Intermediate French II French 202-200 and 503

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Office hours: Tuesday-Thursday 11:00-12:00, and by appointment (online or at the office)

Course sites:
http://elearning.tamu.edu (please go to http://itsinfo.tamu.edu/elearning-orientation/ if you are not familiar with it)
And http://flrn.heinle.com

Course description
In this fourth-semester language sequence, students will refine the skills acquired in the past 3 semesters. They will implement these tools with greater ease and begin to function at a higher linguistic level.
This will be achieved through a review and expansion of grammatical knowledge and vocabulary, and practice of writing, reading, listening and speaking, with an awareness of the appropriate cultural context, and a constant use of the target language. In order to mimic language immersion, we will navigate the Web in French and use technology to enhance communication and collaboration and create a multi-faceted learning environment.
Students are expected to be prepared and to participate actively. All exchanges will be conducted in French except for discussions of grammar and technical explanations.

Learning Objectives
Incoming students are at the lower end of the intermediate level on the ACTFL scale (American Council on the Teaching of Foreign Languages). Our goal is to give them the means to function at the higher end of the range. By the end of the semester, students are going to:

- Demonstrate effective communication in the target language orally and in writing, on uncomplicated daily topics, such as movies, travels, education and vacation;
- Compose and edit a poem and a letter, and participate in discussions or chats in French about movies, arts or technology, education, and travels;
- Demonstrate critical thinking in analyzing, understanding, and editing more complex grammar structures at the paragraph level, including relative clauses and subjunctive clauses, hypotheses, and sentences with personal, demonstrative and possessive pronouns;
- Recognize, conjugate and use common verbs in the past, present, future, subjunctive, and conditional tenses;
- Prepare a multi-media project in French through collaborative work with peers;
- practice lifelong learning by becoming independent learners with the help of technology and the internet.

Core Curriculum Objectives

Critical Thinking: The course enhances critical thinking through engagement with a variety of inputs on multiple topics in the context of French culture. Group/class discussion, written work, and interpreting and summarizing readings in a foreign language are all exercises in which students demonstrate critical thinking skills.

Communication: The course enhances communication skills through participation in class discussions, the production of oral and written works, and through collaborative oral presentations.

Social responsibility: The course enhances social responsibility by developing intercultural competence through mastery of a foreign language, which allows students to understand the relationship between the practices and the diverse perspectives of the culture they are studying.

Personal responsibility: The course enhances personal responsibility through engagement with contemporary social issues in France, appropriate independent and group work ethic, and adherence to the Aggie Code of Honor

Prerequisite: French 201 or equivalent credit by placement test or transfer
**Time commitment:**

This is a hybrid course. Usually, we will be meeting twice a week face to face, and you'll have to complete once a week an online session (online lessons are located in the e-Learning “Learning Modules” area) which will include communicative or creative activities. So, besides the two face-to-face weekly class meetings, you are expected to block out an appropriate amount of time for study and practice, in order to complete and submit your assignments. The weekly time commitment for this course will be equal to or greater than the time you would spend on a fully face to face course.

**Textbook and workbook:**


**Attendance and Make-up Policy**

Course attendance is required. Students will be allowed to miss two classes unexcused. For every additional unexcused absence, one percent of the final grade will be deducted. An authorized absence entitles students to complete missed assignments. Exams and assignments can be made up only after legitimate absences. Please refer to University Rules (I.7) for University approved absences.

For an absence of fewer than three days (section 7.1.6.2 of the Student Attendance Rules), the instructor will accept either (a) or (b), at student’s choice:

a) Student may provide a Texas A&M University Explanatory Statement of Absence from Class (available at http://attendance.tamu.edu).

b) Student may provide confirmation of visit to a health care professional affirming date and time of visit.

