

SOUTH CAROLINA STATE UNIVERSITY
Department of English and Modern Languages

F 202 Intermediate French

Instructor: Rosemarie Doucette

Office: Turner Hall 351 *D-Wing*

Office Hours: MWF 11-12, TR 2-3

Lab hours _____

Class Meets: T/Th 12:30 – 1:50pm

Classroom: TH-D wing 326

Telephone: 536-8827

E-mail: rosdoucette@scsu.edu

Required text and work/laboratory manual: Mais oui!, Houghton Mifflin, 3rd Edition,
Additional texts to be distributed in class.

I. COURSE DESCRIPTION AND RATIONALE

Intermediate French 202 is the second of two intermediate courses in French – the prerequisite is French 201 or placement by examination. The ability to communicate in French will become an increasingly important asset to students in the areas of Education, Business, Technology and the Arts and Humanities in the 21st century. Students in French 202 analyze texts, interpret and produce abstract ideas. They continue their studies of French-speaking cultures in the world through literature, media and technology. They develop a personal use for French in their career choice and develop interests that make them lifelong learners and ambassadors of French in their communities. The course, through its content and activities, prepares the Professional Educator as an Effective, Reflective, and Humanistic Practitioner.

II. COURSE OBJECTIVES

- A. **Communication:** Communicate successfully in *interpersonal*, *interpretive* and *presentational* modes using analytical skills and abstract thinking.
- B. **Cultures:** Know basic geography, basic historical and cultural aspects and perspectives of French and of the francophone world, concentrating on France and other French-speaking regions of Europe and Asia.
- C. **Connections:** Utilizing French as an important asset in the study of other disciplines and in international affairs. Business vocabulary is introduced.
- D. **Comparisons:** Develop a worldview, an appreciation for and tolerance of differences in language and culture, ex: business world, government and social structures, women's rights.
- E. **Communities:** Use French for personal enjoyment and enrichment, for enhancing career opportunities, for international business, for teaching preschool children, as an ambassador of francophone cultures.

III. GOALS AND EXPECTED MEASURABLE OUTCOMES

- A. Communication – the development of strategies for self-expression and for understanding authentic spoken and written materials in French.
 - 1. Communicating in the *interpersonal mode*: self-expression in speech, body language and writing, negotiating meaning by checking and clarifying to achieve accuracy in understanding. **Assessment:** Students must communicate at an *intermediate high* level (ACTFL) of oral proficiency as determined by the oral final exam.

2. Communicating in the *interpretive mode*: trying to understand others, through writing or speaking, without personal contact. Students understand main ideas and details of level-appropriate spoken and recorded materials. **Assessment:** Students will discuss films and written material in class. Some listening comprehension testing is done in the language lab.
 3. Communicating in the *presentational mode*: communicating to listeners or speakers with whom they may have had no immediate personal contact. **Assessment:** Students will make oral presentations in class as well as videotape a job interview with a French-speaking company allowing rest of class to make the hiring decision and why.
- B. Cultures – the philosophical perspectives, the social practices and the products of France and francophone cultures
1. Students explore practices, beliefs, ideas produced by French or a francophone culture, through interaction with a native speaker, through research gleaned from the Internet or through media. French 202 students are required to view the film *Tableau Ferraille*. **Assessment:** Students will identify a practice in crisis in a francophone country, research it and following class presentation, will begin discussion of addressing the crisis (immigration, the disappearance of the griot, religious intolerance, etc.). They will write a reaction paper to the film.
 2. Students, through e-mail, personal exchanges with native speakers or through a study abroad experience, study social practices. They may experience social practices like preparing foods, attending theatrical or musical performances or by participating in sports of target culture. **Assessment:** Write a reaction paper on the films, analyzing the cultural perspectives revealed in film.
- C. Connections – the enrichment of the educational sphere by connecting the study of French to other disciplines and by using French as a research tool.
1. Students connect material from French class of topics discussed in other disciplines. **Assessment:** Students find a connection with French and their major, or propose a connection if they cannot find one, and write a letter of intent to a potential employer highlighting their French knowledge.
 2. Students use French to access French web sites, to appreciate films and music in French. They interview French speakers on campus and in the community to get first-hand information and perspectives on politics, working conditions, tradition vs. modernity and to study cultural differences.
- D. Comparisons – the expansion of worldview and the appreciation of cultural and linguistic differences
1. Students compare linguistic patterns and sounds of English and French as spoken in various francophone areas.
 2. Students learn gestures particular to French speakers, as expressed in film or directly by native speakers. **Assessment:** Students list gestures,

linguistic patterns and distinguish accents based on viewing films in French.

