

Français 102
Emploi du temps: Printemps 2019

Heure: MWF 8:25—9:35; Bond 102
Manuel de classe: *Vis-à-Vis*
Cahier d'exercices (CDE)

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Essential Information

Goals

Welcome to French 102, the continuation of the introductory French class designed for students who have never taken French before as well as for those who may have had a few years of high school French. The class aims to provide you as many opportunities as possible to listen, speak, read and write in French. Particular emphasis will be placed on the first two of these skills since your first real-life contacts with French will no doubt come when you want to speak to a French person.

Language, however, is not solely about words and grammar. Language helps construct culture and is shaped by culture in turn. Considerations of French culture will thus be an important part of the course. One of the mind-expanding results of learning a foreign language is realizing that there are other ways of seeing the world and our role in it than the ways that we have grown up with. Understanding the varied ways in which human beings, across time and space, have tried to make sense of their world is an important part of the educational core that PLNU wants you to acquire through its General Education Program.

Student Learning Outcomes

By the end of the semester, a student should be able to do following:

- Speak in a manner that could easily be understood by a French native (knowledge, comprehension, application)
 - produce the sound of almost all the French phonemes
 - understand the basics of French's supra-segmental features
 - avoid the major flaws of the American accent
- Engage in more developed conversation (knowledge, comprehension, application, synthesis)
 - answer with a sequence of statements
 - initiate conversational topics and topic changes
 - conduct an interview of another student
- Express personal opinions, ask information and engage in simple conversation about a variety of situations ranging from concrete to somewhat abstract (knowledge, comprehension, application, synthesis)
 - travel, city life and cultural heritage
 - communication and technology
 - home life and daily routine
 - work and business life
 - leisure activities and locations
 - the environment and environmental concerns
- Talk about personal life; the student should especially be able to (knowledge, comprehension, application, synthesis)
 - speak about hypothetical situations
 - narrate a story in the past tense
 - indicate when situations are viewed as unreal, making the needed grammatical shifts
 - use the pronoun system for more compact and/or more complex speech

- make comparisons

LJML Student Learning Outcomes

The Department of Literature, Journalism and Modern Languages has adopted the following student learning outcomes for departmental courses as a whole.

DLOs (Department Learning Outcomes) (The items in italics represent the outcomes towards which the course is specifically geared.)

1. Students will demonstrate the skills necessary for effective research, writing, and oral communication in various genres and media.
2. Students will display interpretive, analytical, and critical skills developed through the close study and analysis of texts.
3. *Students will demonstrate knowledge of diverse cultures and literary texts.*
4. *Students will demonstrate knowledge of the nature, structure, and history of language.*
5. *Students will develop redemptive social and spiritual engagement through studies of language, text, cultures, and media.*

This general education class works to fulfill primarily outcomes 3, 4, and 5. Like all other courses in the department, this course also is designed to help the student make progress towards the final outcome. In addition, as one of the first courses in the French and Romance Language majors, this course is designed to help the student make the first steps towards completion of the following Program Learning Outcomes.

French Language PLOs (Program Learning Outcomes) (The items in italics represent the outcomes towards which the course is specifically geared.)

Students who complete the program in Spanish or French Language will be able to ...

1. *write essays without significant errors of grammar, spelling or vocabulary usage* that would impede comprehension by a native speaker;
2. *comprehend the main idea* and most details of connected oral discourse by a native speaker on a variety of topics;
3. *converse in a participatory fashion* with a native speaker using a variety of language strategies to convey meaning;
4. interpret French language texts according to their cultural, literary and/or linguistic content;
5. *display knowledge of the nature and structure of language*;
6. discuss the influence of their own perspective on cultural interconnections through engagement with local, national or international communities.

