

Course Syllabus, Fall 2012
FR 2201(W) Intermediate French I
MWF 8:30-9:20 a.m., Retan 105

Instructor: Dr. Bradley Holtman, G05B Belknap Hall, tel. 570-662-4596, e-mail bholtman@mansfield.edu

Office Hours: Mon & Wed 1:30-3:00, Th 1:45-3:45 or by appointment. I am usually available at other times than the office hours listed, but you need to set up the meeting with me in advance.

In case of **questionable weather**, be sure to call my phone and listen for a possible cancellation message. If there is no message by 7:00 a.m., you can assume we have class. I will also post course cancellations on the MU website and will try to e-mail you early in the a.m.

Catalog description of course: A review and expansion of topics involving cultural competence and the structure of the French language with additional emphasis on listening comprehension, speaking, reading, and writing. Particular attention is given to vocabulary development. Online language laboratory and other exercises are required. The course is appropriate for those with 2-3 years of high school French or equivalent. Prerequisite: FR 1102 or equivalent. Counts for General Education Unity and Diversity of Humanity: Global Perspectives, Option 1 or 2. (For Option 1, at least 2 semesters of the same language are required)

This is a W course. You will write five compositions, one for each chapter. You are expected to do at least one rewrite and resubmit for an improved product, based on instructor feedback. There will be many other short writing assignments throughout the semester as well.

Holtman's Home Page: <http://coursework.mansfield.edu/bholtman/index.htm>

French 2201-2202 Resource Page: <http://coursework.mansfield.edu/bholtman/2201F/index.html>

Imaginez Website: vhlcentral.com (log in here to the SuperSite, which contains an e-text of *Imaginez*, online Student Activities Manual ["SAM," required for course], films, and lots of exercises and other practice material)

Textbooks:

- Other supplementary texts to be distributed in class or assigned on the Internet.
Mitschke, Cherie. *Imaginez: Le français sans frontières*. 2nd edition. Vista Higher Learning, 2012.
Bundle for course contains student textbook plus access to SuperSite Plus (incl. online Student Activities Manual, all audio and video files, online version of textbook).
- Other supplementary texts to be distributed in class or assigned on the Internet.

Overview and Objectives of Course:

Intermediate French is a continuation of first-year or introductory courses, whether you have taken them here at MU or elsewhere. Since people come into this course from a wide variety of backgrounds, a systematic and thorough grammar review is undertaken as additional topics are introduced and practiced. The first semester of Intermediate French in particular focuses on solidifying sentence structure and building vocabulary and reading

ability, with plenty of attention to speaking, listening, and writing skills. The grammar topics are built into *Imaginez*, our main textbook, and these are constantly reviewed and spiraled back in so that you eventually will come to master them. The *Imaginez* Supersite website offers plenty of vocabulary and structure practice, as well as listening and speaking exercises. The textbook series focuses on culture as the center of the course with language and vocabulary used to acquire the cultural information about life in various francophone countries. In addition, *courts métrages* (short films) in each chapter, a “Zapping” cultural video, and various literary texts offer chances for increasing your skills in literary/film analysis as well as cultural comparison. You will learn not only about France, but about many francophone countries and cultures, such as Québec, the French Antilles (e.g. Haiti), Belgium, Switzerland, and several African nations. You will also read literary works by authors from various countries to further enrich your cultural insights.

Vocabulary and structure skills are increased by reading and hearing authentic French texts and by means of class discussions. The chapters of *Imaginez* are designed to be a bridge from lower-level material into “real” French, that is, language that is intended for consumption by native speakers. As mentioned, the materials include exposure to French literature and prepare you for reading entire literary works more easily later on. You will also gain a lot of exposure to many different native speakers of French from audio materials in each chapter. These will not only help you understand spoken French at a normal rate of speech, but also give you valuable “insider’s” information about the ways French speakers live, the history and multiple facets of culture of various francophone countries, and the contributions of French-speaking thinkers to many fields of human endeavor.

