

French 102: *Second Semester French. SPRING 2012*

Professeur Sophie Halvin

Section 1: M/W/F - 11:15-12:10 - C109

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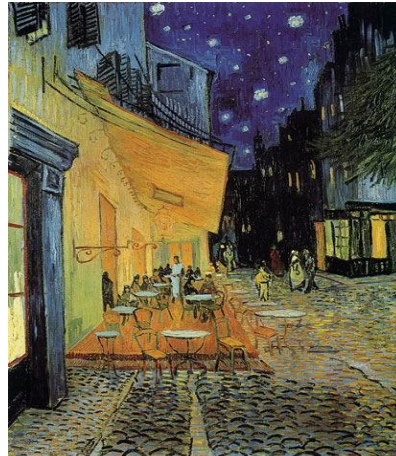
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Wednesday, 8-9

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The Basic French Language Program at USD

Third semester proficiency in a second language is considered an indispensable competency at USD, and as a requirement within the Core Curriculum, this competency is aimed at increasing the student's ability to participate more fully in diverse U.S. and global societies. The first three courses of French in our program (101, 102, and 201) can be seen as one course divided into three semesters because they share some common goals and characteristics, and over the three semesters most of the basic structures of the French language are studied. By the end of French 201, students should be able to listen, speak, read, and write in the target language with the sufficient basic skill, vocabulary, accuracy, and cultural awareness to communicate their needs in everyday situations in a culturally appropriate way; likewise, they should demonstrate the ability to acquire additional linguistic competence on their own. Another primary objective of the language program is that students develop insight into their own language(s) and culture(s) by looking beyond their customary borders and by examining their own relationship to other cultures so as to be able to participate more fully in the global community.

While each professor does have an individual style and approach to language teaching, all of the sections in French 101, 102, and 201 share some common features, first and foremost being the focus on the development of students' proficiency in French. The concept of proficiency can be understood with the analogy of learning how to drive a car. Initially, the student must study the driving manual and then take a written exam. From there, he or she must actually get into the car and learn how to drive; this is the *proficiency* part, which means being able to actually drive the vehicle.

In the French language course, the student is responsible for studying the grammar and completing all assignments *before* coming to class. Class time is then spent on practicing the structures already studied outside of class in order to improve students' proficiency, their actual ability to use French and carry out tasks in that language. All of the language skills are developed equally, but class time is dedicated primarily (though not exclusively) to the oral skills. **The class is conducted entirely in French, and while there may be some brief clarifications, there are no lengthy grammar explanations.** Each class is relatively fast paced and contains multiple activities, including questions and answers, pair/group work, presentations, and role playing, among others. **All students are accountable for consistently coming to class prepared and willing to actively participate in all activities.**

Achieving greater proficiency in French can translate into a practical job skill for almost any profession, but, most importantly, learning another language is a personally enriching experience and a vital part of cultural understanding within a Liberal Arts education. May you have a productive and enjoyable semester!

COURSE OBJECTIVES French 102

One aspect of language learning in which adults differ from children is the former's ability to consciously monitor their own progress. To assist you in this self-monitoring process, we have included OBJECTIVES for the FOUR SKILLS (listening, speaking, reading, and writing) as well as LINGUISTIC and CULTURAL KNOWLEDGE to be achieved by semester-end.

Speaking

Ask and respond to simple questions on the most common features of daily life (academic life, family, weather, time, meals, likes and dislikes, etc), satisfy a limited number of personal needs, and communicate minimally with basic and formulaic expressions.

This ability is measured in the following components of the course: participation, homework, and oral presentations.

Listening

Discriminate among distinctive sounds in French, identify familiar words and categories of words in short and simple texts. Determine the general nature or tone of a text and identify main ideas.

This ability is assessed in the following components of the course: participation, homework, and exams(including the final)

Reading

Recognize basic vocabulary, rehearsed phrases, and cognates in simple authentic texts. Determine the general nature or tone of a text and identify main ideas.

This ability is assessed in the following components of the course: participation, homework, and exams (including the final)

Writing

Produce lists, notes, and limited formulaic information on simple forms and documents. Write paragraphs using the structures and vocabulary learnt.

This ability is assessed in the following components of the course: participation, homework, in-class writing assignments, and exams (including the final)

Linguistic Knowledge

Basic grammar structures (présent, passé composé, l'imparfait, le futur, les adjectifs, les pronoms, etc.), and vocabulary for each of the thematic units

This knowledge is assessed in all components of the course.

