

## SYLLABUS

**French 102 (Elementary French II)**  
**Fall Semester 2009**

**Section...**

**Class Meetings:** MWF

**Professor:**

**Office Hours:**

**e-mail:**

**Room:**

**Office:**

**Phone:**

**Course Description:** This is the second semester of a beginning French course for students who have credit for Spanish 101 or have placed into the course by examination. Please consult with the instructor if you have questions regarding placement. The principal goals of language study are to practice the four language skills (speaking, listening, reading and writing) in order to learn to communicate in French (talk with others, express ideas in writing, read and understand what others have written) and learn about the francophone world.

**Course Objectives:** You can expect to have obtained the following skills in increasing depth upon successful completion of each level of the course:

- \* You should be able to understand most French spoken slower than normal pace, understand some French spoken at normal pace, and develop skills and coping strategies for filling in the gaps of imperfect comprehension.

- \* You should be able to ask and answer questions on a variety of everyday topics, describe people and places, narrate recurring (present) events, and achieve some ability in narrating past events.

- \* You should be able to perform many daily routines, such as greeting and leave taking, and so on.

- \* You should be able to read any simple material related to francophone culture.

- \* You should be able to write about everyday activities, and descriptions of people and places, recurring and past events.

In order to achieve these goals class attendance and participation are very important. Therefore, irregular attendance and/or lack of preparation or participation will result in a lower grade. (**Consult Attendance Policy pp. 5**)

These objectives prepare students to meet Standard 2b of the XU Modern language Standards.

### **Required Textbook:**

\*\*Mitschke & Tano, Promenades. Vista Higher Learning, 2010

*Supersite* is free with the purchase of Promenades bundle (text, workbook/video manual, lab manual, answer key)

### **Responsibilities of Students:**

- \* Attend and participate in classes regularly.

- \* Listen and complete all activities in the lab workbook.

- \* Do the exercises in workbook and textbook.

- \* Prepare the assignments before class. The professor may or may not collect homework exercises from the text or from the workbook/lab manual; in either case, the student is responsible for preparing them as assigned and turning them in at the date assigned by the instructor. Any penalty for late work will be determined by the instructor. Students will have the opportunity to ask questions about all assignments.

\* Take all quizzes and exams at scheduled times. Students are responsible for all material covered in class, in the text, in the workbook/lab manual, and for schedule changes announced in class.

\* Electronic devices should be turned off during class and testing. Infractions will be reported to the disciplinary bodies of XU.

\* Show respect for classmates and instructor by observing appropriate behavior in class: i.e. not interrupting or speaking when classmate/instructor is answering or explaining.

Irregular attendance and failure to do the assignments will affect your performance and final grade. (**Consult Class Participation Criteria, pp. 5-6**)

**Testing:** There will be periodic lesson tests and a comprehensive final exam. Dates for the tests are listed on the syllabus. Format will vary. Each of the tests will consist of aural and written parts. Remember that after Lesson 1 each test presumes knowledge of previous material.

### **Make-up Policy:**

**Tests, quizzes and final exams:** There will be **no make-ups** for tests, quizzes or final exams. The instructor will drop the lowest quiz grade of the semester. There will be no individual make-ups for tests, quizzes or final exams. **In verifiable cases of illness or emergency** (problems with work schedule or travel plans are not normally valid excuses), the grade from the next test will also be counted for the missed one. The student is responsible for notifying the teacher before the test or exam or as soon as reasonably possible. In no case may a student miss more than one test. A second missed test would be recorded as a 0. All final exams will be kept in the instructor's office.

**Evaluation:** The final grade will be computed as follows:

Tests .....	30%
Quizzes (oral and written).....	20%
Final Examination.....	15%
Class Participation/HW/Attendance.....	20%
Compositions.....	15%

<b>Grading Scale:</b>	100%-93%	A	76%-73%	C
	92%-90%	A-	72%-70%	C-
	89%-87%	B+	69%-67%	D+
	86%-83%	B	66%-63%	D
	82%-80%	B-	62%-60%	D-
	79%-77%	C+	59 and below	F

**(Consult Grading Criteria, pp. 6-7)**

### **HOMEWORK GUIDELINES :**

*(It is recommended that you refer to these guidelines often throughout the semester.)*

1. Listen to the pronunciation of the "Contextes" vocabulary presented at the beginning of each lesson and practice by repeating each word or dialogues aloud. Website : <http://promenades.vhlcentral.com>
2. Complete any online, workbook and lab manual exercises as directed by the instructor with respect to "Contextes," "Roman-Photo" and "Lecture culturelle" "Synthèse" and "Le Zapping" sections.