The intermediate level is a challenge, since the students' backgrounds vary and since for many it may have been a year or more since their last French course. Intermediate-level language tasks may especially at first seem to be a huge leap, especially in vocabulary and at the same time also in structure. Nonetheless, it is a hill one must climb before reaching true usable competence in French. And the good news is—it's entirely possible! Remember that *regular and steady work* is necessary for any skill-building process, and a language is a perfect example of this. If you let yourself slide, you will not continue to make good progress and may even find yourself in difficulty. On the other hand, you will be fine if you KEEP UP. If you are prepared for class every day, you will feel more sure of yourself and have positive experiences with the language. Students who take 2201 and then 2202 find especially in 2202 that things begin to fall into place and that French becomes more and more enjoyable as their competence—and confidence—continue to increase.

Course Outcomes

By the end of 2201 and certainly 2202, students should be able to hold their own in a French conversation, understand the majority of what is being said to them, decipher a text meant for native speakers, and compose texts in French so that a native speaker can understand them. This is not to say there will be no errors, and nativelike fluency is still a long way off. Still, students completing 2201 and especially 2202 can generally be assured of being basically functional in French. At this level, you will begin to be able to *create* using French that *you* produce rather than parroting phrases and formulas as in lower levels. You will be able to ask for information and understand the answers (or be able to ask for clarification)—maybe even make a few jokes! You will be in the **Intermediate range on the ACTFL proficiency scale**; depending on your personal progress, this might be Intermediate Low, Mid or High. See the ACTFL website at <http://actflproficiencyguidelines2012.org> for specific info on what these terms mean and similar information for other skills such as writing, listening, and reading. You will likely be at least at Intermediate Low by the end of 2201, with a goal of Intermediate Mid. You will possess a tool that will serve you in personal and professional communications, travel, academic research, browsing the Internet, and many other uses. In addition, you will have trained your mind to begin thinking in another system, giving you flexibility in conceptual thinking, problem-solving and interpersonal capabilities. The many cultural insights you will have acquired should also serve you well in life, since you will understand well that there are many ways to look at the same topic or problem and correspondingly many interpretations and solutions. Employers will snap you up!

Specific Student Learning Outcomes for FR 2201

After completing FR 2201, students will function in the Intermediate proficiency category as defined by ACTFL (American Council on the Teaching of Foreign Languages), as mentioned above. Most students will at least be in the Intermediate Low range, and some may reach Intermediate Mid or even High. The following outcomes are consistent with Intermediate Mid:

1. **Listening:** Students will demonstrate comprehension of simple, sentence-length speech, one utterance at a time, in a variety of basic personal and social contexts, preferably of a familiar and predictable nature. They may at times understand quite a bit in the Advanced range as well, but there will be some lapses in comprehension or misinterpretations at times. (1,2,4,5)
2. **Reading:** Students will demonstrate comprehension of short, non-complex texts that convey basic information and deal with personal and social topics to which the reader brings personal interest or knowledge. Students demonstrate growing ability to get meaning from short connected texts featuring description and narration, primarily dealing with familiar topics. (1,2,4,5)
3. **Writing:** Students will be able to meet a number of practical writing needs with outcomes similar to those for speaking. They will be able to write short, simple communications, compositions, and requests for information in loosely connected texts about personal preferences, daily routines, common events, and other personal topics. They will demonstrate basic control of verb forms and present tense, at times reaching into other time frames. Students will exhibit more control of case endings and gender, yet there will still be many errors. (2,3,5)
4. **Speaking:** Students will demonstrate conversational ability in a variety of uncomplicated communicative tasks in straightforward social situations. Conversation is generally limited to those predictable and concrete exchanges necessary for survival in the target culture, including personal information related to self, family, home, daily activities, interests and personal preferences, as well as physical and social needs, such as food, shopping, travel, and lodging. Students can respond well to spoken stimuli and also ask questions and use the language creatively and be understood by native speakers. (1,4,5)
5. **Cultural knowledge:** Students will demonstrate increased familiarity with various facets of everyday life in francophone countries. Geographical and historical knowledge, as well as information about the French-speaking countries' role in the European Union, will increase greatly. Students will gain greater facility in examining their own cultural background and beliefs in more objective terms, based on their continuing cross-cultural experiences in the course. (1,2,3,4,5)

