South Carolina State University  
Department of English and Modern Languages

F 201 INTERMEDIATE FRENCH  
Class Meets: T/Th 11-12:20
Instructor: Rosemarie Doucette  
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Required text and work/laboratory manual: Mais oui!, Houghton Mifflin, 3rd Edition,

I. COURSE DESCRIPTION AND RATIONALE

Intermediate French 201 is the first of two intermediate courses in French – the prerequisite is French 102 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 201 communicate using more complex structures and they continue their studies of French-speaking cultures in the world. 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 Education major to be a “Reflective Decision Maker and Effective Performer in an Ethnically and Culturally Diverse Society.”

II. COURSE OBJECTIVES

A. Communication: Communicate successfully in interpersonal, interpretive and presentational modes using pronominal (reflexive) verbs, irregular verbs, placement of pronouns in imperative, future, adverbs, conditional, pronouns en, dont, and où, and the subjunctive mood.
B. Cultures: Know basic geography, basic historical and cultural aspects and perspectives of French and of the francophone world, concentrating on France and the French-speaking Caribbean.
C. Connections: Use French expressions in English usage, identifying French as an important influence in other disciplines and in international affairs.
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 express personal opinions in class through debates, and discussion of texts. Students must communicate between an intermediate mid and high level
(ACTFL) of oral proficiency by the end of the semester, 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 must satisfactorily answer questions on material viewed or heard. This is also evaluated in the final oral exam.

3. Communicating in the presentational mode: communicating to listeners or speakers with whom they may have had no immediate personal contact. Assessment: Students make oral presentations in class and their speech production is evaluated by peers and instructor.

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. Assessment: Students make oral cultural presentations in class on approved topics in francophone culture and are tested on information.

2. Students, through e-mail, personal exchanges with native speakers or through a study abroad experience, study social practices. They may experience social practices as viewed in film, from preparing foods, attending theatrical or musical performances or by participating in sports of target culture. The film Rue cases nègres is required for French 201 students. Assessment: Write a reaction paper on the Martinican film, comparing and contrasting it with American culture.

B. 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 to topics discussed in other disciplines. Assessment: Students read and discuss engaged poetry of francophone authors dealing with such topics as the Holocaust, women’s issues, war, colonization, etc.

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, human rights, traditions, contemporary music, etc., and to study cultural differences.

C. 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. They are aware of levels of formality and their cultural importance. Assessment: Students point out linguistic differences in the French spoken in Martinique, créole, and traces of oral culture (Médouze telling tales).

2. Students learn gestures particular to French speakers, as expressed in film or directly by native speakers. Assessment: List gestures or
manners found in Rue cases nègres that are different than in American culture, and differences in relationships between youth and elders, as revealed in the film.

D. 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. 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 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.

Course Outline
18-1 Révision Chapitres 5-7
23/25-1 Chap 8 le vocabulaire de l’amitié ;imparfait: compo: mémoirs de vous et de vos grands-parents avec 15 verbes à l’imparfait – trois sujets différents (He used to work …I used to visit…She used to cook…). à rendre le 30 janvier
30-1/ 1-2 Exam Chap 8A l’imparfait, verbes pronominaux réciproques/idiomatiques ; Activité: Keep a detective’s journal while following a couple having an illicit affair. List 8 reciprocal idiomatic verbs they are caught doing (call each other, meet each other, embrace each other, etc.); présentation orale: preparez un dialogue téléphonique avec 5 verbes réfléchis au présent; les relatifs qui, que; Activité: Read poem Le message by Prévert and complete writing assignment. devoir: décrivez 10 photos avec des relatifs, par exemple : « C’est l’oncle qui travaille à la banque ». à rendre le 6 février
6/8-2 Chap 8 les pronoms in/directs me, te, nous, vous ; préparez une scene de tribunal (courtroom) avec des questions/réponses avec me, te, vous, nous – pour jeudi
composition en classe à l’imparfait jeudi 8 février
13/15-2 lire « Métisse blanche » pour mardi, la culture, le verbe devoir ; Activité: Role-play doctor/patient dialogue asking “What should I do? You should…”
Examen Chap 8B jeudi
20/22-2 Chap 9 vocabulaire, l’imparfait vs.le passé composé, les participes irréguliers
Activité: See who can come up with the most outrageous excuse for missing class, work, etc. by contrasting imparfait and passé composé: “As I was leaving the house my dog…” Activités: Students get in threes and begin preparing courtroom scenes using pendant et depuis, passé composé and imparfait. devoir : composition (1/2 imparfait 1/2 passé composé -10 verbes total) à rendre mardi 27 février
27-2/1-3 Chap 9 le superlatif ; devoir : brochure touristique avec le superlatif à rendre mardi 6 mars (details will be handed out in class)
6/8-3  Examen 9A  jeudi: imp vs p.c.  Chap 9 savoir et connaître; Activités: Students write a gossip column using verbs from chapter. On the Internet, find a French-speaking or American company based in a French-speaking area and check language requirements and/or pay or promotion incentives for knowing French. Report to class and give instructor the web site where information was found.

à lire «Ah le lap lap !» «Le Blues du désespoir» «Le nègre parle des fleuves»

10/18-3  La pause du printemps
20/22-3  Chap 9 les expressions négatives ne…rien, ne…personne Activité: Write a letter from day-camp as a child who hates everything using the negative expressions. En groupes, préparez une scène au tribunal (court) avec le vocabulaire et la grammaire du chap 9; à présenter jeudi le 29 mars.