Assignments and Activities

In order to reach the course goals, the class will engage in the following activities:

- Class will be taught and run **entirely in French**. The best way to learn French is to hear it and speak it as much as possible.
- Activities (and testing) will be **as realistic as possible**. No one in France will ever ask you to fill in the blank during a conversation, so we will do as little of those activities as at all possible.
- There will be **no mid-semester exam** and the **final will only be worth 10%** of your grade. Since foreign language is best learned by making steady efforts over a continuous period of time, you will learn best if you are studying in a regular (preferably daily), disciplined manner. To have a mid-semester (or a final that is worth a large amount of your grade) is to encourage you to procrastinate studying until just before the mid-semester and the final. That method would not help you learn the language deeply. The **majority of your grade (80%)** will be based on **weekly grammar tests**,

regular **vocabulary tests** and **homework** which is designed to help you learn the grammar and vocabulary. Grammar is worth at least 35%, vocabulary at least 20% and homework at least 15%. The extra 10% of credit will be divided between the two elements that you do the best. You are encouraged to **concentrate on your strengths** in order to better learn French.

- In order to encourage you to study at the steady pace that will most benefit you, **35-40% of your grade will be based on your average on a weekly exam** given on the first class day of each week. The exam will generally consist of 10 questions in French to be answered in French (**mimicking real life situations** as much as possible). Exams will always be cumulative because language is cumulative. The fact that we “cover” the verb *to be* in the first few weeks doesn’t mean that we will never have to use it again! These major exams (*interrogations*) are given on Monday so that you will be sure to spend some time over the weekend looking over your French. Again, this is meant to encourage you to study in a way that will benefit your learning. Remember: the purpose of this course is to help you learn to communicate in French, not to generate a grade for your transcript.
- Vocabulary is worth **20-25% of your grade** and some class time will be spent in **vocabulary development and testing**. No matter how good your grammar, you can’t say or understand much if you simply don’t know words. As much as possible, we will **learn words in contexts of meaning** and we will practice them in similar ways. Vocabulary tests for a chapter will be progressive. When the first unit of a chapter is done, you will be tested on the vocabulary of that unit. When the second unit is done you will be tested on units 1 and 2. When the third unit is completed, you will be tested on units 1-3. Once the whole chapter is completed, you will have a vocabulary test on the whole chapter. The complete chapter test **will be counted double**, since it represents a much larger amount of vocabulary. These tests are clearly marked in the syllabus. This testing method is used because **frequent review is the best way to acquire vocabulary** in a foreign language, especially when you are exposed to that language only a few hours a week. Some low marks will be dropped before the quizzes are averaged at the end of the semester.
- Vocabulary quizzes will usually provide you a slight choice of words to be provided. You may be given 12 or 13 words from which to provide 10 definitions.
 - Those able to define **more than 10 words** will receive extra credit.
 - Anyone able to provide **more than one French word** for specific definitions will also receive extra credit.
- Although **homework** is not an end in itself (that is, it represents no inherent fulfilling of any real language-learning goal), it **is an important tool**. Always approach homework not as a chance to add to your grade, but as **a means of clarifying what you do and don’t know**. Sometimes homework will force you to return to an explanation and read it more carefully or it may help you come to class with a precise question about how French actually works.
- **Homework is recorded as pass/fail only**, although it will be graded on a 10-point scale with point deductions based on linguistic comprehension, grammatical correctness, and understandability to a native speaker. Any homework receiving 8 or above will be considered passing and will earn .2 point towards the 15- to 20-point homework score. Grading in this manner represents the real way we assess language. Language does not need to be perfect in order to be excellent. But it does need to be good enough. Having homework counted as pass/fail and adding up to a total homework value thus puts less pressure on the student by not insisting on perfection

for full credit; at the same time it puts more pressure on students to function adequately in all the language components, not just in some. We do not consider people excellent speakers if they can handle adjectives beautifully but can't use verbs.

- **Extra-credit assignments** are included as a **regular part of the course** and their due date or date of administration is clearly marked in the syllabus. Extra-credit work is **never given at the very end of the course**. The purpose of extra-credit work is to increase your learning, not to pad your grade. A set of exercises done hastily at the very end of the semester will do nothing to increase your deep, integrated learning and therefore will not be counted.

Grades

The grade will be computed by assigning the following values to each of the components of the class:

interrogation average	35-40%
vocabulary quiz (contrôle) average	20-25%
homework average	15-20%
participation	10%
final examination	10%

All students whose grades are sufficiently secure at the end of the semester will be excused from taking the final.

