

FRENCH 263

Spring 2008

TU & TH, Evans 318
2.00-3.20 PM

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Office Hours: TU & TH 12-13:50

Other days & times by appt only. Please email for an appointment.

REQUIRED TEXTS

Sur le vif, Forth edition, chapter 1-5, and Cahier d'exercices.

COURSE DESCRIPTION

FREN 263 is the third semester course in French, intermediate level, and it is designed to accommodate students with previous instruction in French. Pre-requisite: FREN 141 and FRE 142 or equivalent. With its current and frequently provocative topics for reading and discussion, this course will further develop students' skills in French, while increasing their awareness of France and of the Francophone world. Now that students completed the introductory sequence 141, 142, they are ready to move beyond grocery shopping and weather to compare systems of education, describe relationships with family and friends, and express their opinion about youth culture, immigration, travel, television etc. These topics will stimulate discussion, and the readings will give information and models of language on which students can base their own speech. This course will combine conversation and composition, while the textbook provide the grammar review in reference format, with explanation in English, thus facilitating study outside of class and freeing class time for communicative applications of the language structures to express personal opinions.

STYLE

This course is student-centered, format in class meetings with special emphasis on conversation and composition. This is an interactive class where students are active participants. The instructor engages the students in conversations and role-plays activities. The focus is to improve oral and written communication skills. French will be the preferred language in both in the majority of cases but code switching will be practiced when necessary. Since language is a social skill and activity, this is the only way to effectively learn. In either language, mistakes are natural--tolerance and assistance are the watchwords. Be flexible--think of another way to send the same message if you get "stuck."

GENERAL GOALS (Optimal results)

1. developing skills in expressing oneself orally and in writing.

2. gaining a broader understanding and appreciation of intellectual/cultural aspects of France.
2. more than minimal **VOCABULARY** in French.
3. ability to **CONSTRUCT** communications, both oral and written, including verb conjugations, word order, etc.
4. ability to carry on conversations related to systems of education, relationships with family and friends, and to opinions about youth culture, immigration, travel, television.

COURSE OBJECTIVES (Optimal activities)

1. To **LISTEN** to and comprehend a more than survival percentage of French spoken at average native speed by concentrating on major words known (with the help of cognates) and by making educated guesses at the rest.
2. To **SPEAK** without notes (or read aloud) a more than survival percentage of French with few enough pronunciation errors (speed secondary) to be comprehended by a native speaker
3. To **READ** and comprehend a more than survival percentage of French by concentrating on major words known (with the help of cognates) and by making educated guesses at the rest. With the further help of a dictionary, to be able to comprehend a high percentage of French.
4. To **WRITE** at a more than survival level in French with few enough grammar errors to be comprehended by a native speaker.

THE STUDENT'S ROLE

By the end of the elementary sequence, you will have studied most of the fundamental structures of French, but you may not be able to use all of them accurately at the time. You may be stronger in reading than in speaking, or understand more than you can write. This is normal but it makes the intermediate course more complex. Each student will have slightly different needs due to different levels of proficiency. You are in the best position to know what your strengths and weaknesses are. Therefore, you must assume an active role in your learning. By studying the grammar outside the class you can concentrate on points that are more difficult or new to you, and move more quickly when you are reasonably confident of your understanding. The self-check exercises in the Cahier will show you if we can use the structures correctly and allow you to focus on those that still pose problems.

In class, your instructor will ask you to apply the vocabulary and structures you have studied to activities relating to chapter themes and discussion of readings. Since you will have prepared the grammar, you will be ready to practice the forms, demonstrate the understanding of the readings, and talk about your personal reactions to the topics. Oral work is central to “Sur le vif” and you will be expected to give more than single-sentence responses. Being able to elaborate on your answers or paraphrase if needed will make you a more sophisticated speaker in French.

GRADE BREAK UP

Exam 1 = 20%

Exam 2 = 20%

Final exam = 30% Exams may not be “made up” if you are absent or forget.

