

**Eastern Illinois University**

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**From the Selected Works of Blair Watson**

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Fall 2020

# Beginning French I

Blair Watson, *Eastern Illinois University*



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Available at: <https://works.bepress.com/blair-watson/1/>

**BEGINNING FRENCH 1 (WLF 1101) — EASTERN ILLINOIS UNIVERSITY — FALL 2020**

<b>INSTRUCTOR</b>	Dr. Blair Watson, <a href="mailto:jbwatson2@eiu.edu">jbwatson2@eiu.edu</a> ; 1351 Coleman Hall
<b>OFFICE HOURS</b>	M, 1-2 :30, T, 2-3, W, 10 :30-12, and by appointment.
<b>“OFFICE”</b>	Skype : juliannawatson ; Zoom : <a href="https://eiu.zoom.us/j/94956182508">https://eiu.zoom.us/j/94956182508</a> (OR meeting ID 658-284-385, no password required).
<b>FACEBOOK</b>	<a href="https://www.facebook.com/eiufrench">facebook.com/eiufrench</a> ; <a href="https://www.facebook.com/eiufrenchclub">facebook.com/eiufrenchclub</a> ; <a href="https://www.facebook.com/EIU-Foreign-Languages">facebook.com/EIU-Foreign-Languages</a>

<b>MEETING TIMES</b>	MTWR 10:00-10:50, MT via Blackboard Collaborate
<b>GRADING SCALE</b>	A 90-100%; B 80-89%; C 70-79%; D 60-69%; F 59% and below
<b>MATERIALS</b>	<i>Vis-à-vis</i> , 7 <sup>th</sup> Edition and access to <a href="http://connect.mheducation.com">http://connect.mheducation.com</a>

<b>COURSE COMPONENTS</b>	<i>Journal de révision</i> (5% of Final Grade)
	<i>Participation</i> (20%)
	<i>Devoirs</i> (Homework; 15%)
	<i>Examens</i> (6 In-Class Tests; 1 dropped; 30%)
	<i>Communications</i> (3 Communication Activities; 2 oral, 1 written; 30%)

**Why study French?** The French language, the sixth most-widely spoken language on the planet, is an ever-growing international language that is used in diplomatic, cultural, economic, and political spheres around the world. French is spoken in more than 43 countries worldwide, and it is the only language—other than English—to be spoken on five continents. In fact, between 30% to 50% of English words come from French! By taking this course, you will become one of the estimated 292 million French-speaking people in the world, and you might just learn a little about English! In this course, you will develop beginning-level French language skills in reading, writing, speaking, and listening. By the end of the course, you will be able to understand and participate in a variety of simple everyday situations, whether they be reading in French, listening to it, or traveling abroad.

### Course Components

- 1. Journal de révision (5%):** Since this is an online course, there will be less interaction between students and students and professor, which frequently helps each student determine and correct frequent errors. Each student is unique and so what they do well and what they need help with is unique. To that end, in the last week of classes, (December 07-11) you are required to turn in a “journal de revision.” **In this, you will write 100-150 words in English in which you summarize your most frequently made mistakes in French and how to correct them.** You can include examples in which you look back at your exams and the feedback/corrections your professor provides.
- 2. Participation (20%):** In order to get the maximum points possible, you must: (1) be present on the day of Collaborate class, (2) be prepared by reading the pages in the book, and (3)\* Complete written or oral exercises from online lessons with a reasonable effort.

- I will upload lessons to D2L, frequently in PPT format, in which I ask you to do a couple of exercises from your book or from the slides, or to respond to something from the PPT. Occasionally, I will ask you to record yourself doing an oral exercise.
- I will ask you to upload a **Word doc to D2L** with your answers to exercises or a sound clip to **SoundCloud**. More details, including how/where to upload will follow shortly.
- **Exercises will be due Friday, 5pm of the week they are assigned on the syllabus**

**A good participation grade will result if you do the following:**

- That you did all of the *assigned reading and lessons* (**I expect you to spend at least 30 minutes per night on homework or preparing/reviewing for this class**; the assigned work will usually take that long but, if it doesn't, use the remaining time studying vocabulary! If you cannot spend that amount of time on homework, please see me by the end of the first week.)
- That, in addition to the 30 minutes of preparation/review, **you spend at least 30 minutes studying**
- That you volunteered to speak in class **at least 2 times per class session**
- That you **primarily spoke French** in class
- **You will receive a participation grade three times in the semester**; however, you should not hesitate to contact your instructor if you are worried about your class participation and presence.

