I. COURSE DESCRIPTION AND RATIONALE

Elementary French 102 is the second of two foundation courses in French; the prerequisite is French 101 or placement by exam. 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 continue learning the basics of communication in French and continue a study of French and the francophone cultures. They develop an awareness of the importance of French in connection to other disciplines and develop interests that make them lifelong learners and ambassadors of French in their communities. The course, through its content and activities, prepares the Education major to be a “Professional Educator as an Effective Performer, Reflective Decision Maker, and Humanistic Practitioner.”

COURSE OBJECTIVES

A. Communication: Communicate successfully in interpersonal, interpretive and presentational modes using verbs in passé composé, irregular verbs, and direct object pronouns

B. Cultures: Know basic geography, basic historical and cultural aspects and Perspectives of French and of the francophone world, concentrating on France and French-speaking Africa.

C. Connections: Use French expressions in English usage, tourism, fashion, and knowledge of French-speaking cultures and distinguished persons in other disciplines.

D. Comparisons: Develop a worldview, an appreciation for and tolerance of differences in language and culture (ex: school systems, religious values and celebrations, cinema, gender roles).

E. Communities: Use French for personal enjoyment and enrichment, for enhancing career opportunities, for international business, for teaching preschool children, as a means of becoming an ambassador of francophone cultures.

II. 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 achieve an *intermediate low to mid* level (ACTFL) of oral proficiency as determined by the oral final exam.

1. **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**: done in language lab.

2. **Communicating in the presentational mode**: communicating to listeners or speakers with whom students may have had no immediate personal contact. **Assessment**: Oral presentations are graded by instructor for clarity, grammar and pronunciation.

**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 or through research gleaned from the Internet, or through media. Students view *Keïta: The Heritage of the Griot*.

2. Students, through e-mail, through personal exchanges with native speakers or through a study-abroad experience, study social practices. They may experience social practices like preparing foods or attending theatrical or musical performances, or that they may participate in sports of target culture. Students discover the products of French and francophone cultures like costumes, dating practices, leisure activities. They listen to music and view films in French and identity cultural values and perspectives. The film *Keïta* is required for French 102 students. **Assessment**: Write a reaction paper on film *Keïta*, comparing and contrasting it with American culture and the American push for modernity in contrast with the African desire to preserve tradition.

**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 continue to build connections by enriching their English speaking and writing with French expressions and cognates. They identify French-speaking persons who have made an impact on the world of other disciplines: literature, politics, business, history, science, technology, the arts, sports, etc.

2. Students use French to access French web sites and to appreciate films, music and literature in French. They interview French speakers on campus and in the community to get first-hand information and perspectives on politics and working conditions and to study cultural differences.

**A. Comparisons** – the expansion of worldview and the appreciation of cultural and linguistic differences

1. Students compare linguistic patterns and sounds of English and French. They are aware of levels of formality and their cultural importance.
**Assessment:** Identify differences in accent, intonation, and formality of French-speaking Africans, as found in film.

2. Students learn gestures particular to French-speaking Africans, as expressed in film or directly by native speakers. **Assessment:** Students find similarities between the oral tradition of African Americans and West Africans as revealed in film. They prepare food from French-speaking Africa and note differences in serving (communal platters)

**B. Communities – opportunities of French speakers beyond the classroom.**

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, view films in French, and they speak with travelers from French-speaking places. Students realize their value on the American job market with a knowledge of French and francophone cultures.

**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 the 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 the computer using proper diacritical marks and e-mail it to the instructor as an attachment.

### III. OUTLINE OF COURSE CONTENT

17-19 jan Revision : Chapitre Prélèvement – Chapitre 3/3

22-26 jan Chap 3/4: telling address and phone #; adjectives quel and ce to ask which one and designate this one/these. **Oral presentations Friday** - ask for personal info and confirm the ownership of students’ items. **devoir:** Pour mercredi 31/1, lisez la lecture p.130 et écrivez la composition. Lisez la page culturelle pour en discuter en classe.


5-9 fev Chap 4/2 tell where people go using aller, contractions with à, pronoun « y ». Use pronoun “on”. Imperative. **présentation orale:** dialogue with friend telling weekend plans. **devoir:** write 3 postcards telling where people are going on vacation. Pas d’anglais! Pour lundi 12 février

12-16 fev Exam Chap 4/1&2 mercredi. Mémorisez vocab p 156 pour vendredi. ; Chap 4/3 le futur immédiat

19-23 fev Chap 4/3 les expressions de temps; les dates. Mémorisez le vocab p 160 pour mercredi. le transport; les verbes prendre et venir; poème cajun.