Cahier d’exercices = 10%

Final essay = 10%

Participation in class activities = 10%

(Participation refers to **A.** your interest in the activities that take place in this interactive course, where students are active participants. The instructor engages the students in conversations and role-plays activities. If you repeatedly refuse to participate without any reason other than lack of interest, if you sleep or refuse to open the book, or if you read material for other classes or newspapers, the instructor penalizes you with 10% from your final grade. It also refers to **B.** your response to readings assigned out of class, (like for example Structures in the second part of the book) and to cultural questions based on activities in the workbook. Check the syllabus and read this material before is due to discussion in class in order to assure a proper participation).

Grading Scale: 90-100 (A), 80-89 (B), 70-79 (C), 60-69 (D), 0-59 (F).

CAHIER D’EXERCICES

Exercises will be assigned at the beginning of each chapter. The completion of the Cahier d’exercices is mandatory. The instructor will email you for each chapter the schedule of exercises and the due date. It means that you have to work on those exercises within a limited period of time. After the deadline, the instructor will not accept the cahier. You have the answer key at the end. After you worked on the exercises, using the answer key, make the necessary corrections yourself before turning it in and use a different color. The corrections have to be clearly marked.

EXAMS

You will be required to take 2 exams during the semester. Your final exam will be comprehensive and will cover all materials discussed in class during the semester.

FINAL ESSAY

You will choose the subject among several on a list that the instructor will give you. The subject is from the chapters you study. The essay must be written in French. You may use a dictionary and a word proof spelling. 3pages, Times 12, double line spacing. Less than 3 pages it will not be accepted. The essay is due the last day of class. Nevertheless, d not wait the last week of classes to write it. No late essay will be accepted.

Do not gather a list of ideas with any connection between them. The pure fact that you turned in the paper is not a guarantee that you will obtain the maximum 10 %. The instructor will take into consideration elements such as: content, vocabulary, style, organization, and cohesiveness.

GRAMMAR : “STRUCTURES”

The second part of “Sur le vif” contains the grammar review in reference format, with explanation in English, called “Structures.” At this intermediate level, the instructor will not explicitly teach all the grammar that you already covered in your elementary classes. She will do so only when time is available or when you have obvious difficulties after studying on your own. The class focuses on time devoted to actually use the structures in a communicative way. Therefore, you are required to take on the responsibility of

studying home this part of the book. A detailed class-by-class schedule is provided in the syllabus. Remember that you need to continue to work on accuracy of expression. You have to prepare the grammar outside of class by using the Structures section, followed by writing activities in the Cahier. The study of the section is mandatory and it will be tested on the exam.

ATTENDANCE:

You are expected to come to class regularly and punctually. You are allowed 3 absences. Starting with the fourth, your grade decreases with one point from your final grade. Keep in mind that we all have problems, issues etc outside the classroom: all these pertain to personal level. In the classroom, we interact at a professional level and this attendance policy will apply without exception. Your personal problems can not excuse your absences starting with the 4th. Absences documented with a doctor's note or family emergencies such as funeral or serious sickness are considered excused absences and you will not be penalized from them. However, absences due to fraternity, sorority and club meeting and activities are considered unexcused and you will be penalized for these. If you are a member of the university sports team, please notify your professor as soon as possible with a written letter from your coach with the dates you will miss on account of matches or sports meets.

The absences covered by an official letter (from doctor, judge, adviser, etc) are not against you, but it is your responsibility to keep up with the material thought. If you have been absent, ask someone for help after class: do not disturb students around you during the class because you do not understand something while you were supposed to be present when the instructor thought the material. If you are late more than 15 minutes, you will be counted as absent. Commuting is not an excuse for regularly being late.

Be present in class, having previously prepared each assignment on the schedule portion of the syllabus before coming to the class when that assignment will be discussed. You may study the assignments as much as you wish or have time for, incidentally. Suggestions: Reflect afterwards and make notes of questions/observations.