**Participation**

The student's participation will be evaluated using the following criteria:

A. (90-100) The student is very well prepared and does her/his homework on time, always volunteers to answer questions or write on the blackboard, shows a genuine interest in the work, participates actively in the class and group activities, is not afraid to experiment with the language and be heard, very often explores and uses the tools, sites and cultural information offered on the online site outside of class. *has regular exchanges with an online language partner (Honors section), and never uses English to communicate with his peers or the instructor in situations where French is called for.*

B. (80-89) the student is prepared, sometimes volunteers to answer, but participates moderately, is less vocal than an "A" student and more afraid to experiment. He or she often explores the tools and sites provided on the eLearning pages *and has occasional exchanges with a language partner (Honors section). He or she almost never uses English.*

C. (70-79) The student is not always prepared, rarely volunteers to answer questions, participates only occasionally and/or occasionally uses English to communicate with his/her peers or the instructor in situations when he/she should have used French. He or she explores and uses the material offered on eLearning only from time to time.

D. (60-69) the student is rarely prepared, is very passive, very rarely volunteers to answer questions, rarely looks at the online material offered online, rarely participates and/or relies mostly on English to express herself/himself.

E. (59 and under) The student is never prepared, never volunteers to answer questions, never checked the material on the eLearning site, is extremely passive and silent in class and/or relies on English to communicate.
In order to receive an A in participation, students in the Honors section will also have to obtain an online language partner by registering with Livemocha.com, Mylanguageexchange.com, or a similar site, and regularly communicate in French with their partner. They will document their exchanges by copy and pasting them in the e-Learning discussion opened for that purpose. Students from the other section who would also participate and get a French speaking e-pal can get a bonus of up to 10% on their participation grade depending on the frequency and length of exchanges.

Exams

There are 3 major exams (including aural and written sections) scheduled during the semester, including the final exam. Each will be comprehensive; covering material studied up to that point, and will include audio comprehension, grammar, and writing. Two of the exams may be taking place in a computer lab to facilitate grading and feedback. These two exams are scheduled on a Friday, which means that there will not be online sessions on those weeks.

Oral presentation and project

This semester, you are going to research online some aspects of Francophone culture. First, you’ll choose to focus on a specific Francophone country, and then you’ll have to find and present a piece of work exemplifying an aspect of that country (art, technology work, etc...). The next step will be to read and present an article about an event in that country. Forming teams with fellow students who have elected to present the same geographical area, you’ll finally use, develop, and organize the material gathered together to prepare an audio-visual show for your end-of-semester audio visual project, with the goal of teaching your classmates and the instructor something interesting.

Grade distribution

The final course grade will be calculated according to the following percentages:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>ilrn and elearning homework and quizzes</td>
<td>15%</td>
</tr>
<tr>
<td>Discussions work (chats, recordings, posts, writing)</td>
<td>30%</td>
</tr>
<tr>
<td>Participation in class and online</td>
<td>10%</td>
</tr>
<tr>
<td>3 exams, including the final</td>
<td>35%</td>
</tr>
<tr>
<td>Oral presentation project</td>
<td>10%</td>
</tr>
</tbody>
</table>

(A = 90-100, B = 80-89, C = 70-79, D = 60-69, F = 59 and below)

A student enrolling for the first time in a Texas A & M foreign language course who has previously acquired knowledge of that foreign language, whether acquired through high school study or cultural/family experience, and who has not received college credit for that language must have taken a placement test to determine the appropriate course for his/her level of ability. Concurrent enrollment in two language courses, one of which is a prerequisite for the other, is also not permitted. Students found to be in violation of prerequisite rules are subject to removal from their sections at any time during the semester.

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides for persons with disabilities. Among other things, this legislation requires that all students with disabilities are guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in room B-118 Cain Hall. The phone number is 845-1637.

Useful links:
- Academic Calendar [http://admissions.tamu.edu/registrar/general/calendar.aspx](http://admissions.tamu.edu/registrar/general/calendar.aspx)
- For computing assistance, go to [http://hdc.tamu.edu/](http://hdc.tamu.edu/) or call (979) 845-8300
**The following schedule for coursework and testing is tentative and may be modified if circumstances require it. Any change however, will be announced in advance in class or through iLrn, elearning, or Neo email**