Key to assessments: 1. Final exam 2. Quizzes & tests 3. Composition assignments 4. Class activities (informal and/or peer assessment) 5. Homework assignments

Specific functions by chapter in *Imaginez*:

1. Discussing personal relationships, describing people's personalities, talking about emotions and feelings. Talking about general or present actions, and forming simple questions.
2. Describing daily routines, activities in the city, asking and answering questions; gaining familiarity with living situations in France and the francophone world, finding your way, descriptions of city life. Using reflexive verbs appropriately to express (for instance) daily hygiene and other uses, using descriptive adjectives and adverbs to describe people, things, and actions.
3. Talking about movies and television, people and media, discussing francophone media and press. Narrating in the past, recounting past events, inquiring about past events.
4. Discussing justice and politics, laws and rights, security and danger. Using proper tense to describe scenes

- happening before other past actions, and using negative words appropriately.
5. Discussing changes in society, evolutions, crises, changes, problems, and solutions to those problems. Talking about indefinite quantity using appropriate expressions. Using pronouns to avoid needless repetition of nouns and to ensure stylistic variation.
 6. (general:) Via short films, watching and understanding movies in French, interpreting cinematic documents.
 7. (general:) Reading and interpreting literary texts on with topics tied to cultural themes of chapters.

Language learning is all about **performance**; you cannot remain passive and have it “applied” to you. It is an **active, skill-building process**. Therefore, virtually any activity you do in preparation for class and then during class time is an assessment of your progress. You will be asked to demonstrate various language skills through testing situations, group oral work, individual oral presentations, and targeted written tasks that are each designed to help you measure your progress. Regular compositions, for example, will help provide you evidence that your writing is developing. There will be oral interviews and presentations throughout the semester by which you will see that your speaking skills are progressing. Reading, vocabulary, and grammar skills, along with cultural knowledge, are all demonstrated in assignments, quizzes, and tests, not to mention daily class interactions with your instructor and your group partners. You will also be asked to reflect on your own performance on a weekly basis. This helps to remind you of what is necessary to learn French in a classroom setting rather than being immersed in a French-speaking environment.

In short, you will be on your way to becoming a global citizen armed with a diverse palette of skills. In today's interconnected world, we must all be aware that we are part of the whole human community and not just our own back yard. The question is not *if*, but *when* we will have contact with people from all over the world--and much of this contact is almost certain to occur in your future work environment, if current trends continue. Even within a strictly American worksite, your intercultural skills will allow you to integrate yourself into virtually any new team situation and understand the other folks' point of view. Still, you are likely to need multicultural abilities in your professional life.

Also see **General Education and PDE information below (p. 10 ff.) for student learning outcomes addressed by all French courses at MU**. These are the outcomes we explained in our application for Gen Ed status, along with some of the ways in which you will be assessed. Language courses are holistic and frequently address many objectives at the same time, in the same activity. For instance, we can practice numbers by looking at a French phone book, which also affords us plenty of cultural information about French names, conventions for writing phone numbers and how many digits they typically have, and short dialogues that model correct phone answering behavior, wrong numbers, etc., all using the French phone book.

Why French? Well, it's just *awesome* to speak French, OK? Apart from that, French is spoken natively by over 200 million people on five continents (the only language besides English to claim this) and as a second language by millions more. It is a major language in the business world and is a key to innumerable business ties with U.S. firms. Canada is our neighbor to the north, with Québec province mere hours away by car. France and French-speaking Belgium are founding and stable members of the European Union, with Switzerland another strong, vibrant economy. French is also a fantastic research language for anyone hoping to complete graduate study someday. A good deal of research and learned writings have been published in French, including a huge body of scholarly journals and books from a culture that produced some of the finest minds in the sciences, philosophy, music, literature and other humanities--you name it. Combined with your ability in English, French will thus open many, many doors (and improve your English, by the way!). French speakers are some of the greatest travelers in the world, so you are very likely to meet one someday--even if for some bizarre reason you never go to a French-speaking country. But that is a very large “if” in today's world of easy access to travel and study possibilities (including programs through MU). Live your dreams! If you want to do it, you can—and will!

