Moberly Area Community College
Common Syllabus
FLN111 Elementary French

Instructor:
Office number:
Office Hours:
Contact information:
Classroom number:
Class days and time:

Catalog Description: FLN111 Elementary French (5-0-5)
This course is an introduction to the French language and will include pronunciation, vocabulary, grammar, and culture. The focus will be learning to speak, understand, read, and write in French.

Prerequisite/Co-requisite: None

Texts:
Title: Chez Nous with Access Card
Author: Valdman
Publisher: Pearson
ISBN: 978-0-205-94945-8

Other Required Materials: Per instructor’s policy

Purpose of Course: Elementary French will offer students insight into the language and culture of France and French-speaking countries through an integrated balanced approach focusing on language use in context, effective communication, and cultural exploration. Students will develop linguistic competence and performance by building speaking, listening, reading, and writing skills in a variety of class discussion, small group, and individual activities, along with a range of audiovisual and web-enhanced materials. At the end of the course students will be able to recognize, understand, and use appropriately basic syntactic structures, grammatical rules and categories, and a vocabulary of approximately 1,000 words.

Course Objectives:
Upon successful completion of this course, students will be able to:
- Communicate simple greetings
- Order food in a restaurant
- Discuss family, school, weather, feelings, and holidays
- Shop for clothing and discuss directions and costs
- Recognize and utilize the category of gender
- Conjugate all regular (-er) verbs in the present tense
- Conjugate all ‘-ir’ and ‘-re,’ ‘-oir,’ and some irregular verbs in the present tense
Conjugate and use expressions with ‘être,’ ‘avoir,’ ‘faire,’ ‘aller,’ and ‘venir’
Conjugate all verbs as formal commands
Conjugate all verbs in the near future, near past, and past compound tenses
Utilize the partitive article
Utilize the possessive, interrogative (quel), and demonstrative adjectives
Utilize direct object pronouns, affirmative and negative adverbs and pronouns
Write simple sentences and paragraphs
Ask and answer questions in French
Discuss customs and characteristics of French speaking countries

Course Content:

1. Présentons-nous! Introductory vocabulary, greetings; accent marks; tu and vous; the verb être, subject and stressed pronouns, gender, number, definite and indefinite articles, cognates (false friends).
2. Ma famille et moi: family vocabulary, numbers dates, months, seasons, holidays; possessive adjectives, the verb avoir, present tense –er verbs, negation, questions using intonation and est-ce que.
3. Voici mes amis: descriptive vocabulary, hobbies and leisure activities; irregular (variable) adjectives, interrogative adjectives, questions with inversion, the prepositions à and de, the verb faire, the verb aller and the near future tense, the imperative.
4. Études et professions: university and occupation vocabulary; prenominal adjectives, present tense –re verbs, préférer and the use of the infinitive, c’est and il est, the verbs vouloir, pouvoir, devoir.
5. Métro, boulot, dodo: daily routine vocabulary, telling time, clothing and color vocabulary; pronominal verbs and reflexive pronouns, the verbs in –ir like dormir, the comparative and superlative degrees of adjectives possessive adjectives.
6. Du marché à la table: food vocabulary; the verbs prendre and boire, the partitive article, passé compose (the past compound tense) with avoir, the verbs acheter and appeler, passé compose with être, expressions of quantity and the pronoun en.
7. La vie en ville: home and furniture vocabulary; present tense –ir verbs, direct and indirect object pronouns, numbers above 1000, l’imparfait (the imperfect).

Assessment of Student Learning:
Each assignment will be assigned a point value. Grades will be assessed based upon the percentage of the total earned by the student. The following grading scale will be used.
100% - 90% = A, 89% - 80% = B, 79% - 70% = C, 69% - 60% = D, 59% - 0% = F

Assignments will equal these approximate percentages.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Homework/Workbook</td>
<td>20%</td>
<td>320 pts</td>
</tr>
<tr>
<td>Quizzes</td>
<td>15%</td>
<td>200 pts</td>
</tr>
<tr>
<td>Tests</td>
<td>30%</td>
<td>600 pts</td>
</tr>
<tr>
<td>Presentation</td>
<td>5%</td>
<td>30 pts</td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
<td>150 pts</td>
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</table>
Final Exam 20% 200 pts,

The Participation Grade is based upon the following activities:

1. Participation in daily questions and answers 30%
2. Participation in daily oral activities 30%
3. Participation in semester French Culture Day 10%
4. Participation in group activities and discussions 30%

Grading Scale:
A – 90-100%
B – 80-89%
C – 70-79%
D – 60-69%
F – 0-59%

Expected Study Time Commitments: Students should expect to spend approximately 2 to 4 hours per week studying, reading, and working on assignments for each registered credit hour. For example, 6 to 12 study hours per week may be expected for a 3 credit hour class.

Description of Major Assignments:
A. Homework and Workbook- Students are expected to complete homework twice a week. Each assignment is worth 20 points
B. Quizzes- There will be 5 quizzes associated with a specific chapter. Each quiz is worth 30 –35 points
C. Tests- There will be 6 tests associated with specific chapters. Each test is worth 100 points
D. Presentation- Each student will be expected to do an oral presentation on a topic of French/Francophone culture. A visual aid is required. 30 points
E. Final Exam – There will be a comprehensive final exam, comprising material from all covered chapters. 200 points

Schedule of Student Assignments/Activities: Instructors will identify a Student assignment/Activities schedule. Instructors have the prerogative to construct the schedule by class periods, weeks, or an overview of topics to be covered.