Tutor

Tutoring is available if you need it. Tutoring is provided through the Academic Support Center and you can ask the ASC for further information. You can also ask Dr. Wood about other tutoring possibilities. Those students who receive below a 60 on a grammar quiz may raise their grade by 3 points by going over the quiz carefully with a registered French tutor **within the week following the quiz** (the tutor should sign the quiz to indicate that a tutoring session has occurred). Students who receive between 60 and 69 may raise their grade by 2 points in the same manner. Students who receive between 70 and 79 may raise their quiz grade by 1 point. Again, approach this as a learning opportunity, not just a way to pad your grade. Have the tutor help you figure out how you could have answered questions better. This will help you get better grades on the next *interrogation*.

Academic Accommodations

All students are expected to meet the established standards for this course. Students with learning disabilities who may need accommodations should discuss options with the Academic Support Center **during the first two weeks** of class. The ASC will contact professors with suggested classroom needs and accommodations. Approved documentation must be on file in the ASC prior to the start of the semester.

Class Schedule

The class schedule, provided at the end of this syllabus, includes 4 columns of information. Under **Date** is the date of class days. Under **En classe** are items to be covered in class for the corresponding day. In this column are included the scheduled grammar quizzes (**Interrogation**) and vocabulary quizzes (**Contrôle de Vocabulaire**). In the third column (**A étudier et lire**) are items in the book to be studied or read for that day. Items are listed by chapter and lesson number. Thus, 9:3 refers to Chapter Nine, the third lesson. In the last column (**A écrire**) are exercises from the Cahier d'Exercices (CDE) to be written and handed in for that date. These exercises are identified by **page number**.

Changes can be made in the class schedule at any time, at the discretion of the professor. Changes may be necessitated by illness or by instructional need. You are responsible to note all schedule changes.

Requirements

Attendance and Participation

Since this is a skill and performance class, you are expected to attend regularly and actively engage with the material. Whether present or absent, you are responsible for the material listed in the class syllabus as well as for any extra material (vocabulary, idioms, etc.) presented in class. So, if you miss class, get notes from another student and study the material in the book.

Class participation is measured by willingness to talk in class and to communicate as fully as possible. It is also measured by willingness to attend class regularly and to complete assignments. It reflects **co-operation** and **risk-taking**, not grammatical correctness. In real-life conversational settings, participation is precisely this—the willingness to try making yourself understood and understanding others.

Departmental Policy on Academic Honesty

The Department of Literature, Journalism, and Modern Languages deems intellectual and academic integrity critical to academic success and personal development; therefore, any unethical practice will be detrimental to the student's academic record and more character. Students who present the work of others as if it were their own commit plagiarism. Presenting another's work as one's own includes, but is not limited to, borrowing another student's work, buying a paper, using the thoughts or ideas of others as one's own (using information in a paper without citation), and copying information from the Internet without citation. Plagiarized work will result in a failing grade for the assignment and possibly for the course. In either event, a written report will be filed with the department chair and the area dean. The dean will review the report and submit it to the Provost and the Vice President for Student Development. It will then be placed in the student's academic file.

Interrogations

Interrogations are given almost every Monday and are marked in the class schedule. **There are no make-ups!** A missed quiz counts as a zero. If you have an official excuse (doctor's note or family tragedy) for an absence, the zero is deleted. Such excuses need to be given to the professor within a few days of the absence. For an absence of more than three classes, you should contact me immediately. One low mark will be dropped from the interrogations before they are averaged at the end of the semester.

Grading of Interrogations

Most interrogations consist of 10 questions. Each question is thus worth 10 points in a 100-point exam. The following values are normally assigned to the errors listed below when they occur in a 10-point question.

serious misunderstanding of question	-5
verb error (tense, form, person)	-3
misunderstanding due to vocabulary	-3 to -1
error in recent material	-3
faking comprehension	-3
no object pronoun used	-2
error in masculine/feminine	-2
error in singular/plural	-2
americanism	-2 to -1
wrong object pronoun	-1
spelling error (non-obstructive)	-1

No more than 10 points is ever deducted from a 10-point question. When a particularly idiomatic or communicative answer is provided, a +1 or, more rarely a +2, may be given.