For facts about French and many reasons for studying it, check out these websites for starters -- there are tons of others as well:

<http://www.fill.vt.edu/French/whyfrench.html>
<http://www.utm.edu/staff/globeg/profren.shtml>
<http://www.lsa.umich.edu/rll/langinstruct/whyfrench.html>

Course Materials: The *Imaginez* textbook contains only part of the texts and exercises we will use in the course. You will also have assignments on the online environment from the *Imaginez* publisher, supplemented by even more games and exercises that your instructor will provide. The online Student Activities Manual and other resources are meant to be used **daily**. The SAM is a crucial component for your success, since you get the necessary individual practice from it to function well in the class activities based on it. **DON'T FORGET TO VISIT THE SUPERSITE EVERY SINGLE DAY.**

Listening practice: You will also gain a lot of exposure to many different native speakers of French from audio materials in each chapter. These will not only help you understand spoken French at a normal rate of speech, but also give you valuable “insider’s” information about the way French speakers live, French history, the varied facets of French culture and the contributions of French thinkers to virtually all fields of human endeavor. Many of the speakers also give their opinions about Americans and American culture at various points along the way. We will constantly discuss similarities and differences among American, French, Swiss, Caribbean, and African cultures, as well as a few others! Give the audio clips lots of attention and listen to them many times each. Your ear will get tuned in and starting catching more and more.

Continue your French study: Start planning now to continue in French next semester and beyond. Students who take 2201 and then 2202 find especially in 2202 that things begin to fall into place and that French becomes more and more enjoyable as their abilities--and confidence--continue to increase. After the intermediate sequence, a **Minor in French is within easy grasp** for students who have another few semesters on campus. All you need is three upper-level courses beyond 2202! Since current staffing precludes offering such courses at MU, you will definitely want to consider the possibility of **studying abroad**. MU has a direct exchange program in Toulouse at the Institut d'Études politiques. (It is possible to take both French courses and courses in your major, some of which might even be taught in English.) We can also arrange study abroad for you at any **ISEP** institution in a French-speaking country (see [isep.org](http://www.isep.org) for complete list). See Dr. Holtman for basic info and Dr. Joseph Murphy (e-mail jmurphy@mansfield.edu) for more information about study abroad in general. A minor in French is an excellent addition to your record for future employment opportunities, not to mention for your general cultivation and the coolness factor it gives you.

MU has also entered a **colloquium of French programs** across the PASSHE system so that you can take courses from Millersville or West Chester, for instance. They are offered via interactive TV, totally online, or a hybrid of these. The colloquium courses are another way to get upper-level courses in French besides study abroad.

You will become a different person! There's a proverb common in many cultures that says, “You are as many persons as languages you speak.” With your French study, you will have a tool that will serve you in personal communications, travel, academic research, browsing the Internet, and many other uses. In addition, you will have trained your mind to begin thinking in another system, giving you flexibility in conceptual thinking, problem-solving and interpersonal capabilities. The many cultural insights you will have acquired should also serve you well in life, since you will come to understand that there are many ways to look at the same topic or problem and correspondingly many interpretations and solutions. In short, you will be on your way to becoming a global citizen armed with a diverse palette of skills. In today's interconnected world, we must all be aware that we are part of the whole human community and not just our own back yard. The question is not *if*, but *when* we will have contact with people from all over the world--and much of this contact is almost certain to occur in your future work environment, if current trends continue.

Hints for effective study

Skill-building: Any language, including your native tongue, is a learned skill--like typing, playing an instrument, painting or shooting freethrows. How well you actually PERFORM is what counts, in addition to understanding theoretically how it's done. **Lots of actual practice** is needed to accomplish this, just as with the piano, hitting a baseball, and other skills. Both classroom and practice outside class are thus crucial. Plan to **spend at least one hour per day** doing memorizing and practice work. This may sound like a lot, but you can **break it up into small chunks** throughout the day. In fact, that is even preferable to one marathon study session. The material you prepare, memorize and practice BEFORE class will be used in practical applications IN class. Class time is for your questions and extra explanation of material as well as development of oral and listening skills & cultural knowledge. *Build daily study time into your schedule.* A fun way to practice your French is to have a study group that meets at regular times. Be sure to use the *Interaction* web site as well as mine for additional practice.