Cultural knowledge

Recognize and identify basic cultural elements from the French speaking world, including geography, lifestyle, aspects, customs, and festivals, among others. Begin to understand that the culture is unique and not a "translation" of their own culture

This knowledge is assessed in all components of the course. Knowledge acquired out of class through cultural activities and service learning will be assessed in oral presentations.

In order to achieve these goals, it is important that you interact with the language every day. You will have class only three times per week, but you will be expected to work and turn in materials every day of the week. Homework is always due at the time your class starts regardless of whether your class meets that day or not. Assignments will be given on a daily basis and posted on webct by 5pm. Go to <http://pope.sandiego.edu/webct>, and click on the assignment tab to find your homework for the next day

Textbook required for class:

Jansma and Kassen, *Motifs: An Introduction to French*, 5th ed. Cengage.
Required package includes text + ILrn + CD's ISBN 9780538459174

For those of you who bought this book for Fr 101, this is the same book, and you will be using the same ILrn code.

Description of class: this course will cover Modules 6 to 10 of the book. Pre-requisite: fr 102, or the equivalent from another College. Students coming from High School MUST take the Placement test here: www.sandiego.edu/cas/languages/requirements_and_placement/exams.php.

-Even though the class only meets three times per week, the students are expected to interact with the language every day. They will be expected to work and turn in materials EVERY DAY OF THE WEEK. Homework is always due at the time your class starts regardless of whether your class meets that day or not. Assignments will be given on a daily basis and posted on webct by 5pm. Go to <http://pope.sandiego.edu/webct>, and click on the assignment tab to find your homework for the next day.

-**Students are responsible for studying the grammar and completing all assignments before coming to class.** Class time is then spent on practicing the structures already studied outside of class in order to improve students' proficiency, their actual ability to use French and carry out tasks in that language.

-**The class is conducted entirely in French, and while there may be some brief clarifications, there are no lengthy grammar explanations.** Each class is relatively fast paced and contains multiple activities, including questions and answers, pair/group work, presentations, and role playing, among others. **All students are accountable for consistently coming to class prepared and willing to actively participate in all activities.**

Grading criteria:

Attendance, participation, attitude	10%
Homework	15% (textbook and workbook activities, occasional vocab quizzes)
2 in-class writing assignments	10%
Oral presentations/interviews	10%
2 Quizzes	15%
2 Mid-term exams	20%
Final written exam	15%
Cultural activities or project	5%
TOTAL	100%

Course components:

Attendance. It is very important that you attend every class meeting. EVERY ABSENCE BEYOND THREE (excused or not) WILL LOWER YOUR FINAL GRADE BY 25 points. BE AWARE OF IT.

In the event that you are absent, it is your responsibility to find out what material you have missed and any homework assignments.

Participation and Attitude. Participation is essential to language acquisition. In order for you to participate actively in class, you should review the appropriate material ahead of time. Attitude is crucial too : willingness to speak French exclusively in class, enthusiasm, proactive participation in group work, etc...checking texts in class, chewing gum, chatting in English during group activities, all of these will affect your grade negatively; be aware of it!

Homework. Must be completed by the due date. No late homework will be accepted. Textbook, workbook, and Lab manual assignments are due on the scheduled dates. Check WebCT daily.

Writing assignments. You will be given two in-class writing assignments. These assignments will reflect the grammatical form and the thematic content of the chapter being studied. No make-up writing assignments are allowed.

Oral Presentations. You will be required to give two oral presentations throughout the semester. The topics will be related to the chapters' themes / vocabulary.

Cultural Activities or Project. Inspired by a campus wide "Integrated Learning Initiative", these activities are programmed to encourage students to incorporate significant learning experience beyond the classroom through diverse events and activities. Throughout the semester you will attend different cultural activities on campus and/or in the community. You will be provided with a list of activities from which to choose.

Quizzes. There will be 2 quizzes (announced in the syllabus) and occasional vocabulary quizzes (included in the homework grade).

Exams. You will be given two mid-term exams and a final written exam. Exams will include evaluation of all skills except *speaking*, which will be tested in class throughout the semester.