**Calendrier de travail Interaction 8ème édition Français 202 cours hybride**

<table>
<thead>
<tr>
<th>Chapitre 6</th>
<th>En cours</th>
<th>Devoirs : Exercices</th>
<th>Devoirs : Communication</th>
</tr>
</thead>
</table>
A. Je me présente (moi et une session mémorable au cinéma) pour le 16 janvier  
B. Questions/réponses (écrit) pour le 21 janvier  
Chat 1 : un film: les Intouchables |

| Chapitre 9 | 1er FÉVRIER. Cours 8/Online lesson 3 : Chapitre 9, culture contemporaine, vocabulaire, exploration. (=discussion 2A) 4 février. Cours 9 **Structures III : les pronoms relatifs simples.** Le message de J. Prévert 6 février. Cours 10 : **Structures III. Les pronoms relatifs complexes.** Synthèse p 338-339 8 FÉVRIER. Cours11/online lesson4 : après vs avant de,et le participe présent p 327-328 | iLrn Activity manual 3 février 9-1A, B, C, D, 5 février 9-1HJ 7 février 9-2G, 9-1K 10 février 9-2E, 12 février 9-1-3ABCD, 14 février 9-1-2, 9-2D eLearning Assessments 3 février Chapitre 9 exercice 1 5 février exercice 2 10 février exercice 3 17 février exercice 4 | Activités e-learning « Discussions » Chapitre 9:  
A. Les pays de la Francophonie : une œuvre d'art, une technologie, une découverte scientifique  
B. Audio-chat sur iLrn (avec un partenaire)  
C. Écrire un poème à la manière de Prévert |

**Chapitre 6**

**Interaction**

**Thème : le cinéma**

**Grammaire : les questions**

Internet :
Les moteurs de recherche
Le site Cinéfil.com

**Chapitre 9**

**Interaction**

**Thème : la Francophonie (à travers l'art ou la technologie)**

**Grammaire : les pronoms relatifs**
Participe présent
Prépositions

Internet :
| --- | --- |
| Thème : l'éducation | usage général du présent du subjonctif.  
20 mars. Cours 25  
Vocabulaire p 274-275.  
Culture contemporaine p 270-272. Le subjonctif après les expressions impersonnelles, p 292  
25 mars. Cours 27 Structures I-II : le passé du subjonctif et son emploi  
27 mars. Cours 28. Comment écrire une lettre officielle  
29 mars : congé  
1er avril. Cours 29 synthèse.  
3 avril Cours 30. Récapitulation  
5 avril : examen 2 (salle de classe ou Academic 127) | 21 mars 8-1ABD  
24 mars 8-1I, 8-2A  
26 mars 8-2B, 8-1-2  
31 mars 8-1-3BCDEF | Mon université et mes études |
|---|---|---|
| Chapitre 10 Interaction | 8 avril Cours 32 : chapitre 10. Structures I, le futur et le futur antérieur. Culture: chanson Le déserteur, Boris Vian  
10 avril Cours 33. Structures II. Usage des temps du futur  
12 AVRIL : cours 34/ online lesson 9 Le futur antérieur  
15 avril. Cours 35. Structures III. Conditionnel présent et passé, note culturelle  
19 AVRIL cours 37, en ligne ou en salle de classe. Discussion : Préparation de la présentation orale (discussion 5C)  
Cours 41- 42 : révisions pour l'examen final | iLrn A.M  
9 avril 10-1-E  
11 avril 10-1AB, 10-2A  
12 avril online TEXTBOOK Structures II exercice 2  
14 avril 10-1-FH, 10-2-B  
16 avril 10-1-3ABCD  
18 avril 10-2H  
**eLearning assessments**  
9 avril Chapitre 10  
Exercice 1  
18 avril Exercice 2 | Activités e-learning  
« Discussions » Chapitre 10  
A. Ecrire une lettre d'opinion (April 10)  
B. travail de groupe (19 avril) discussion et préparation du projet audio-visuel + posting documents and sources. |
| Thème : la chanson | Examen final | See Final Examination Schedule on Texas A&M web page,  
[http://admissions.tamu.edu/registrar/General/FinalSchedule.aspx](http://admissions.tamu.edu/registrar/General/FinalSchedule.aspx) |
| Texte: Le Déserteur de Boris Vian  
Ecriture : Une lettre d'opinion | | |
| Grammaire : futur, conditionnel, et hypothèses | | |