3. Consult the “Structure” topics in your textbook. After studying the explanations in the margins, complete the corresponding online, workbook or lab manual exercises that are assigned. The answers for many of the workbook and lab manual exercises are available in your copy of the Answer Key.
4. All assigned exercises need to be completed BEFORE coming to the class for which they are assigned. The oral/aural sections in the lab manual for each lesson can be completed by using the audio Mp3 files on the website. (Workbooks and lab manuals may be checked periodically by the instructor during the semester to assure that you are actually completing and correcting the assigned exercises.)
5. ALL COMPOSITIONS should be keyboarded, ideally, with the assistance of “Système-D”, double-spaced, peer-edited, and turned in at the beginning of the class for which they are assigned. Please consult the instructor if you do not know how to access the accent keys of your word-processing program.

(THE INSTRUCTOR RESERVES THE RIGHT TO MAKE ADJUSTMENTS IN THE SYLLABUS TO MEET THE NEEDS OF THE CLASS.)

**BIENVENUE ET BON TRAVAIL!**

**Horaire**

26 août 28	Introduction; Leçon 9: “Le temps libre” Contextes, pp. 130-132 Leçon 9: Les sons et les lettres, p.133; “Au parc,” pp. 134-135
31 2 septembre 4	Leçon 9: Lecture culturelle, pp. 136-137; <b>the verb faire</b> , pp. 138-139 Leçon 9: <b>irregular –ir verbs</b> , pp. 140-141 Leçon 9: Révision; “Le Zapping,” pp. 142-143
7	<b>CONGÉ</b>
9 11	Leçon 9: <b>Examen</b> ; Leçon 10: “Quel temps fait-il?,” pp. 144-146 Leçon 10: Les sons et les lettres, p. 147; “Quel temps!”, pp. 148-149
14 16 18	Leçon 10: Lecture culturelle, pp. 150-151; <b>numbers 101 and higher</b> , pp. 152-53 Leçon 10: <b>spelling change –er verbs</b> , pp. 154-155 Leçon 10: Révision; Écriture, p. 157 (Comp. #1; “Le Pays de la Loire et le Centre,” pp. 158-159
21 23 25	Leçon 10: <b>Examen</b> ; Leçon 11: “Surprise!”, pp. 162-164 Leçon 11: Les sons et les lettres, p. 165; “Les cadeaux,” pp. 166-167 Leçon 11: Lecture culturelle, pp. 168-169; <b>demonstrative adjectives</b> , pp.170-171
28 30 2 octobre	Leçon 11: <b>The passé composé with avoir</b> , pp. 172-173 Leçon 11: Révision; “Le Zapping,” pp. 174-175 Leçon 11: <b>Examen</b> ; Leçon 12: “Très chic!,” pp. 176-178
5 7 9	Leçon 12: Les sons et les lettres, p. 179; “L’Anniversaire,” pp. 180-181 Leçon 12: Lecture culturelle, pp. 182-183; <b>indirect obj. pron.</b> , pp. 184-185 <b>CONGÉ</b>
12 14 16	Leçon 12: <b>regular and irregular –re verbs</b> , pp. 186-187 Leçon 12: Révision; Ecriture ( <b>Comp. #2</b> ); “Aquitaine...,” pp. 190-193 Leçon 12: <b>Examen</b> ; Leçon 13: “Bon voyage!,” pp. 194-196
19	<b>Examens oraux</b>
21 23	Leçon 13: Les sons et les lettres, p. 197; “Du retour au P’tit Bistrot,” pp. 198-99 Leçon 13: Lecture culturelle, pp. 200-201; <b>the passé composé with être</b> , pp. 202-203
26 28 30	Leçon 13: <b>Direct object pronouns</b> , pp. 204-205 Leçon 13: Révision; “Le zapping,” pp. 206-207 Leçon 13: <b>Examen</b> ; Leçon 14: “A l’hôtel” pp. 208-210
2 novembre 4 6	Leçon 14: Les sons et les lettres, p. 211; “La réservation...,” pp. 212-213 Leçon 14: Lecture culturelle, pp. 214-215; <b>regular –ir verbs</b> , pp. 216-217 Leçon 14: <b>The impératif</b> , pp. 218-219
9 11 13	Leçon 14: Révision; Écriture ( <b>Comp. #3</b> ), pp. 220-221; “Provence-Alpes...” Leçon 14: <b>Examen</b> ; Leçon 15: “La maison,” pp. 226-227 Leçon 15: Les sons et les lettres, p. 229; “La visite surprise,” pp. 230-231
16 18 20	Leçon 15: Lecture culturelle, pp. 232-233; <b>adverbs</b> , pp. 234-235 Leçon 15: <b>The imparfait</b> , pp. 236-237 Leçon 15: Révision; “Le zapping,” pp. Pp. 238-239