REQUIRED SUPPLIES

- pencil or pen for taking notes in class
- personal skills and attitudes: **enthusiasm and interest**; listening skills, willingness to speak and open-mindedness; time every day outside of class for reading and reflection, awareness that this class is an academic experience which requires intellectual efforts and results

OPTIONAL TEXTS, REFERENCES OR SUPPLIES

- English/French/French/English dictionary

STUDY TIPS

- study with other students
- get a tutor

- review your text: table of contents (write all you know and check), exercises (redo)
 - make note cards:
 - use ink colors to indicate gender of nouns, etc.
 - make visualization/collage cards
 - listen to your text CD extra times or get other CDs
 - repeat
 - do exercises in accompanying workbooks
 - use language lab
 - WRITING CENTER (tutoring)
 - SAM CENTER
 - LIBRARY: live chat, website, research database, workshops, tours, research services.
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CLASSROOM RULES OF CONDUCT

Please refer to <https://www.shsu.edu/students/guide/dean/codeofconduct.html>

ACADEMIC DISHONESTY

Please refer to Academic Policy Statement 810213.

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials.

YOUR ENROLLMENT IN THIS CLASS CONSTITUTES YOUR LEGAL AND MORAL

OBLIGATION TO THE HONOR CODE. Because this course is a listening, speaking, reading, and writing one, I encourage you to work together. **HOWEVER**, plagiarism--copying others' work with out crediting them for it--is legally and ethically unacceptable--**AND GROUNDS FOR FAILURE, NOT JUST IN THE ASSIGNMENT, BUT IN THE CLASS.** Paraphrases, as well quotes, must be documented. See the article, *Plagiarism*, posted in documents in Blackboard.

PHILOSOPHY

This is an UNIVERSITY-LEVEL ACADEMIC COURSE WITH APPROPRIATE ACADEMIC REQUIREMENTS. You earn your grade on that basis. You do not receive university credit for "gender and/or ethnic consciousness" or language ability per se. Academic credit is based upon your intellectual and academic efforts, willingness and ability to reflect upon and respond to requirements of the class.

INTERACTION

RESPECT FOR OTHERS' VIEWS AND SPACE, not necessarily in agreement with one's own, is required on the part of every participant, including what is expressed, shared, etc., in the course of class interaction.

CELL PHONES & PAGERS

Please refer to Section 5.2.22 of the Code of Conduct.

CELL PHONES AND PAGERS must be on vibrate during class time except in pre-arranged-with-the-professor possibility of medical emergency to avoid grade sanctions.

GENERAL STUDENT RESPONSIBILITIES

YOU ARE RESPONSIBLE FOR ALL MATERIAL, in books, presented in class, etc., whether you are listening or not.

YOU ARE PERSONALLY & SOLELY RESPONSIBLE FOR YOUR ACTIVITIES (ASKING QUESTIONS OR DOING HOMEWORK) IN ORDER TO MEET YOUR PERSONAL EXPECTATIONS AND DESIRE FOR SUCCESS/GRADE. Probable daily time needed for homework outside class will be a minimum of one to two hours per hour spent in class (3-6 hours per week). "Homework" is largely left to your discretion--you must assess how well you understand and how much practice, reading or written work outside of class you need. You are responsible for anything and everything in the syllabus, book or said in class. You are expected to highlight reading and take notes in class. You are expected to keep in contact with the professor and other students as personally needed.

INSTRUCTOR EVALUATIONS

Students will be asked to complete a course/instructor evaluation form towards the end of the semester.

AMERICANS WITH DISABILITIES ACT

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the University. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center. The students should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations and guidelines with respect to providing reasonable accommodations for students with disabilities. If a student has a disability that may affect adversely his/her work in this class, then the student is encouraged to register with the SHSU Counseling Center and to talk with the instructor about how best to deal with the situation. All disclosures of disabilities will be kept strictly confidential. **NOTE: No accommodation can be made until the student registers with the counseling Center.**

RELIGIOUS HOLIDAYS

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

“Religious holy day” means a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20, Tax Code.

VISITORS IN THE CLASSROOM

Unannounced visitors to class must present a current official SHSU identification card to be permitted into the classroom. They must not present a disruption to the class by their attendance. If the visitor is not a registered student, it is at the instructor’s discretion whether or not the visitor will be allowed to remain in the classroom.

This policy is not intended to discourage the occasional visiting of classes by responsible persons. Obviously, however, the visiting of a particular class should be occasional and not regular, and it should in no way constitute interference with registered members of the class or the educational process.