Final Exam. The final exam is cumulative and will evaluate all skills, including linguistic and cultural knowledge. **Please do not book your flight home before the day of your final. It will be given only as scheduled.**

****PLEASE REMEMBER****

- There are **NO make-up** exams, quizzes, writing or reading assignments.
- **No late work is accepted!!!** Please be aware of due dates.
- DO NOT disrupt class. ALL CELL PHONES HAVE TO BE SWITCHED OFF UPON ENTERING THE CLASSROOM. NO TEXTING IN CLASS!!
- No iPods in class.
- It is imperative for the student to prepare the material BEFORE he/she arrives to class.
- If you have any questions or problems regarding the syllabus or the course, you should consult with your instructor during his or her office hours. (See the section on tutoring below.)

Tutoring Center

The Department of Languages and Literatures offers a free tutoring service. Tutors are faculty-recommended native speakers of the language or students enrolled in advanced courses. They receive training in order to provide you with the best help possible, so we encourage you to use the program if you feel that you need help outside of class. Please visit our website for complete information.

www.sandiego.edu/cas/languages/students/tutoring.php

Integrity of Scholarship

According to USD academic regulations, “The University of San Diego is an academic institution, an instrument of learning. As such, the university is predicated on the principles of scholastic honesty. It is an academic community all of whose members are expected to abide by ethical standards both in their conduct and in their exercise of responsibility toward other members of the community”. For more information, see the USD 2008-2010 Undergraduate Bulletin, “Academic Regulations,” pp. 61.

Bon semestre!

Daily Program – Spring 2012

- **This document only mentions what will be covered in class.**
- **The program is subject to change, based on the class performance and pace.**
- **Homework will be assigned DAILY (including homework to be turned in on Tues. and Thurs.) on webCT (<http://pope.sandiego.edu>) under the “assignment” tab. Homework due the next day will be posted daily no later than 5 : 00 pm.**
- **IT IS YOUR RESPONSIBILITY TO CHECK THE HOMEWORK AND ARRIVE PREPARED. NO LATE HOMEWORK ACCEPTED.**
- **HOMEWORK FROM THE WORKBOOK (Ilrn) WILL HAVE TO BE TURNED IN ONLINE ON TUESDAYS AND THURSDAYS TOO (BEFORE YOUR REGULAR CLASS TIME).**

Semaine 1 : du vendredi 27 janvier au 3 février

vendredi 27	Présentation du cours et des étudiants Inscriptions <i>Ilrn</i> et présentation <i>webCT</i>
lundi 30	Révision verbes au présent (liste donnée en classe + questionnaire de présentation). Révisions vocabulaire/structures modules 1→5

- mercredi 1^{er} Révisions grammaire : le présent / le futur proche
Révisions Modules 1→5
- vendredi 3 Révisions Modules 1→5
Introduction Module 6 : le passé composé avec *avoir* p. 158-160,
structure 6.1 p.181-182

The deadline to take the placement exam is midnight tonight. Anyone who needed to take it and did not, or anyone who was placed at a different level, will be dropped on Monday.

Semaine 2 : du 6 au 10 février

- lun 6 Le passé composé avec *avoir*
Livre p.161→163 : « comment raconter et écouter une histoire »
Last day to enroll and drop without a « W ».
- mer 8 Le passé composé avec *être* p. 164-167, structure 6.2 p.183
- ven 10 Révisions passé composé
Texte : « Les congés payés » p. 167
Les verbes en *-ir* comme *finir*, structure 6.3 p. 184

Semaine 3 : du 13 au 17 février

- lun 13 Texte : « Les infos se transforment » p. 173
Voix en direct p. 174
Les pronoms objet direct *le / la / l' / les*, structure 6.4 p.185
- mer 15 Le verbe *venir* et l'expression *venir de/d'*, structure 6.5 p. 186/187
Révisions module 6
- ven 17 **QUIZ 1 Module 6 + conjugaison des verbes au présent**
Module 7 : présentation du vocabulaire de la nourriture
Etudier seul(e) structure 7.1 p. 213 (les verbes avec changements orthographiques).