Statement to Connect Course with General Education Outcomes: In compliance with MACC’s General Education outcomes, the student who successfully completes this course will be able to:

- Communication: Students will demonstrate the ability to communicate effectively through oral, written, or digital channels using the English language or quantitative or other symbolic systems. Students should be able to write and speak with thoughtfulness, clarity, coherence, and persuasiveness; read and listen critically; and select channels appropriate to the audience and message.


**College / Instructor Policies:**

**Academic Dishonesty:** MACC board policy is as follows: “Academic dishonesty by students damages institutional credibility and unfairly jeopardizes honest students; therefore, it will not be tolerated in any form.” Forms of academic dishonesty include but are not limited to the following: violations of copyright law, plagiarism, fabrication, cheating, collusion, and other academic misconduct. Incidents of dishonesty regarding assignments, examinations, classroom/laboratory activities, and/or the submission of misleading or false information to the College will be treated seriously. The procedure for handling academic dishonesty is outlined in the Student Handbook (Policy Handbook, M.010). In cases of alleged academic dishonesty, the burden of proof is on the student, not on the instructor.

**Attendance Policy:** Students are expected to attend all class sessions for which they are enrolled. The College reserves the right to drop or withdraw students from courses due to lack of attendance.

Students need to be aware that dropping/being dropped from a course and their last date of attendance in the course may impact their financial aid.

MACC faculty are required to track attendance and report lack of attendance. An instructor must complete the appropriate steps to drop a student within one week following the student’s violation of the attendance policy. Additionally, a student’s attendance rate will be calculated based upon the first day the academic session begins (not the student’s date of enrollment in the course). If a student does not attend a course as defined below, the student will be dropped as “Never Attended.”

**Term Length Drop Calculations**

- **16-week:** Any student who misses two (2) consecutive weeks of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

- **8-week:** Any student who misses one (1) consecutive week of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

- **4-week:** Any student who misses two (2) consecutive days of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

- **Intersession:** Any student who misses one (1) day of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

Acceptable justification may include, but is not limited to, family emergencies, illness or injury, college-approved co-curricular and extra-curricular activities, and religious holidays.
Definition of Course Attendance

<table>
<thead>
<tr>
<th>In Seat Course</th>
<th>Physically attending scheduled, face-to-face, class meetings</th>
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</thead>
<tbody>
<tr>
<td>Virtual Course</td>
<td>Being present, via appropriate platform, for scheduled class meetings/activities</td>
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<tr>
<td>Hybrid Course</td>
<td>Physically attending scheduled, face-to-face, class meetings and active participation in the online portion of the course which may include any or all of the following:</td>
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<tr>
<td></td>
<td>• Completion of quizzes or exams during class meetings and online</td>
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<td></td>
<td>• Submission of assignments during class meetings and online</td>
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<tr>
<td></td>
<td>• Participation in discussions during class meetings and online</td>
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<tr>
<td>Online Course</td>
<td>Active participation in an online course includes the following:</td>
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<tr>
<td></td>
<td>• Completion of quizzes or exams</td>
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<tr>
<td></td>
<td>• Submission of assignments</td>
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<tr>
<td></td>
<td>• Participation in threaded discussions</td>
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Simply logging into the Learning Management System (Canvas) and/or accessing the course and course related material does not constitute active participation for the online component of hybrid courses or for online courses. *(Policy Handbook, I.090 & M.095)*

**Tardiness:** Since students who are not in class cannot participate, prompt attendance is important. Students who are tardy need to ensure that they are not counted as absent by checking with the instructor at the end of class.

**Make-up and late work:** Late homework will be accepted only in extreme cases. There will be no makeup exams without written proof of an emergency. In-class activities cannot be made up.

**Extra credit:** Students may acquire extra credit points by completing extra worksheets or activities for a total of 50 pts.

**Student Email:** MACC Mail is the official student email system at MACC. Official college communication is sent via this email system. Students are responsible for checking their MACC Mail account regularly. Students may also receive notifications and reminders from MACC through the online learning platform. However, students should remain aware that the online learning platform messaging system and MACC Mail (student email) system are two separate systems.

**ADA Statement:** Students who have disabilities that qualify under the Americans with Disabilities Act may register for assistance through the Office of Access and ADA Services. Students are invited to contact the Access Office to confidentially discuss disability information, academic accommodations, appropriate documentation and procedures. For more information, please call either the Moberly
Title IX Statement: MACC maintains a strict policy prohibiting sexual misconduct in any form, including sexual harassment, sexual discrimination, and sexual violence. All MACC employees, including faculty members, are considered mandated reporters of sexual misconduct and as such are expected to contact the Title IX Coordinator when they become aware, in conversation or in writing, of an incident of sexual misconduct. For more information on this policy or to learn about support resources, please see http://www.macc.edu/sexual-misconduct-policy (links to an external site) or contact Ms. Cheryl Lybarger, MACC’s Title IX Coordinator, at 660-263-4110, ext. 11369 or CherylLybarger@macc.edu.