FRENCH 263 DATEWISE SYLLABUS (The syllabus may be subject to change.)

Always bring your book to class.)

DATE/JOUR	SUJET	DEVOIRS (<u>outside the class</u>)	Cahier d’exercices
		STRUCTURES	

Jeudi 17 Janvier Intoduction du

	syllabus. General Conversation.		
	Chapter 1 Les etudes 8. Warm up vocabulary 8-11.		
Mardi 22 Janvier	Warm up vocabulary 8-11 and Lecture A 13.	Present indicative (143-146) with focus on the pronominal verbs (145).	
Jeudi 24 Janvier	Applications 14-16.	<u>Faire</u> causative 149	
Mardi 29 Janvier	Lecture B (part I) 17 et Applications 18.	Infinitives 146-147.	
Jeudi 31 Janvier	Lecture B (part I) et Activités d'expansions 20-21.	Verb review, payer, s'ennuyer, 142.	Cahier d'exercices is due today (ch. 1).
Mardi 5 Février	Chapter 2 Les Jeunes. Warm up vocabulary 22-25.	Descriptive adjectives 151-155.	

Jeudi 7 Février	Lecture A 27.	<u>Tout</u> 156 and <u>Il</u> (<u>Elle</u>) est vs. <u>C'est</u> 159.	
Mardi 12 Février	Lecture A 27 et Applications 20-30.	Comparative and superlative of adjectives 155.	
Jeudi 14 Février	Lecture B (part I and II) 27-32.	Interrogatives 157.	
Mardi 19 Février	Lecture B (part III) 32 et Activités d'expansion 33.	Verb review (décrire et s'asseoir) 150.	
Jeudi 21 Février	Révision Chapter 1 and 2.		Cahier d'exercices is due today (ch.2).
Mardi 26 Février	Exam1 (ch. 1 and 2)		
Jeudi 28 Février	Chapter 3 Les immigrés. Warm up vocabulary 34-37.	Passé compose et Imparfait 161-162	
Mardi 4 Mars	Lecture A 38 et Applications 39 – 41.	Passé compose vs. imparfait 163-165.	
Jeudi 6 Mars	Lecture A 38 et Applications 39 – 41.	Past infinitives 167.	
Mars Mardi Mardi 11 et Jeudi 13 -- Vacances			
Mardi 18 Mars	Lecture B (part I) 42-43.	Verb review accueillir, mourir 160.	
Jeudi 20 Mars	Lecture B (part I) 43-44 et Activités d'expansion 45-46.	Le mot juste manquer à, rendre, partir, sortir, quitter 167-168.	Cahier d'exercices is due today (ch.3).
Mardi 25 Mars	Chapter 4 En route! Warm up vocabulary 52-55.	Object pronouns and y and en 172-176.	
Jeudi 27 Mars	Applications 58-60	Object pronouns and y and en 172-176.	
Mardi 1 Avril	Lecture B (part I) 61-62.	Articles 169-172	
Jeudi 3 Avril	Lecture B (part II) 63.	Articles 169-172	

Mardi 8 Avril	Lecture B (part II) 63 et Activités d'expansion 64-65.	Verb review 169 and Le mot juste: se moquer de 178.	Cahier d'exercices is due today (ch.4).
Jeudi 10 Avril	Révision chapitres 3 et 4.		
Mardi 15 Avril Jeudi 17 Avril	Exam 2 (ch. 3 et 4). Chapter 5 Les voyages Warm up vocabulary 66-69.	Prepositions with geographical names 180-181.	
Mardi 22 Avril	Lecture A 70-71	Future tense and conditional forms 181-184	
Jeudi 24 Avril	Lecture A 70-71 et Applications 73-75.	Future tense and conditional forms 181-184	
Mardi 29 Avril	Applications 73-75.	If clauses 186-187.	
Jeudi 1 Mai	Activités d'expansion 81-83	Verb review 179.	
Mardi 6 Mai Jeudi 8 Mai	Révision finale Révision finale		Final Essay due today. Cahier d'exercices is due today (ch.5).