# Elementary French I
## Summer 2017

<table>
<thead>
<tr>
<th>Class code</th>
<th>FREN-UA 9001</th>
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<tbody>
<tr>
<td>Instructor Details</td>
<td>TBA</td>
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## Class Details
**Elementary French I**

Monday through Friday, 9:00 a.m. to 10:35 a.m.

Room 501

## Prerequisites
This course is specifically designed for students with no or very little previous training in French. Please keep in mind that while you may have chosen this course based on your beliefs about your abilities in French or based on a placement score, the final decision concerning your correct placement in a French course is up to your instructor and the Coordinator of Language Programs.

## Class Description
What if you were able to communicate directly, and in a meaningful way, with over 200,000,000 people in over 50 countries around the world, people with whom you cannot communicate today? What if you were able to learn about these people directly from what they say and write instead of depending upon someone else's interpretation? What if you could gain access to the linguistic and cultural production of these nearly quarter-of-a-billion people to deepen your understanding of the world and all it has to offer? Now you can...welcome to French! This Intensive Elementary French course is designed to give those of you with no previous experience in French, or very little experience, the opportunity to begin to acquire the fundamentals of the French language, a language spoken by hundreds of millions of people scattered throughout every continent around the globe.

## Desired Outcomes
Upon the successful completion of this course, you will have learned the vocabulary, grammatical structures, and communicative norms to allow you to do the following in French:

- Present and provide simple descriptions of yourself, the people and things in your immediate surroundings, and your pastimes and interests,
- Narrate basic past events and describe basic past situations in your life and the lives of others,
- Engage in short, everyday social exchanges (e.g., invite others to do things, purchase clothing and food, etc.),
- Read and interpret short written passages on familiar topics,
- Describe simple future plans,
- Work around misunderstandings arising from errors or as-of-yet unlearned vocabulary/structure.
<table>
<thead>
<tr>
<th>Assessment Components</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Participation (in French!) in and out of class</td>
<td>10%</td>
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<tr>
<td>In-class presentations (formal and informal)</td>
<td>20%</td>
</tr>
<tr>
<td>Quizzes and other short assessments</td>
<td>15%</td>
</tr>
<tr>
<td>Regular written and online homework</td>
<td>20%</td>
</tr>
<tr>
<td>Midterm Exam (oral and written)</td>
<td>15%</td>
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<tr>
<td>Final Exam (oral and written)</td>
<td>20%</td>
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**Participation:** As you can imagine, participation is of the utmost importance in a language class. Your participation grade does not depend simply on your being physically present in class. A good participation grade depends on having all your assignments completed before class, participating (in French!) to the best of your ability, and making a real effort to improve.

Since participation, or “time-on-task” as it is sometimes called, is so important to your regular progress, it counts as part of your grade. Keep in mind that when you are not in class, no matter what the reason, you are missing essential time spent in French. This has a negative impact on your progress and the participation component of your grade. In addition, two points will be deducted from your final grade for every unexcused absence.

**In-class presentations (formal and informal):** Throughout the summer session you will be called upon to perform a variety of types of oral performance, from more simple tasks that require less preparation, such as writing and performing a dialogue in class or engaging in a role play with a partner, to more complex performances that will require much more formal preparation, such as an oral presentation or exposé done alone or with a partner. All of these elements of oral performance will count as part of this component of your grade.

**Quizzes and other short assessments:** Along with a midterm exam and a final exam (discussed below), your professor will administer additional, smaller assessments in the form of informal and formal quizzes, special written exercises, essays, essay rewrites, etc., throughout the semester. These are important elements of how your professor assesses your performance in class. Regular smaller assessments such as these will allow you and your professor to keep a closer weekly and even daily eye on your progress, identifying both those areas in which you have mastered the material and those items that you need to review further.

**Regular written and online homework:** Your homework grade is not based on how many of your homework answers are correct, but rather on how much effort you put into doing the assigned work on a regular basis. Mistakes are an essential part of learning anything new, including a new language...there is a reason why people say, "You learn from your mistakes." You should think of your homework assignments as an opportunity to try to see how well you know what you’ve been studying and to pinpoint areas that you still need to work on. You will have a wide variety of homework assignments – exercises from your workbook, from worksheets distributed in class and they are all counted as part of this component of your grade. For extra explanations and practice, go to: [http://www.laits.utexas.edu/fi/](http://www.laits.utexas.edu/fi/)

**Midterm and Final exams:** Tests should not be solely an indication of the average of where you have been during the semester; they should also reflect the level of skill and knowledge you’ve achieved by the end of the course. As a result, your two big tests during the semester, both of which contain a written and an oral component, and both of which are cumulative, are unevenly weighted. The first is 15% of your final grade while the second is 20% of your final grade. Not only is this a more logical distribution of points, since you should know a lot more by the end of the semester than you do in the middle, but it also benefits those of you who are new to language study and might need a little more time before everything “clicks.”

<table>
<thead>
<tr>
<th>Assessment Expectations</th>
<th>Grade</th>
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<tbody>
<tr>
<td>93% to 100% = A</td>
<td></td>
</tr>
<tr>
<td>90% to 92% = A-</td>
<td></td>
</tr>
<tr>
<td>88% to 89% = B+</td>
<td></td>
</tr>
<tr>
<td>83% to 87% = B</td>
<td></td>
</tr>
<tr>
<td>80% to 82% = B-</td>
<td></td>
</tr>
<tr>
<td>78% to 79% = C+</td>
<td></td>
</tr>
<tr>
<td>73% to 77% = C</td>
<td></td>
</tr>
<tr>
<td>70% to 72% = C-</td>
<td></td>
</tr>
<tr>
<td>68% to 69% = D</td>
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NYU Paris aims to have grading standards and results in all its courses similar to those that prevail at Washington Square.