**ABSENCES:** Since this is an online course, most of your work will be done remotely, on your own. However, to try and ensure you get more experience and exposure to oral comprehension and production, I will meet with half of the class on Collaborate on Mondays and half on Tuesdays. Each of you will thus be “present” one day/week. It is your responsibility to be present, on time, and to stay for the entire duration of the course. The value of consistent attendance and active participation cannot be stressed enough!

When you are absent, **IT IS YOUR RESPONSIBILITY** to (1) turn in anything missed, (2) get assignments that were handed out during your absence, and (3) to communicate to me what you need to make up. **I will not contact you regarding missing work.**

Emergencies happen, and you thus have **2 unexcused absences** to use for the semester. Each unexcused absence beyond those three will result in a 2% reduction of your final grade.

In order to excuse an absence, you must: (1) **have a legitimate reason**, and (2) **provide official justification**. (Legitimate reasons: prolonged illness, a university-sanctioned event, religious holiday, a death in your family, etc.; NOT legitimate reasons: any travel-related issues—e.g. you have a train to catch, your ride wants to leave early for the weekend, you have to be at work, etc. Official justification: a doctor's note, a letter from an official university representative, etc.) If you have any questions or concerns about this attendance policy, see me as soon as possible.

- 3. Homework (15%):** You will have online homework in French 1101. All homework will be done on the course's Connect site and **will be due the morning of the date for the corresponding test listed on the syllabus**. The score you receive on all Connect activities will be your final homework score for the semester. If you have any issues with your textbook, technology, or any other issues completing the work just communicate with me. If you have

any questions about the homework, send me a **Panthermail**. Be sure to include a screenshot whenever possible.

- a. **Late work** will be generally unaccepted. However, given the unprecedented circumstances in which we find ourselves, **I merely ask that you communicate** any need to submit work late, and, assuming it falls within a reasonable time and reasonable excuse, I will allow it. Communication is all I ask. Similarly, if you need an extension, exception or change to anything on the syllabus, if it is reasonable and you communicate to me with at least 24 hours advance notice, I will generally allow it.

**4. Tests (6, 1 dropped) (30% total):** You will have a test at the end of each chapter (typically on Friday). While each test will cover only that chapter's vocabulary and grammar, a language course is inherently cumulative, so you will also be expected to know material learned from previous chapters. **Tests will be take-home, open-book and due on Fridays, 5pm the week they are assigned.** I will upload a Word doc with the test to D2L. You can download it, type in it, save it and then upload back to D2L. I will give you a deadline for each test.

- a. You may communicate with your fellow students, but I ask that you include on your tests the students you worked with and in what ways help was provided. Merely add another page to the end of the Word document.

b. **I still recommend that you start studying vocabulary as soon as possible (especially for Communications, see below)**

- i. The best way to study vocab is to make flashcards (real ones, not virtual ones). Write the French word on the front; write the English translation AND the gender of the word on the back. Test yourself by starting with the first word. Read the French, asking yourself the English word AND the gender. If you're right, put the card in one pile; if you're wrong, put it in a different pile. Once you've gone through all the words, take the pile of words you got wrong and start over again. Keep doing this until you know the French. THEN, start with the English side; do the same process. Finally, to make sure you can spell the words, take the English words and force yourself to write the FRENCH word. Keep doing this and you WILL learn the words. This also works with verb conjugations (put the infinitive on the front, and all six conjugations on the back) and other grammar forms.

**5. Communications (30%):** You will have 3 Communication Activities over the course of the semester; 2 will be oral, and 1 will be written. For the first oral communication, it will be an audio recording you submit. For the second, it will be a one on one interview with me. I will distribute details later.