Vocabulary Quizzes

The vocabulary quizzes given during the semester are also marked on the class schedule. At the end of the semester these 36 quizzes are averaged and the resulting average is counted as **20-25% of the final grade**. Three or four low marks will be dropped before the quizzes are averaged at the end of the semester. Vocabulary quizzes will usually provide you a slight choice of words to be provided. You may be given 12 or 13 words from which to provide 10 definitions. Those able to define more than 10 words will receive extra credit. Anyone able to provide more than one French word for specific definitions will also receive extra credit. Vocabulary quizzes for each chapter are cumulative, in order to encourage repeated study of vocabulary words, the best method for eventual integration of vocabulary into your own personal working dictionary.

Homework

Late work will not be accepted for credit, though it will be corrected. Work is considered late if it is handed in after it has been handed back or discussed in class. Homework is to be turned in at the beginning of the class. No reminders will be provided since it is assumed that students are adults and that they have read the syllabus.

Extra Credit: Compositions

Compositions count towards extra credit and thus can only help you. You are expected to write one full page (200 words) on the given topic. These compositions do not count towards the homework grade. However, an optional composition which receives **a 70 or higher** will receive extra credit ranging from .15 to .5 point to be added to the student's final grade. You are encouraged not to use a dictionary. Any words searched in a dictionary should be footnoted and the supposed English translation provided. This will allow me to support your work by clarifying vocabulary for you when needed.

Extra Credit: Aural Exercises

A set of aural exercises will be done in class on the days announced in the syllabus. These tests can only help your grade. An aural exercise which receives a 75 or higher will receive extra credit ranging from .15 to .5 point to be added to the student's final grade. Exercises receiving less than 75 % will not change your grade at all. No one's final grade will be raised by more than 5 points total.

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DATE	EN CLASSE	A ETUDIER	DEVOIRS
Week #1 le 8 janv.	Chapitre 9 : Vocabulaire (A l'aéroport, A la gare, En route) Le verbe <i>conduire</i>		
le 9 janv.	Depuis et pendant Train + Vélo	pp. 232-233 pp. 235-236	Cahier d'exercices (CDE) 1-3
le 11 janv.	L'imparfait VOCAB 1 (9: substantifs + mots et expressions divers) (51)	p. 237-239 pp. 244, 256 Lecture 234	CDE 4-6
Week #2 le 14 janv.	Adverbes affirmatifs et négatifs Lecture 254 QUIZ1	pp. 240-243 Lecture 254	CDE 7-9
le 16 janv.	Les pronoms affirmatifs et négatifs VOCAB 2 (Chapitre 9) (75)	pp. 246-249 Reportage 245	CDE 10-12 Rédaction 1: Un voyage idéal
le 18 janv.	Chapitre 10: Vocabulaire (nouvelles technologies et médias) VOCAB 3 (10: Technologie et Poste) (48)	pp. 249-251 pp.260-264	CDE 13-16
Week #3 le 23 janv.	Les verbes de la communication Les pronoms d'objet direct QUIZ 2	pp. 265-268	CDE 17-18
le 25 janv.	Les pronoms d'objet direct VOCAB 4 (Chapitre 10) (116)	pp. 272, 283 pp. 268-271 Reportage 273	CDE 19-21
Week #4 le 28 janv.	L'accord du participe passé Les verbes <i>voir, croire</i> et <i>recevoir</i> QUIZ 3	p. 273 Lecture 280	CDE 22-24
le 30 janv.	Chapitre 11: Vocab (La ville) Le passé composé et l'imparfait	pp. 274-275 pp. 276-278	CDE 25-27
le 1er fév.	Les pronoms d'objet indirect LABO 1 VOCAB 5 (11: substantifs, expressions temporelles) (37)	p. 288 p. 292-293 Reportage 301	CDE 28-31 Rédaction 2: La communication
Week #5 le 4 fév.	Les pronoms d'objet indirect <i>Savoir</i> et <i>connaître</i> (intro) QUIZ 4	pp. 297-299 pp. 300, 314	CDE 32-34
le 6 fév.	<i>Savoir</i> et <i>connaître</i> (uses) Les pronoms <i>y</i> et <i>en</i>	pp. 302-305 Lecture 312	CDE 35-37
le 8 fév.	Les pronoms directs et indirects VOCAB 6 (Chapitre 11) (69)	pp.306-309	CDE 38-40 Rédaction 3: La ville /la campagne