- E. Communities – opportunities of French speakers beyond the classroom.
1. Students use French in the workplace, the community and their travels. They attend events such as the International Festival, eat in restaurants of francophone cultures, they view films in French and they speak with travelers from French-speaking places.
 2. Students realize their value on the job market with a knowledge of French and francophone cultures. **Assessment:** Students contact French-speaking companies in the state and determine how valuable an asset their knowledge of French and francophone cultures would be in a job search.
- F. Basic Computer Competency
Students visit assigned Web sites (or find their own) and retrieve information. They learn how to insert diacritical marks to produce authentic-looking text in French. They communicate through e-mail with instructor and classmates. **Assessment:** Students show evidence of research on the Internet of a francophone culture (list web sites used.). They type an assignment on computer using proper diacritical marks and e-mail it to the instructor as an attachment.

IV. OUTLINE OF COURSE CONTENT

- 18 jan** Révision du Français 201
- 23/25 jan** Révision ; Ch 10 mémorisez le vocabulaire du corps p 393
lisez le poème martiniquais *L'Enfance*; Où est-ce que ça fait mal ?
- 30/1 fév** **Présentation orale** : dialogue entre le médecin et le/la malade -10 lignes avec 5 expressions des parties du corps et la douleur. Pour jeudi. Devoir : lisez le texte p 401-3 *Une abominable feuille d'érable sur la glace*.
- 6/8 fév** Chap 10 le pronom *y* ; film « Mon oncle Antoine » *devoir* : préparez une question / commentaire pour une conversation sur le film en classe mardi.
- 13/15 fév** **Examen Chap 10B jeudi** ; Chap 11 vocabulaire de travail p 412, les expressions avec l'infinifit pour exprimer le futur
- 20/22 fév** **Exam 11A mardi** Chap 11 le futur simple; *devoir*: internet assignment will be emailed to you! mémorisez le vocabulaire des carrières p 423.
Présentation orale minimum 10 phrases sur votre choix de carrière et ce que vous ferez quand vous partirez de SCSU avec le diplôme. pour 1 mars
- 27/1 mars** Chap 11 les expressions suivies du future simple; les pronoms toniques ; lisez Culture et Réflexion Chapitre 11 *les adverbes* et leur position, *devoir*: lisez *Une si longue lettre*
- 6/8 mars** *les adverbes* ; **Exam 11B** jeudi ;
- 12/16 mars** **la pause du printemps – pas de classes**
- 20/22 mars** film *Les femmes aux yeux ouverts* WAC due 27 mars ; Chapitre 12 le vocabulaire de la santé ; le pronom *en*
- 27/29 mars** Chap 12 *le conditionnel* ; chanson *Né en 17 à Leidenstadt* – Carole Fredericks ; complétez le devoir basé sur la chanson
- 3/5 avril** Lisez Culture et Réflexion et des poèmes d'Awiakta ; *devoir* : composition

au conditionnel- What *should / could* one do for the environment

10/12 avril Chap 12 *le conditionnel* dans des phrases complexes ; film jeudi

17/19 avril Discours sur le film en classe ; **Exam Ch 12** jeudi;