- a. **For the written communication**, you are once again welcome to communicate with your fellow students, but again, please let me know what students you worked with and in what ways.
- b. **You are not allowed to use Google Translate.** You can use online dictionaries, though. I recommend wordreference.com

### Course Policies

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1. For any communication with your professor, **please use Panthermail.**
2. **Diversity Statement:** As explained above, the nature of a foreign language classroom is necessarily interactive and you will be expected to share your ideas, opinions, beliefs, etc. In this class, all viewpoints will be fully respected, unless they are violent or

discriminatory, pursuant to the University's Diversity, Nondiscrimination, and Affirmative Action policy (<http://castle.eiu.edu/auditing/174.php>). As an instructor, I am committed to supporting diversity and equality in all areas of campus life. I encourage you to discuss any instances of discrimination with me. Infractions of this policy will result in the immediate consultation of the Office of Civil Rights and Diversity, with appropriate action fully pursued.

3. **Academic integrity and misconduct:** Your work must be your own and no form of academic misconduct will be tolerated in this class. It is your responsibility as a student to know the University's Student Conduct Code, available here: <http://www.eiu.edu/~judicial/studentconductcode.php>. If I suspect or discover academic misconduct, I will confront the student, notify the Chair of the Department of Foreign Languages, and discuss the infraction with the Office of Student Standards. Within the foreign language classroom, academic misconduct is particularly challenging because we often encourage students to seek outside help, in the form of tutors, discussion groups, or other speakers of the language. However, it becomes evident when the level of outside help goes beyond the student's abilities, and this is a form of academic misconduct. If you work with a more advanced French speaker, it is your responsibility to explain to her or him that they can only highlight your errors; from there, you are expected to work alone as you make corrections. In any case, you should never pass off the work of a more advanced French speaker as your own. Similarly, using online translators is a form of academic misconduct. **It is imperative that you refrain from using online translators, including and especially Google Translate; do not use them for full sentences, or even a couple words!** (It is evident when students use online translators, and it is a form of cheating.) Instead, go to <http://www.wordreference.com> and use the online dictionary, or go to <http://bonpatron.com> for grammatical help.
4. **Students with disabilities:** If you are a student with a documented disability in need of accommodations to fully participate in class, please contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS. Please stop by Ninth Street Hall, Room 2006, or call 217-581-6583 to make an appointment.
5. **The Student Success Center:** Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center ([www.eiu.edu/~success](http://www.eiu.edu/~success)) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to Ninth Street Hall, Room 1302.
6. **Dictionaries:** Access to a quality French language and French-English language dictionary is essential for this course. Recommended French dictionaries include Larousse.fr, Collins, and Le Trésor de la Langue Française. Recommended French-English Dictionaries include the Larousse French/English dictionary and the Robert-Collins dictionary:  
<http://www.larousse.fr/dictionnaires/anglais-francais>  
<http://www.collinsdictionary.com/dictionary/english-french>.  
[www.wordreference.com](http://www.wordreference.com)  
*Le Trésor de la Langue Française* : <http://atilf.atilf.fr>
7. **D2L Brightspace:** Our class will be conducted entirely on D2L. The D2L site is where you will find the requirements and materials for assignments as well as where you will

submit all work, including discussions, presentations, and daily homework. You will also find announcements, a copy of the syllabus, a list of resources for French students, and other pertinent course information and materials. As D2L is your centralized source for the course, a computer and internet connection are required materials for this course.