Week #6 le 11 fév.	Chapitre 12: Vocab (Les monuments, œuvres d'art) Les verbes <i>suivre</i> et <i>vivre</i> QUIZ 5	pp. 319-322	CDE 41-42
le 13 fév.	Les pronoms toniques La place des pronoms LABO 2	pp. 323-324 Reportage 333	CDE 43-44
le 15 fév.	Les verbes suivis d'un infinitif Révision des pronoms VOCAB 7 (12: les verbes et les adjectifs) (49)	Lecture 343 pp. 325-327 pp. 328-331	CDE 45-47
Week #7 le 18 fév.	Les adverbes QUIZ 6	pp. 334-336 pp. 332, 345	CDE 48-50
le 20 fév.	Pronoms VOCAB 8 (Chapitre 12) (102)	pp. 337-340	CDE 51-52
le 22 fév.	Chapitre 13: Vocabulaire (L'amour et le mariage, Le corps, La routine)	pp. 352-355 p. 373	CDE 53-54 Rédaction 4: La France en 7 jours
Week #8 le 25 fév.	Les verbes pronominaux (réfléchi et réciproque) QUIZ 7	p. 356-357 p. 359	CDE 55-56
le 27 fév.	Les verbes pronominaux Les idiomatiques LABO 3	Reportage 363	CDE 57-59
le 1er mars	Les pronominaux au passé composé et a la forme impérative VOCAB 9 (13: verbes, adjectifs, expressions) (50)	pp. 360-361 Lecture 370	CDE 60-62 Rédaction 5: Une journée typique/ La vie idéale
Week #9 le 11 mars	Révision VOCAB 10 (Chapitre 13) (94)	pp. 362, 372 pp. 364-368	CDE 63-64
le 13 mars	Chapitre 14: Vocabulaire (Au travail, A la banque, ouvrir) QUIZ 8	p. 376-380 Reportage 389	CDE 65-66
le 15 mars	Le futur simple LABO 4 VOC 11 (14: professions, verbes) (63)		CDE 67
Week #10 le 18 mars	Les pronoms relatifs QUIZ 9	pp. 382-387 Lecture 400	CDE 68-70
le 20 mars	Les pronoms relatifs Conversation	pp. 390-394	CDE 71-72 Rédaction 6: La vie du travail

le 22 mars	Les comparatifs et les superlatifs avec les adjectifs VOCAB 12 (Chapitre 14) (126)	pp. 395-398 pp. 388, 403	CDE 73-74
Week #11 le 25 mars	Chapitre 15: Vocabulaire (Les loisirs, courir et rire) QUIZ 10	pp. 408-410 p. 433	CDE 75-76
le 27 mars	Les pronoms interrogatifs LABO 5		CDE 77-78
le 29 mars	VOCAB 13 (15: substantifs) (28)	Reportage 421	CDE 79-81
Week #12 le 1er avril	Le conditionnel et l'hypothèse QUIZ 11	pp. 411-414	CDE 82
le 3 avril	Les comparatifs (nom et adverbe) Adjectifs et les pronoms indéfinis LABO 6	pp. 415-419 Lecture 430	CDE 83-85
le 5 avril	VOCAB 14 (Chapitre 15) (61)	pp. 422-424 pp.425-428	CDE 86-88 Rédaction 7: Je m'amuse
Week #13 le 8 avril	Chapitre 16: Vocabulaire (L'environnement) QUIZ 12	pp. 436-439 pp. 420, 432	CDE 89-90
le 10 avril	Discussion VOCAB 15 (16: substantifs, adjectifs) (44) La formation du subjonctif	Reportage 451	CDE 91-92
le 12 avril	Subjonctif Conversation	pp. 440-445	CDE 93-94
Week #14 le 15 avril	Le subjonctif (expressions impersonnelles et de volonté, verbes d'émotions) QUIZ 13	pp. 446-449 pp. 452-457 pp. 450, 462	CDE 95-96
le 17 avril	Le subjonctif avec les expressions de doute VOCAB 16 (16: adjectifs, expressions impersonnelles et mots divers) (61)	Lecture 460	CDE 97-98
Week #15 le 24 avril	Verbes et pronoms QUIZ 14		CDE 99-100 Rédaction 8: Les problèmes les plus cuisants
le 26 avril	Verbes et pronoms Discussion		
le 3 mai	Examen Final	7h30-10h	BAC 102