Make a good effort. Hand in assignments on time and well done. It is not only insulting to me to be handed a sloppy, partially finished and otherwise poorly done paper, but--more importantly--you gain nothing from it. Trust me on this, you are not doing assignments to please me! You are doing them in order to learn French language and culture skills. Use your book, online and other resources to find answers to questions you might have. Don't give up and write any old thing down just to get the assignment done; you have learned nothing that way. In this and all of your classes, you must confront and grapple with the material until you have mastered it. Even if this seems unlikely at first, keep at it. Millions have managed to do it before you, and you will succeed also--if you give it and yourself a fair try. If all else fails, be sure to come and see me during office hours (or make an appointment to come at a different time), or drop me a quick e-mail message. I will respond as quickly as possible.

Listen to French! Be sure to work 3-4 times at least with each listening or speaking exercise on the *Imaginez* Supersite. This is how you get yourself to be a more fluent speaker and to understand people better when they talk to you. You must build time into your schedule for this and other regular listening practice.

Work on your listening comprehension in other ways as well. Some supplementary computer exercises are available to you on my web site as well. There are lists of very comprehensive websites available there. Explore the Internet, listen to French news streams (radio and/or TV), read daily newspapers, get a Skype partner in a francophone country, etc. etc. Approach your online work as an exciting opportunity to listen to authentic French and thereby develop your listening and vocabulary skills.

Work very hard on vocabulary. This is the biggest hurdle to overcome at this stage of your learning in French. The more you 'overlearn' vocab, the better. You want to get to the point where you recognize words instantly when seen or heard. You might wish to try recognizing French words first in terms of English. Once they are well learned, then force yourself to provide the French equivalents. Practice enough so that the French word simply pops into your head the instant you see the English word. After awhile, you can (and should) STOP thinking of the English equivalent. You will simply *know* what the French words means. This is vital if you wish to speak and understand French--no time to "translate" everything via English! You will learn to think directly in French by regular and careful vocab practice. The all-French setup of our class sessions should encourage you to limit recourse to English. However, I will provide online flashcards and a number of other vocabulary exercises each chapter to help you learn new words and review those you already know. Also: **WordReference (www.wordreference.com)** is excellent for quick lookups if your computer is handy. The link is also on my website.

Speak! Many people complain that after years of language study that they still can't speak. This can only partially or not at all be blamed on the teacher! If you don't actively practice speaking and understanding spoken French, you will not be able to do it to any effective degree. After all, can you play a Beethoven sonata on the piano just by knowing where all the notes are on the keyboard? That's of course necessary, but it's only the first step toward actual performance of the music. Speaking a language is very similar--it requires lots of practice, practice, practice. Fortunately, your Supersite and textbook for the course give you mucho guidance and opportunities for active practice. Use especially the Supersite every day, and be sure to review periodically. It is also good to say each

written exercise you do several times orally. You will quickly begin to associate the spoken language with the written word this way and at the same time train your ears for listening comprehension. You know what they say: Use it or lose it. Skills must be maintained, or they get rusty. And find every French speaker you can and make it a point to use the language with someone who can help you practice--in the most natural way of all.

Use me as another resource. I'm here to help you! Make an honest effort to find answers yourself first, of course. The ability to find information, read reference works and directions, and generally put two and two together will serve you well in your career and life. But if you are stuck, come to see me or send an e-mail. You are welcome in my office, even just to chat. Also ask more advanced students or native speakers to assist you.

Keep up. Don't let yourself get behind, or it's murder to catch up again. On the other hand, if you stick to a regular study pattern, you will learn French and tons besides! And the discipline you need to do that will carry over into many aspects of your studies and life.