8. **Response Time.** For emails and questions during the week, please allow 24 hours for response before following up. During the weekend and holidays, allow for 48-72 hours. For assignments, I plan on returning grades and feedback within 5 school days unless otherwise indicated.
9. **Tech Support:** If you need assistance with D2L, call D2L Support toll free at 1-877-325-7778. Support is available 24 hours a day, 7 days a week. Email and Chat options are also available on the “My Home” page after logging into D2L. D2L resources including an Orientation course for students are also available in the “My Home” page. If you are experiencing less than optimal D2L Brightspace performance, review the D2L Brightspace Performance checklist to assess the issue.  
For technical questions regarding other software, hardware, network issues, EIU net ID/password, Panthermail, contact the ITS Helpdesk at 217-581-4357 during regular business hours or submit a help ticket at <https://techsupport.eiu.edu/>.
10. **The Fine Print:** This syllabus can change; if it does, I will announce it in class, on D2L, and via email. You have a standing invitation to my office hours; students who regularly meet with me, do better in class. (Also, in your other classes, the best way to ‘stand out’ is to go to your instructor’s office hours!) You will have access to your grades, on our course D2L site, as soon as I finish grading your activities. Become familiar with the Connect site, where you have access to MANY resources and an online version of *Vis-à-Vis*. Finally, if you need extra help, meet with the French tutor; they are there to explain things, practice with you, study with you, quiz you, etc. Have a great semester!
11. **Netiquette:** Student to student and student to instructor interaction is a critical element to a successful online course. Consistent with other forms of social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. The following are tips for interacting online via email or discussion board messages:
  - Remember that the person receiving your message is someone like you, deserving and appreciating courtesy and respect: **begin your messages with a greeting (Hi/Dear/etc) and the person’s name**
  - Be brief; succinct, thoughtful messages have the greatest effect.
  - Your messages reflect on you personally; take time to make sure that you are proud of their form and content.
  - Use descriptive subject headings in your emails.
  - Think about your audience and the relevance of your messages.
  - Be careful when you use humor and sarcasm; absent the voice inflections and body language that aid face-to-face communication, Internet messages are easy to misinterpret.
  - When making follow-up comments, summarize the parts of the message to which you are responding.
  - Avoid repeating what has already been said; needless repetition is ineffective communication.
  - Cite appropriate references whenever using someone else’s ideas, thoughts, or words.



- Allow 24 hours for a response before follow-up

Calendrier du cours			
août	l	24	Introductions, <b>COLLABORATE WHOLE CLASS</b>
	m	25	Chapitre 1, pp. 8-10 Groupe A; <b>COLLABORATE GROUPE A</b>
	m	26	Chapitre 1, pp. 8-10 Groupe B; <b>COLLABORATE GROUPE B</b>
	j	27	Chapitre 1, pp. 11-14
	v	28	<b>À rendre en D2L Dropbox, 5pm:</b> Exercices des pages 11-14
août septembre	l	31	Grammaire 1A : <i>Les articles indéfinis et le genre des noms</i> , 20-23
	m	01	Grammaire 1B : <i>Les articles indéfinis et le genre des noms</i> , 20-23
	m	02	Chapitre 2, pp. 32-37
	j	03	Grammaire 1 : <i>Les articles définis</i> , pp. 38-40
	v	04	<b>À rendre en D2L Dropbox, 5pm:</b> Exercices des pages 32-37 ; 38-40
septembre	l	07	<b><i>La fête du travail : pas de cours ! PAS DE COLLABORATE</i></b>
	m	08	Récapitulation <b>PAS DE COLLABORATE</b>
	m	09	<b>Examen 1: Connect Online Homework due, 10am</b>
	j	10	Grammaire 2 : <i>négation</i> , pp. 51
	v	11	<b>À rendre en D2L Dropbox, 5pm:</b> 1) Exercices de page 51 2) <b>Examen 1</b>
septembre	l	14	Chapitre 3A, pp. 62-66
	m	15	Chapitre 3B, pp. 62-66
	m	16	Grammaire 3: <i>Les verbes – er ; le verbe être</i> , pp. 41-43, 48-49
	j	17	Grammaire 4 : <i>Le verbe avoir</i> , pp 67-68
	v	18	<b>À rendre en D2L Dropbox, 5pm:</b> Exercices des pages 41-43, 43-49; 67-68
septembre	l	21	Grammaire 5A : <i>Les adjectifs qualificatifs</i> , pp. 70-72
	m	22	Grammaire 5B : <i>Les adjectifs qualificatifs</i> , pp. 70-72
	m	23	Récapitulation
	j	24	<b>Examen 2: Connect Online Homework due, 10am</b>
	v	25	<b>À rendre en D2L Dropbox, 5pm: Examen 2</b>
octobre	l	28	Chapitre 4A : pp. 92-95
	m	29	Chapitre 4B : pp. 92-95
	m	30	Grammaire 1: <i>Les questions et prepositions</i> , pp. 76-81
	j	01	Grammaire 2 : <i>Les articles indéfinis après négation ; les mots interrogatifs</i> , pp. 96-100
	v	02	<b>À rendre en D2L Dropbox, 5pm:</b> Exercices des pages 76-81 ; 96-100
octobre	l	05	Grammaire 3A: <i>Les verbes -ir ; la place de l'adjectif</i> , pp. 104-108
	m	06	Grammaire 3B: <i>Les verbes -ir ; la place de l'adjectif</i> , pp. 104-108
	m	07	Récapitulation
	j	08	<b>Examen 3: Connect Online Homework due, 10am</b>
	v	09	<b>À rendre en D2L Dropbox, 5pm: Examen 3</b>
	l	12	Préparation pour Communication I en classe: journée de culture
	m	13	Préparation pour Communication I en classe: journée de culture