23	Leçon 15: <b>Examen</b> ; Leçon 16: “Les tâches ménagères,” pp. 240-242
25	<b>CONGÉ</b>
27	<b>CONGÉ.</b>
30	Leçon 16: Les sons et les lettres, p. 243; “La vie sans Pascal,” pp. 244-245
2 décembre	Leçon 16: Lecture culturelle, pp. 246-247; <b>the passé composé vs. the imparfait</b> , pp. 248-249
4	Leçon 16: <b>The verbs savoir and connaître</b> , pp. 250-251
7	Leçon 16: Révision, Écriture ( <b>Comp. #4</b> ), pp. 252-253
9	Leçon 16: <b>Examen</b> ; “L’Alsace et la Lorraine,” pp. 254-255
11	<b>Examens oraux</b>

Final Exams Week: 15-18 décembre; **Examen final: Leçons 1-8**---Consult Fall Course Schedule for final exam date

### I. ACADEMIC HONESTY

You should be aware of the University policy on Academic Honesty, excerpted here from pp. 54-55 in the 2006-2008 University Catalog. This policy applies to all courses in the Department of Modern Languages.

“All work submitted for academic evaluation must be the student’s own. Certainly, the activities of other scholars will influence all students. However, the direct and unattributed use of another’s efforts is prohibited as is the use of any work untruthfully submitted as one’s own.

Penalties for violations of this policy may include one or more of the following: a zero for that assignment or test, an “F” in the course, and expulsion from the University”

Your instructor may use plagiarism detecting software, such as Turn-It-In, to review your written assignments. As you can see, penalties for violations can be severe, so you are encouraged to submit only your own work in all your classes.

### II. Department of Modern Languages ATTENDANCE POLICY

The Department of Modern Languages at Xavier University strives to increase the student’s fluency and competency in listening, comprehension, speaking, reading, and writing while providing a solid grammatical background for the modern language offered. The focus is on a communicative and proficiency-based approach while providing an in depth exposure to the workings of both language and culture of the target language. A significant key to success in a modern language course which teaches a skill and moves at a fast pace is regular class attendance.

The entire range of the students’ skills can be evaluated only if they are in class. Therefore, we will allow NO absences without penalty. Any absence will result in a loss of 3% per absence from the student’s final course participation grade. Attendance will be accurately documented to ensure fairness in enforcement. If a student is more than 5 minutes late, he/she will be COUNTED AS ABSENT. Students are strongly discouraged to schedule appointments or interviews during class time.

### III. Criteria for CLASS PARTICIPATION

<u>Rating</u>	<u>Points</u>
<u>Superior</u>	
I greeted people and took leave using French expressions	25-22.5
I used English only after asking permission and after I attempted to express myself in French	(100-90)
I listened attentively when others spoke and showed respect for my peers	

I actively participated in all activities and discussions and had a positive attitude  
 I came prepared to class everyday  
 My presence made a positive impact on getting tasks done  
 I participated actively in class

#### Average

I greeted people and took leave using French expressions 22-19.5  
 I sometimes got distracted, did not pay attention when others spoke, and was occasionally disrespectful (88-78)  
 I occasionally used English, especially in pair work or without attempting to express myself in French first  
 I showed interest in activities and participated, though sometimes passively rather than actively  
 I generally came prepared to class  
 I participated sometimes in class