24/26 avril **Présentations orales** sur un aspect culturel

1 / mai **Final Exams for seniors**; Révision pour l'examen final

Friday May 11th 2-3:50pm **FINAL EXAMINATION (written)**

V. SPECIAL COURSE REQUIREMENTS AND CLASSROOM/LAB RULES

- A. Each student is required to have a textbook of the most recent edition and an unused work/lab manual. **No sharing books in class, no photocopies.** Students without books will not be admitted into class beginning the 3rd week.
2. Students are required to complete the lab and workbook exercises for each chapter *before* the appointed test time. Suggestion: one hour per week online and in lab.
3. Each student is required to complete a Writing Across the Curriculum (*WAC*) assignment. Guidelines will be distributed in class and the work will be written in English. The *WAC* assignment may be evaluated based on content, organization, transitions, grammar, spelling and style. It will count as homework.
4. Students will make oral presentations in French and a cultural presentation in English.
5. Students arriving more than 10 minutes late will not be admitted to class. Four tardies = one absence. Any more than three *excused* absences will be reflected in a two point deduction per absence in the final percentage of the final grade. The instructor determines what work can be made up and students assume responsibility all missed work due to absence. If students are absent, it is their responsibility to bring excuse to professor the next class day and come prepared for that class. **DO NOT CALL OR EMAIL THE PROFESSOR ABOUT ABSENCES!** It will not count!
6. The use of cell phones in class is prohibited, including making or taking calls during class time, sending, receiving, checking for text messages, and checking the time, etc. Phones must be **TURNED OFF** and **OUT OF SIGHT DURING ENTIRE CLASS PERIOD**. Students whose phones ring during class, or who leave class to accept or make calls will be excused and marked absent - No exceptions! In this case, no work may be made up, including quizzes and presentations.
7. Your education at SCSU includes preparation for the professional world. Students will dress accordingly for class, notwithstanding fashion trends. Ladies: no exposed midriffs or backs, no transparent tops, please. Gentlemen: please remove any head coverings before entering the classroom and keep your pants up. Underwear is just what it means: it must stay under your clothes! No inappropriate language or graphics on clothing will be tolerated. Students failing to comply will be asked to leave and return dressed for class, even if it means arriving late and being marked tardy.
8. No eating, drinking, gum chewing, or grills allowed in the classroom or in the lab.
9. As a part of preparing students to be productive members of their communities and a multicultural society they are expected to perform 4 hours of community service, and heighten their awareness of diversity through approved film, books, lectures, cultural enrichment activities for a minimum of 4 hours.
10. Academic integrity is the most important of these rules. Anyone caught cheating – whether it is by looking at another's work, copying from notes, or plagiarism, will receive an F for the assignment – no chance for excuses, apologies, or make-up work.

Nota bene: Exams include cultural information from chapter plus whatever is presented in class by the instructor or students. Students are responsible for completing workbook exercises relating to daily lessons!

VI. METHOD OF EVALUATION

- A. Written tests, an oral examination, and a written final examination will be given. Final examination will be given at the appointed date and time. Please make your travel plans accordingly.
- B. Make-up work may be accepted *at the discretion* of the instructor.
- C. Final grades will be calculated in the following manner:
 - Oral and written exams.....30%
 - Oral presentations20%
 - class participation, homework, lab work.....20%
 - Multicultural enrichment5%
 - Community service.....5%
 - Final exam – written.....20%

GRADING SCALE

A - Excellent	90 - 100%
B - Good	80 - 89%
C - Fair	70 - 79%
D - Passing	60 - 69 %
F - Failing	59% or less

VII. REFERENCES

The following titles are suggested for further reading and research and Francophone world. Some are available from the Whittaker Library, others through the Inter-Library Loan System. Do not limit yourself to this selection, but examine the library holdings for additional research materials. Some instructors have resource materials for your use, as well as the language laboratory. The Internet is also a valuable resource tool.

A. REFERENCE BOOKS

- Greive, Maurice. Le bon usage. Paris: Edition Duculot, 1986.
- Harrap's Concise French Dictionary, London, 1990.
- Kirk-Greene, C.W.E. Dictionary of Faux Amis. Lincolnwood: NTC, 1990.
- New College French and English Dictionary, Lincolnwood: NTC, 1991.

B. OTHER LITERATURE

- Ager, Dennis. Francophonie in the 90's: Problems and Opportunities. Taylor and Francis, 1996.
- Brière, Jean-François, and Laurence Wylie. Les Français. Prentice Hall: Upper Saddle River, 1995.
- Budig-Markin, Valérie and James Gaasch. Diversité: la nouvelle francophone.