27/29-3  Examen 9B  mardi ; film : Sugar Cane Alley; Response paper (WAC grade) à rendre le 3 avril.

3/5-4  Chap 10 les verbes réfléchis au présent, à l’imparfait, au passé composé ; Activités: Using bag of props (alarm clock, washcloth, razor, toothbrush etc.), students take turns telling their daily routine, then change pronouns to practice all verb forms. Préparez un dialogue entre le médecin/l’infirmier(e) au sujet des malades à l’hôpital. Utilisez les verbes réfléchis aux temps différents – à présenter mardi 10 avril en classe.

10/12-4  Examen10A  jeudi; Mémorisez le vocabulaire des vêtements et le verbe mettre ; préparez un défilé de mode avec une description détaillée de vos vêtements : à présenter jeudi le 19. à lire : Une abominable feuille d’érape sur la glace pour mardi le 17.

17/19-4  Chap 10 vocab des parties du corps et l’expression avoir mal à… jeudi : en paires, préparez un dialogue entre le médecin et le/la malade avec vocab et grammaire du chapitre – à présenter

24/26-4  présentations orales jeudi ; l’inscription pour l’examen oral (au bureau)

Chap 10 le pronom y ; lire : lecture p. 401 ; voir film « Le chandail »

L’examen oral toute la semaine (voir liste d’inscription au bureau)

1/3-5  Examen 10 B  mardi, révision pour l’examen final

Examen final écrit : Wednesday May 9th  9:00 – 10 :50am

CLASSROOM RULES

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A. Each student is required to have a textbook and work/lab manual. Students are encouraged to spend at least 30 minutes per week doing lab work. Students are required to complete the workbook exercises and lab for each chapter before the appointed test.

B. Each student is required to complete a Writing Across the Curriculum (WAC) Assignment in English. It will count as homework. Students may be referred to the writing lab for tutoring before final draft will be accepted for grading.

C. Evidence of cheating or plagiarism will result in F for the assignment or test.

D. Students arriving more than 10 minutes tardy will not be allowed in class. 4 tardies = 1 absence. Students assume responsibility for all missed work due to absence. Students are allowed three excused absences per semester – including field trips. Two percentage
points will be deducted from the final average for each unexcused absence. The instructor will determine if an absence is excusable.

E. Cell phones must be turned off and they may not be visible during class. Students leaving the class for any reason will leave their cell phone on instructor’s desk until they return. The option is to leave with books and be marked absent for the day. Students whose cell phones go off will be asked to leave and will be marked absent.

F. No food or drink (besides water) may be brought into the classroom or the lab. No gum or grills allowed in class or the lab.

G. A professional atmosphere will be maintained in the classroom. Ladies, please cover up; no beach or club wear. Gentlemen, please remove caps and do-rags.

H. In following SCSU’s Mission Statement and the goals of the School of Education, Humanities, and Social Sciences, and the Department of English and Modern Languages, students are asked to perform 4 hours of community service and experience 4 hours of multicultural enrichment. Suggestions and details to be discussed first week of classes.

**METHOD OF EVALUATION**

A. 6-7 announced written tests, 4 oral presentations, a written final exam and an oral final exam 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 presentations …………………………………………………20 %
- class participation, homework, lab work……………………20 %
  participation includes attendance and being on time!
- Final exams ………………………………………………………20 %
- Community Service …………………………………………5 %
- Multicultural Enrichment ………………………………………5 %

**IV. GRADING SCALE**

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<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>90 - 100%</td>
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<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>
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**VIII. 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


B. Other Literature

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

C. Internet Resources

www.quia.com
www.quebecweb.com/introfranc/.htm
www.globegate.utm.edu/french/v.tourist/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 – available to students in the language lab
French 201 calculating your grade

<table>
<thead>
<tr>
<th>Exam</th>
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<tbody>
<tr>
<td>Exam Ch 8A</td>
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<td>Exam Ch 8B</td>
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<td>Exam Ch 9A</td>
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<td>Exam Ch 9B</td>
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<td>Exam Ch 10A</td>
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<td>Exam Ch 10B</td>
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Add up exams, divide by 6, multiply by .30

<table>
<thead>
<tr>
<th>Oral Presentation</th>
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<tbody>
<tr>
<td>1 au tribunal</td>
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<tr>
<td>2 à l’hôpital</td>
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<tr>
<td>3 la mode</td>
<td></td>
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<tr>
<td>4 le cabinet du médecin</td>
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Add up oral grades, divide by 4, 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.

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

I calculate your grade and multiply it by .20

**Final written and oral exams**

add together and multiply by .20

**Multicultural enrichment** multiply by .05

**Community Service** multiply by .05

Total

Remember, the prerequisite for this class is not simply “I went to 101 and 102” but that you remember the material! If you got a C or below in 101 or 102 you need to do a serious review and relearn things you may have missed. Office hours are to work on 201, not to teach 101, 102. I strongly suggest that all of you form study groups (especially those who did not do well in 102) 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! 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 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 or call my office asking me about homework. Please do not email me with excuses, only with assignments that are assigned to be submitted by email. 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 are expected 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%.

_______________________________________________________________
I have thoroughly read the rules and requirements for French 201 and understand them. I realize that my success depends on me and on my efforts.

_______________________________
signed