26fev-2 mar Exam Chap 43&4 mercredi; composition p 167 pour lundi. Chap 5/1 – Mémorisez le vocabulaire de la mode pour vendredi ; le verbe mettre; **devoir:** **présentation orale** : describe the clothes of two people m&f, no rép. pour lundi

5-9 mar Chap 5/1 Direct object pronouns le, la, les; Lisez le paragraphe p 182 pour
classe vendredi ;

12-16 Les vacances du printemps!
19-23 mar See film Keïta in language lab and write WAC paper, due Fri 3-23 ;
Mémorisez le vocab p 184 pour vendredi.
26-30 mar Weather expressions; le verbe faire; les expressions avec faire. devoir:
Présentation orale pick a francophone country or region and present a weather report in
class referring to map and giving temperature in centigrade (see conversion chart).
using 6 expressions, present and future tenses for next week.
2-6 avr Exam Chap 5/1&2 mercredi. Chap 5/3 Learn the passé composé/ avoir
9-13 avr Chap 5/3 le passé composé; expressions of time p 196; une visite à Paris.
16-20 avr
Sign up for oral exam.
23-27 avr Exam 5/3 lundi Chap 5/4 Learn the passé composé/ être ; song La cabine en verre
Oral Exams this week!
4/30-5/2 Exam Chap 5/3&4 lundi. Révision mercredi.
May 4 Reading Day – no classes
Thursday May 10 2-4:50pm FINAL EXAMINATION (written)

IV. SPECIAL COURSE REQUIREMENTS

1. Students are required to have a textbook and to purchase an online access code to
access workbook and study tools online. Textbook website:
http://heinlewl.ilrn.com/ilrn/heinle/welcome-frontporch.do
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 for all
missed work due to the absence. If students are absent, it is their responsibility to
bring an excuse to the 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, or gum chewing allowed in the classroom or in the language 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, and 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 the chapter plus whatever is presented in class by the instructor or students. Students are responsible for completing workbook exercises relating to daily lessons!

### I. Method of Evaluation

A. Five announced written tests, one announced oral examination, and a final examination will be given. The oral exam will consist of an individual 5-8 minute conversation between each student and the instructor. Students are expected to understand and respond to questions covering the material taught during the semester. The exam will take place outside class during Week 15.

B. Final examination will be given at the appointed date and time; make your travel plans accordingly.

C. Make-up work may be accepted at the discretion of the instructor.

D. Final grades will be calculated in the following manner:
   - Oral and written exams……………………………………..30%
   - Class participation, homework, lab work…………………….20%
   - Community work / cultural awareness ……………………10%
   - Final exam – written………………………………………20%
   - Final exam – oral…………………………………………..20%

### II. Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>90 - 100%</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>80 - 89%</td>
</tr>
<tr>
<td>C</td>
<td>Fair</td>
<td>70 - 79%</td>
</tr>
<tr>
<td>D</td>
<td>Passing</td>
<td>60 - 69%</td>
</tr>
<tr>
<td>F</td>
<td>Failing</td>
<td>59 or Less</td>
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</tbody>
</table>

### III. References

The following titles are suggested for further reading and research on France and the 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 material. Some instructors have resource materials for your use; other resources are available in the language laboratory. The Internet is also a valuable resource tool.

C. Reference Books


D. Other Literature

Ager, Dennis. Francophonie in the 90’s: Problems and Opportunities. Taylor and Francis, 1996.

C. Internet Resources

www.lokace.iplus.fr/
www.tease.fr/eurisles/francais/martini.htm
www.quebecweb.com/introfranc.htm
www.globegate.utm.edu/french/v.ftourist/vtourist.africa.html
www.earth2000.com/senegal
www.quia.com
D. Film Library and World Music – housed in the language lab, accessible to students.

French 102 calculating your grade

Exam Ch 3B
Exam Ch 4A
Exam Ch 4B
Exam Ch 5A
Exam Ch 5B
Exam Ch 5C

Oral Presentation 1
Oral Presentation 2
Oral Presentation 3
Oral Presentation 4
Oral Presentation 5

Add up exam & oral presentation grades, divide by 11, multiply by .30

Class participation (this includes attendance and being on time, coming prepared with textbook, notebook, keeping cell phone quiet!)
Workbook/lab must be completed before the exam covering that material.

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. If it is not your work – it is a zero. There is never a right time to visit translate.com!

This portion of your grade will be difficult for you to calculate.

I calculate your grade and multiply it by .20

Final written multiply by .20

oral exams multiply by .20

Multicultural enrichment multiply by .05

Community Service multiply by .05

Total based on 100%

Please do not ask to do extra credit! Unless I have made a mistake in calculation, I will not change a grade. Be responsible and earn good grades throughout the semester so you do not have trouble returning the following term.

Please review the attendance policy: 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, attending meetings during the school day, picking up refund checks, etc. 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. **Please do not call me at home or call my office asking me about homework. Please do not call or email me with excuses for absences, only with assignments that are assigned to be submitted by email.** Read the syllabus, find out from a classmate what was covered, and get any assignments that might have been given. This is college and you are expected to be responsible and accountable.

I determine if work can be accepted late, or if students can make up an exam. In general, if you miss an exam 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 exam and a 0 on another averages out to 45%. 

The following will be copied and brought to class for you to sign:

French 102 Spring 07  I, ___________________________________________, have read the ten rules outlined in the Special Course Requirements and agree to adhere to these rules, and I understand the consequences and the effect of infractions on my grade. I further understand that if I need extra help, I may receive help during office hours provided that I have completed all workbooks and lab work up to the current date.

It all depends on me - my attitude, my preparation, and my efforts!