Use web resources. Aside from the *Imaginez* site and my course page, check out the Foreign Language web page: <http://www.mansfield.edu/~forlangu> for helpful information about MU's FL programs, plus a great place to start from if you want to do some Internet exploration! My home page also lists some super general resources.

Use resources wisely and with integrity. There are scads of excellent resources online. You may be tempted to use one of the various **translating engines** out there, such as Google Translate or Babblefish. **WARNING!!!!** While this is OK for a phrase here and there, it is **NOT ACCEPTABLE** to write your compositions in English and then 'translate' them via the online website. This constitutes **academic dishonesty**; you are not handing in your own work, and therefore you are misrepresenting yourself in a dishonest manner. (Furthermore, the results are often ludicrously bad.) Assignments completed in this manner are subject to disciplinary actions specified by MU's academic integrity policy. (See the top links at <http://mansfield.edu/academic-affairs/resources-for-faculty/forms-and-procedures/>.) Besides, the whole point of learning French (or any other subject, for that matter) is so that you can actually USE it, so you should want to be producing your own work anyway. If someone else (or a computer somewhere) does it for you, chances are you won't remember much of it for your own skill building. It will be clear to me whether you have produced something at your current ability level or whether you're suddenly using vocabulary and grammar structures way beyond your experience. Just do your own work after making an honest effort, using what you know at that point. Sure, you will make mistakes along the way, but that's how you learn.

French really is fun--with a big payoff! You will have much better intercultural skills, including better ability to view your own culture more objectively. Along with this new status as a global citizen, you will have opportunities to communicate, expand your horizons, gain a real competitive edge on the job market, sharpen your thinking skills, and prepare yourself for graduate work or travel. How's that for a bargain?!

Timetable (subject to modification during semester; see our course website for periodic updates):

Date (& week #)	Assignments to prepare for each class GO TO SUPERSITE DAILY; DO SAM and additional exercises posted there. Indications here are for textbook pages; Str = "Structures" sections; CM = <i>court métrage</i> (film)	Material to be practiced in class (pages assigned for study will be practiced in class plus anything else indicated)
Aug 27 w1	(Buy <i>Imaginez</i> package, enroll in MU course online at vhlcentral.com)	Intro to course, figure out Supersite; review and new vocabulary (pp 4-5)
Aug 29	Install French keyboard; Leçon 1 , pp. 6-7; Str 1.1 (18-21)	more vocab, prep for film; -er verbs with spelling changes
Aug 31	View CM (pp. 9-11);	Discuss film; quiz vocab & 1.1
Sep 3 w2	LABOR DAY -- NO CLASSES	