Please find below NYU’s Attendance Policy for students studying away at any Global Academic Center:

Study abroad at Global Academic Centers is an academically intensive and immersive experience, in which students from a wide range of backgrounds exchange ideas in discussion-based seminars. Learning in such an environment depends on the active participation of all students. Since classes typically meet once or twice a week, even a single absence can cause a student to miss a significant portion of a course. To ensure the integrity of this academic experience, class attendance at the centers is mandatory, and unexcused absences will affect students’ semester grades – unexcused absences will be penalized with a two percent deduction from the student’s final course grade¹. Students are responsible for making up any work missed due to absence. Repeated absences in a course may result in failure.

Late Submission of Work

No late work will be accepted

Plagiarism Policy

New York University in Paris, as an academic community, is committed to free and open inquiry, to the creation of an intellectual and social environment that promotes this atmosphere, and to the upholding of the highest standards of personal and academic integrity.

All NYUP students have the responsibility to uphold these stated objectives. As a member of this community, you accept the responsibility for upholding and maintaining these standards, which include refraining from all forms of plagiarism and cheating as detailed below.

Cases of plagiarism at NYUParis will be brought to the attention of NYUParis academic administration as well as the student’s home school dean.

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¹ NYU’s "Policies and procedures for students studying away at a Global Academic Center"
Plagiarism: a form of fraud, presenting someone else’s work as though it were your own.

- A sequence of words from another writer who you have not quoted and referenced in footnotes.
- A paraphrased passage from another writer’s work that you have not cited.
- Facts or ideas gathered and reported by someone else.
- Another student’s work that you claim as your own.
- A paper that is purchased or “researched” for money.
- A paper that is downloaded free of charge from the Internet.

Other forms of cheating:

- Copying from another student’s exam or quiz.
- Giving or receiving unauthorized assistance (crib sheets, internet, etc.) during an exam or quiz.
- Having someone take your exam.
- Accessing an exam or quiz in an unauthorized fashion prior to its administration.
- Collaborating with other students or unauthorized persons on a take-home exam.
- Using the same written material for two courses without the express permission of both instructors.
- Fabricating or falsifying data.
- Using a translation device to “write” any part of an essay or other written assignment.

Required Texts

Textbook “Elementary French” by Elizabeth Molkou available at Mistral Photo, 40 rue Saint-Jacques, Paris 5e

Calendar

Week 1

Survival French
The French alphabet, numbers 1 - 100
Introductions, greetings, goodbyes
Questions about name, profession, age, nationality, address
Oral en contexte: saluer
Field trip n°1

Week 2

Adjectives of nationality (masculin and féminin)
Expressions with être and avoir
Likes and dislikes
Questions: Est-ce que, qu’est-ce que, comment, où
Field trip n°2

Week 3

Negation
Oral en contexte: faire connaissance
Verbs: faire, aimer, adorer, préférer, détester
Vocabulary: sports and activities
« er » verbs
Midterm Exam

Week 4

Descriptive adjectives
Commonly used irregular adjectives
Position of adjectives
Vocabulary: body, hair, face, colors, clothes
Verb: porter
Prepositions of location
Vocabulary: furniture, rooms

2 NYU’s Expository Writing Department’s Statement on Plagiarism
3 NYU Statement on Plagiarism
4 NYU Statement on Plagiarism
Oral en contexte: acheter
Field trip n°3: tbc

Week 5

[6/26 – 6/30]

Vocabulary: store, sizes, etc.
Possessive adjectives
Definite and indefinite articles
Field trip n°4: tbc

Week 6

[7/3 – 7/7]

Oral en contexte: s’orienter
Directions
The verbs aller, pouvoir, vouloir
Vocabulary: vegetables, meat, fruit, etc.
The verbs prendre and boire
Regular -ir verbs
Partitives
Final Exam

Classroom Etiquette

- No eating, drinking, or chewing gum in class.
- No cell phones in class.
- No laptop computers in class unless permission is expressly given by your professors.

Your instructor

Elizabeth Molkou received her Ph.D. in French from McGill University in Canada. She currently teaches French language, civilization, and literature at the Institut d’Etudes Politiques (“Sciences Po”) and New York University in France, as well as French language for the Stanford Program in Paris. She also leads creative writing workshops. Her research interests include autobiographical theory, autofiction in contemporary French literature, and the representation of Paris in contemporary fiction. In 2010, she published Identités juives et autofiction: de la Shoah à la post-modernité at Editions Universitaires Européennes.

NYU’s Department of French offers a wide range of undergraduate courses, in both New York and Paris, in all levels of French language, as well as in the literature, film, culture, and thought traditions of France and the Francophone world. The department is full of passionate and engaged students and scholars.

To answer to your question “Why Study French?” please see here: http://french.as.nyu.edu/page/undergraduate

For information about studying at, and courses offered by, NYU Paris, please see here: http://www.nyu.edu/global/global-academic-centers/paris.html

If you would like to discuss which courses to take next or if you are interested in becoming a French Minor/Major, please speak with your instructor and/or get in touch with the Director of Undergraduate Studies by email (frenchinfo@nyu.edu).

For important announcements about deadlines, courses, as well as about intellectual life and opportunities in the French Department, please “like” the Undergraduate Facebook Page here: http://french.as.nyu.edu/page/undergraduate