Boston: Houghton Mifflin Company, 1995.
 Danticat, Edwige. Breath, Eyes, Memory. New York: Random House, 1998.
 ---. The Farming of Bones. New York: Soho Press, Inc., 1998.
 Faber, Michael. From Harlem to Paris: Black American Writers in France 1840-1980. Paris: Université de Paris III, 1996.
 Forbes, Jill, and Michael Kelly, ed. French Cultural Studies: An Introduction. Oxford: Oxford University Press, 1995
 Harrington, Karen and Josette Penso. Faisons le point. Upper Saddle River, NJ: Prentice Hall, 1996.
 Luce, Louise Fiber. The French-speaking World: An Anthology of Cross-Cultural Perspectives: Lincolnwood, IL: National Textbook Company, 1991.
 Moehle-Vierегge, Mary Ann Lyman-Hager, Stacy du Bravac and Travis Bradley. Surf's Up! A Website Handbook for Basic French. Guilford CT: Audio-Forum, 1997.
 Northcutt, Wayne. The Regions of France: a Reference Guide to History and Culture. Westport CT: Greenwood Publishers, 1997.
 Prudy, Susan. Emotions. Boston: Houghton Mifflin Company, 1998.
 Stovall, Tyler. Paris noir. Boston: Houghton Mifflin Company, 1998.
 Vicars, Robert and Catherine Merillou. Reflets. Lexington: D.C. Health, 1996.
 Weidmann-Kopp, Marie Christine, Bien Sûr! Upper Saddle River, NJ: Prentice Hall, 1996.
 Winokur, Jon. Je ne sais what? New York: Penguin Books, 1995.

C. INTERNET RESOURCES

- www.quia.com
- www.quebecweb.com/introfranc/.htm
- www.globegate.utm.edu/french/v.ftourist/vtourist.africa.html
- www.earth2000.com/senegal
- www.city.net/countries/senegal/dakar
- www.webperfect.com/afrinet/ivory/profile.html
- www.radioAfrica.com
- www.nr.infinet/ptalkdrum

D. Video Library and World Music – available to students in the language lab

French 202 calculating your grade

Exam 10B _____
Exam 11A _____
Exam 11B _____
Exam 12 _____

Add up **quizzes**, divide by 5, multiply by .30 _____

Oral Presentation 1 _____

Oral Presentation 2
Oral Presentation 3
Oral Presentation 4

Add up oral grades, divide by 3, multiply by .20

Class participation (this includes attendance and being on time, coming prepared with textbook, notebook, keeping cell phone quiet!)

Workbook/lab manual must be completely filled out – not just the one-word answers, but also the short paragraphs etc that are asked of you. Most students leave these blank and wonder why they got a low grade. This is college, and that’s the level on which I expect you to perform.

Homework assignments completed outside of class are not group projects. I can ALWAYS tell if it is not your work because I know your skill level. Do your own work – no roommate, girl/boy friend, no internet! If it is not your work – it is a zero. This portion of your grade will be difficult for you to calculate.

I calculate your grade and multiply it by .20

Multicultural enrichment

multiply by .05

Community service

multiply by .05

Final written exam

multiply by .20

Total

Remember, the prerequisite for this class is not simply “I went to 201” but that you remember the material! If you got a C or below in 201 you need to do a serious review and relearn things you may have missed. Office hours are to work on 202, not to teach 201. I strongly suggest that all of you form study groups and correct your workbooks together, quiz each other in spelling vocabulary, in conjugating verbs correctly, and practicing your oral presentations. Please do not ask to do extra credit!

Please review the attendance policy: Students arriving more than 10 minutes past the hour will be marked absent-whether or not they stay for the remainder of the class. Three tardies will equal one absence. Several students have performed at a B or C level but had multiple absences that brought their grades down – several to an F. Please arrange to do your registration, financial aid, housing, and personal business outside of class. Finishing a test for another teacher and attending meetings during the school day are not valid excuses for missing class. If you have too many absences already, then do not go on field trips. Remember, your GPA and transcripts last forever! Please make your other teachers aware of your commitment.

My office hours are for students who regularly attend class, come prepared, and do the homework. If you feel you need extra help, please bring your workbook/lab manual completed up to date. Please do not call me at home! Do not call my office phone

asking me about homework. Please do not call or email me with excuses. Read the syllabus and find out from a classmate what was covered and get any assignments that might have been given. This is college and you need to be responsible and accountable.

I determine if work can be accepted late, or if students can make up a quiz. In general, if you miss a quiz and do not have an excused absence, it will count as a zero. This does not mean it will not count! A 90 on one quiz and a 0 on another averages out to 45%.

Dress for success! This is not a gym, the beach, or a club. Please dress appropriately for class. Gentlemen, please remove head coverings before entering the classroom.

Absolutely no gum chewing or grills in class! French is hard enough to pronounce without any distractions.

The following will be passed out in class for your signature

I have thoroughly read the rules and requirements for French 202 and understand them. I realize that my success depends on me and on my efforts.

signed