octobre	m	14	<b>Communication I</b>
	j	15	Chapitre 5 : 120-123
	v	16	<b>À rendre en D2L Dropbox, 5pm:</b> 1) Exercices des pages 120-123 2) <b>Communication I</b>
	l	19	Grammaire 1A : <i>Les adjectifs possessifs</i> , pp 125-127
	m	20	Grammaire 1B : <i>Les adjectifs possessifs</i> , pp 125-127
	m	21	Grammaire 2 : <i>Le verbe aller et le futur proche ; verbe faire et verbes -re</i> pp. 129-130, 134-137
octobre	j	22	Chapitre 6 : pp. 146-150
	v	23	<b>À rendre en D2L Dropbox, 5pm:</b> Exercices des pages 129-130, 134-137; 146-150
	l	26	Grammaire 3A : <i>Le partitif</i> , pp. 154-156
	m	27	Grammaire 3B : <i>Le partitif</i> , pp. 154-156
	m	28	Grammaire 4 : <i>Les verbes prendre et boire</i> , pp. 151-152
octobre	j	29	Récapitulation
	v	30	<b>À rendre en D2L Dropbox, 5pm:</b> Exercices des pages 151-152
novembre	l	02	<b>Examen 4; PAS DE COLLABORATE Connect Online Homework due, 10am</b>
	m	03	<b><i>Election Day: pas de cours !PAS DE COLLABORATE! VOTEZ VOTEZ VOTEZ!!!!!!</i></b>
	m	04	Grammaire 1 : <i>L'impératif ; l'heure</i> , pp. 160-164
	j	05	Chapitre 7 : pp. 176-181
	v	06	<b>À rendre en D2L Dropbox, 5pm:</b> 1) Exercices des pages 160-164 ; 176 – 181 2) <b>Examen 4</b>
	l	09	Grammaire 2A : <i>Le passé composé avec avoir</i> , pp. 191-192
	m	10	Grammaire 2B : <i>Le passé composé avec avoir</i> , pp. 191-192
	m	11	Grammaire 3 : <i>Les adjectifs interrogatifs et démonstratifs</i> , pp. 182-185
novembre	j	12	Récapitulation
	v	13	<b>À rendre en D2L Dropbox, 5pm:</b> Exercices des pages 182-185
	l	16	<b>Examen 5; PAS DE COLLABORATE Connect Online Homework due, 10am</b>
	m	17	Réflexion littéraire, pp. 196-197; <b>PAS DE COLLABORATE</b>
	m	18	Préparation pour communication II
novembre	j	19	<b>Communication II</b>
	v	20	<b>À rendre en D2L Dropbox, 5pm:</b> 1) Exercices des pages 196-197 2) <b>Examen 5</b> 3) <b>Communication II</b>
	<b>23 à 27</b>		<b><i>Le congé de l'action de grâce : pas de cours !</i></b>
	l	30	Grammaire 1A : <i>Le passé composé avec être</i> , p. 210-212
décembre	m	01	Grammaire 1B : <i>Le passé composé avec être</i> , p. 210-212
	m	02	Grammaire 3 : <i>Il faut ; les prépositions et les lieux</i> , pp. 216-219
	j	03	Préparation pour Communication III



	v	04	<b>À rendre en D2L Dropbox, 5pm:</b> Exercices des pages 216-219
	l	07	<b>Communication III</b>
	m	08	<b>Communication III</b>
	m	09	Chapitre 8, <i>Quelques verbes irréguliers -ir ; le passé récent</i> , pp. 202-208
décembre	j	10	Récapitulation
	v	11	<b>À rendre en D2L Dropbox, 5pm:</b> Exercices des pages 202-208 <b>Journal de révision</b>
			<b>Examen 6/ examen final à rendre en D2L Dropbox: Connect Online Homework due, 10am mardi, le 15 décembre, 10:15-12:15</b>