat comprehensible 7 pts.	Your essay is often unclear and difficult to read 6 pts.	Insufficient evidence to evaluate 0-5 pts.
<b>Corrections</b>	You have made all of the necessary corrections to address: <input type="checkbox"/> General Accuracy <input type="checkbox"/> Targeted Structure <input type="checkbox"/> Vocabulary 18-20 pts.	You have made a large number of the necessary corrections to address: <input type="checkbox"/> General Accuracy <input type="checkbox"/> Targeted Structure <input type="checkbox"/> Vocabulary 16-17 pts.	You have made some of the necessary corrections to address: <input type="checkbox"/> General Accuracy <input type="checkbox"/> Targeted Structure <input type="checkbox"/> Vocabulary 14-15 pts.	You have made insufficient corrections to address: <input type="checkbox"/> General Accuracy <input type="checkbox"/> Targeted Structure <input type="checkbox"/> Vocabulary 12-13 pts.	You have not made corrections or there is insufficient evidence to evaluate 0-11 pts.
<b>Overall quality of finished product</b>	This is an excellent project 9-10 pts.	This is a good project 8 pts.	This is a solid project 7pts.	This project is not where it needs to be 6 pts.	This is an insufficient project 0-5 pts.

Total: \_\_\_\_\_/40 pts.

Total: Draft 1: \_\_\_\_\_ + Draft 2 \_\_\_\_\_ = \_\_\_\_\_ /100 pts.

**Extra Credit :** You may earn up to extra 2 points towards your weekly participation grade (see rubric above) **per** Table Française that you attend. You may also earn up to 2 points on your final average by participating in the Cabaret Français.

(Découpez et présentez à votre prof. un jour où vous êtes fatigué ou vous n'avez pas envie de participer mais vous ne voulez pas être considéré absent.) Seulement **1** fois par semestre !



*Un bon valable pour une classe :*

*Je veux seulement observer aujourd'hui—Laissez-moi tranquille, s'il vous plaît !  
MERCI !*

Nom : \_\_\_\_\_

La date : \_\_\_\_\_