Semaine 4 : du 20 au 24 février

- lun 20 Module 7 : la nourriture
Les articles (partitifs vs définis et indéfinis) livre p. 192-194, structure 7.2 p. 215
- mer 22 Les repas en France : livre p. 195-197
Texte : « les Français à table » p.195
- ven 24 Les magasins de nourriture, livre p.198-200
Les expressions de quantité, structure 7.3 p. 216/217 (« expressions de quantité » seulement, pas le pronom *en*)

Semaine 5 : du 27 février au 2 mars

- lun 27 Le pronom *en* : livre p. 200-202, structure 7.3 p. 217
- mer 29 Livre p. 202-204
Le verbe *mettre*, les pronoms objet direct (suite), structure 7.4 p. 219-220.
- ven 2 mars **COMPOSITION 1 EN CLASSE**

Semaine 6 : du 5 mars au 9 mars inclus : vacances de printemps

Semaine 7 : du 12 au 16 mars

- lun 12 Les bonnes manières, livre p. 205-206
L'impératif, structure 7.5 p.221-222
- mer 14 mars Pratique de conversation : "comment se débrouiller au restaurant" p. 207-210
- ven 16 mars Poème de J. Prévert : *Déjeuner du Matin*
Révisions pour l'examen partiel 1 sur les modules 6 et 7

Semaine 8 : du 19 au 23 mars

- lun 19 **EXAMEN PARTIEL 1 MODULES 6 ET 7**
mid term grades due
- mer 21 Module 8 : l'imparfait, structure 8.1 p. 247-248
Les souvenirs d'enfance p. 228-230
- ven 23 L'imparfait, p. 232
Voix en direct p. 232 : « Vous souvenez-vous de votre école primaire? »
Les verbes *dire, lire* et *écrire*, structure 8.3 p. 250 seulement (PAS p. 251)

Semaine 9 : du 26 au 30 mars

- lun 26 L'album de photos, livre p.233-235
Les pronoms relatifs *qui, que/qu'* et *où*, structure 8.2 p. 249
- mer 28 « Communiquer en famille », livre p. 236-237
Le pronom objet indirect, structure 8.3 p. 251
- ven 30 Le comparatif des adjectifs, structure 8.4 p.252-253
Texte : *les BD* p. 240

Semaine 10 : lundi 2 et mercredi 4 avril (deux cours seulement)

- lun 2 La différence passé composé/imparfait, structure 8.5 p. 253

mer 4 Différence passé composé /imparfait (suite)
Révisions pour le quiz 2
Module 9 : les pays francophones. Introduction et distribution des présentations orales à faire en groupes la semaine 13

Semaine 11 : pas de cours lundi 9 avril (Pâques)

mer 11 **QUIZ 2 Module 8**

ven 13 Module 9 : les pays francophones p. 260-262
Texte p. 270 : Un aperçu du monde francophone
Articles et prépositions + noms géographiques, structure 9.1 p. 278-279

Semaine 12 : du 16 au 20 avril

lun 16 Le pronom y p. 262-263, structure 9.2 p. 280-281

mer 18 Les moyens de transport, p. 268-269
Les expressions *il faut* et *il vaut mieux que*, structure 9.4 p. 284
Le superlatif des adjectifs, structure 9.3 p. 283

ven 20 Livre p. 272-275 : les activités de vacances.

Semaine 13 : du lundi 23 au vendredi 27 avril

lun 23 **COMPOSITION 2 EN CLASSE**

mer 25 Présentations orales pays francophones

vend 27 Présentations orales pays francophones

Semaine 14 : du lundi 30 avril au vendredi 4 mai

lun 30 Module 8 et 9 révisions pour l'examen partiel
Début module 10

mer 2 **EXAMEN PARTIEL MODULE 8 et 9**

ven 4 Module 10 : La vie de tous les jours, les verbes pronominaux au présent, livre p. 292-294. Structure 10.1 p. 311
La maison, les pièces, les meubles : livre p. 296-298

Semaine 15 et début de semaine 16 : du lundi 7 au lundi 14 mai inclus

lun 7 Les verbes pronominaux au passé composé, livre p.294-295, structure 10.2 p. 312

mer 9 Texte p. 299-300 : « Parlez-vous écolo? »
Les tâches domestiques et les gestes écologiques p. 301-302
L'impératif des verbes pronominaux, structure 10.3 p. 314

ven 11 mai Les expressions négatives, structure 10.4 p. 316
Comment trouver le mot juste/comment se plaindre p. 304-306

lun 14 mai Révisions pour le final

EXAMEN FINAL : VENDREDI 18 MAI 11:00-1:00

The date of the final exam cannot be changed. Please take it into account when you make your vacation plans.