#### Unsatisfactory

I used more English than French in class 19-15  
 I did not pay active attention during activities (76-60)  
 I was often distracting and disrespectful of my peers  
 I was frequently unprepared for class  
 My presence in group work had little impact on accomplishing the task  
 I seldom participated in class

#### Not enough to evaluate

I used English only in class 14-0  
 I did not pay attention during activities (59-0)  
 I often slept, read the newspaper, did homework, etc., during activities  
 I was absent frequently  
 I came to class late or left early  
 I never participated in class

### IV. GRADING CRITERIA

#### A - VERY GOOD TO EXCELLENT

Very good to excellent command of the language AT THIS LEVEL.  
 Meaningful, appropriate and thorough written and oral responses with interesting and pertinent detail.  
 Ease of expression.  
 Makes every effort to use the target language in class.  
 Very good command of conventions of written language (orthography, sentence structure, paragraphing and punctuation). Few word-order errors.  
 Virtually free of significant errors in syntax and good use of verbs.  
 Wide range of vocabulary, including idiomatic usage.  
 High level of fluency with strong attempts at more complicated structures.  
 High level of comprehension in listening and reading activities.  
 Good intonation and largely accurate pronunciation with slight accent.  
 Demonstrates nuanced understanding of and appreciation for cultural differences.

#### B - GOOD

Clearly demonstrates competence AT THIS LEVEL.  
 Meaningful, appropriate responses orally and in writing with sufficient detail  
 Good command of the language.  
 Makes a good effort to use the target language; avoids using English in class.  
 Conventions of the written language generally correct. Loosely organized, but main ideas present with some word-order errors.  
 Few errors of syntax and appropriate use of verbs.  
 Above-average range of vocabulary.  
 Good idiomatic usage and little awkwardness of expression.  
 Good level of comprehension in listening and reading activities.  
 Good fluency with some attempts at more complicated structures.

Acceptable intonation and pronunciation with distinctive accent.  
 Demonstrates strong understanding of and appreciation for cultural differences.

#### C - ACCEPTABLE

Suggests competence AT THIS LEVEL.

Appropriate but limited oral and written responses with reliance on simple structures.

Speaks and writes with some detail, but not sufficient.

Comprehensible but strained expression; halting, may self-correct.

Makes some effort to use the target language in class.

May have frequent errors in orthography and other conventions of the written language.

Many word-order errors. Some attempts at organization, but with confused sequencing

Some serious errors in syntax and some successful correction. Frequent errors in complex structures.

Some fluency but hesitant. Pronunciation does not interfere with communication.

Understands main elements when listening and reading.

Moderate range of vocabulary and idiomatic usage. Few anglicisms.

Errors in intonation and pronunciation with heavy accent.

Demonstrates some understanding and of appreciation for cultural differences.

#### D - WEAK TO POOR

Suggests incompetence AT THIS LEVEL.

Oral and written responses force interpretation of appropriateness and/or meaning.

Attempts to translate or use English; avoids using or speaking in the target language.

Poor command of the language marked by frequent serious errors of syntax even in the most elementary structures.

Limited grammatical structures and lack of organization.

Unfinished answers due to lack of resources. Generally, narrow responses.

Limited fluency. Poor pronunciation and it interferes with communication.

Narrow range of vocabulary and of idiomatic usage.

Pervasive errors of orthography may be present. Excessive word-order errors.

Little control of syntax and frequent anglicisms.

Occasional redeeming features such as correct advanced structure.

Very little understanding when listening and reading.

Errors in intonation and pronunciation that interfere with listener's comprehension.

Demonstrates very little understanding of and appreciation for cultural differences.

#### F - UNACCEPTABLE

Demonstrates incompetence AT THIS LEVEL.

Irrelevant or incomprehensible answers orally and in writing.

Unacceptable from almost every point of view.

Glaring weakness in syntax and pronunciation. Constant grammatical errors impede communication.

Few vocabulary resources. Little or no sense of idiomatic usage.

Practically no understanding of target language when listening and reading.

Severe problems with orthography that may interfere with written communication.

Demonstrates practically no understanding of and appreciation for cultural differences.

(These standards or interpretations of the grading scale 0-100 are applied to the goals and objectives of each level i.e. FREN 101, 102, 201)