Sep 5	Prepare 12-14, Zapping 15 (view); Str 1.3 (26-29)	Fr/Amer relations; forming questions
Sep 7	16-17; rédaction 17; Str 1.2 (22-25)	Rédactions orally ; common irregular verbs and expressions
Sep 10 w3	30-34	francophones in North America; Quiz Str 1.2 & 1.3
Sep 12	35-38	poet Apollinaire
Sep 14	prepare for exam	Test, leçon 1
Sep 17 w4	Leçon 2 , 40-45	new vocabulary; prepare for CM
Sep 19	view CM (46-49); Str 2.3 (64-67)	discuss CM; formation/use of adverbs
Sep 21	50-52; Str 2.1 (56-59)	Marseille & Lyon; reflexives/recipr.
Sep 24 w5	Zapping (53); 54-55; rédaction (55)	discuss readings; rédactions orally
Sep 26	68-69	discuss reading/prep for text; Quiz vocabulary & 2.1
Sep 28	70-72; Str 2.2 (60-63)	La Fête de la Musique; adjectifs
Oct 1 w6	73-78	discuss "Tout bouge autour de moi"
Oct 3	prepare for exam	Test, leçon 2
Oct 5	Leçon 3 , 82-85	new vocabulary, prepare for CM
Oct 8 w7	view CM (87-89)	Discuss CM
Oct 10	Str 3.1 (96-99)	<i>passé composé</i> with <i>avoir</i>
Oct 12	90-92; Str 3.2 (100-103)	Québec; <i>passé composé</i> with <i>être</i>
Oct 15 w8	93 (Zapping)-95	Discuss reading; Quiz vocab & p.c. (3.1 & 3.2)
Oct 17	rédaction 95; Str 3.3 (104-107)	<i>rédactions orally</i> ; <i>p.c. vs imparfait</i>
Oct 19	108-112	Discuss readings
Oct 22 w9	FALL HOLIDAY —no classes Oct 22-23	
Oct 24	113-116	Discuss "La télé et la mort"
Oct 26	prepare exam	Test, leçon 3
Oct 29 w10	Leçon 4 , 120-123; Str 4.3 (142-144)	new vocab, irreg. -ir verbs
Oct 31	view CM (125-127)	discuss CM <i>Bon anniversaire</i>
Nov 2	Str 4.1 (134-137)	<i>le plus-que-parfait</i>
Nov 5 w11	128-130	Discuss Antilles; Quiz vocab, 4.3, 4.1
Nov 7	131-133; rédaction 133	discuss readings; <i>rédactions orally</i>
Nov 9	146-150; Str 4.2 (138-141)	<i>politique, Haïti</i> ; negation
Nov 12 w12	151-154	Discuss "Chien maigre et chien gras"
Nov 14	prepare exam	Test, leçon 4
Nov 16	Leçon 5 , 158-161	vocabulary & prep for CM
Nv 19 w13	view CM (163-165); Str 5.1 (172-175)	discuss CM; partitive
Nov 21	166-169	West Africa; Quiz vocab, Str 5.1
Nov 23	THANKSGIVING HOLIDAY – no classes 11/22-23	
Nov 26 w14	170-171; Str 5.2 (176-179)	discuss reading; pronouns <i>y</i> and <i>en</i>
Nov 28	rédaction 171; Str 5.3 (180-183)	<i>rédactions orally</i> ; order of pronouns
Nov 30	184-188	discuss reading; Quiz 5.2, 5.3
Dec 3 w15	189-194	discuss reading
Dec 5	révision	Révision; final listening test
Dec 7	révision pour l'examen final	Révision et infos pour l'examen final
Mon 12/10	8:00 a.m., Final Exam (Ch. 5 test plus some past items)	

Approximate grade breakdown:

Classroom attendance (required) & oral participation:	15%
Online <i>Student Activities Manual</i> homework:	20%
Other assignments, including compositions (rédactions):	20%
Chapter tests and quizzes	30%
Final exam (ch. 5 test plus material from previous chapters):	15%

General hints:

Attendance & study: You are expected to attend ALL class sessions and participate actively. The MU absence policy (see below) applies in this course. Only serious illness or grave situations should prevent your attendance in class.

You are responsible for discussing absences with me and for obtaining makeup assignments. Call or e-mail BEFORE class is missed if at all possible. Take seriously the absolute necessity for thorough preparation outside of class. You need to set up a disciplined, **daily study** schedule in order to keep up with the work. If you practice material in a regular fashion, you should manage well. Just promise yourself now that you will not get behind! It is highly advisable to do as students in francophone countries do: form work group with others from your class, and/or meet regularly with a native speaker or more advanced student.

Study Abroad: Have I mentioned that YOU can be one of the illustrious MU students to study in francophone countries on our exchange program with Toulouse? You need to have at least 2202 level--basic functional competence--to go on the program. If not Toulouse, MU also participates in the ISEP study abroad structure, through which you are eligible to study at over 100 institutions around the world. French-speaking universities in several countries are represented, and you do not necessarily have to have any certain level of French, depending on the program. All credits earned on ISEP programs or the Toulouse exchange transfer and count toward your MU degree. You do not have to be majoring in French to study abroad (although typically you would end up with at least enough courses for a Minor in French, possibly even a Major). You can also teach English in a francophone country after completing four semesters of French. In fact, one MU did this and ended up staying—she is still living in France!

Sites of Interest: Check out the home page of MU's Foreign Languages section in the Dept. of English & Modern Languages (<http://www.mansfield.edu/~forlangu>) as a good starting point for Internet exploration. You will find a collection of links that point you to huge collections of foreign language sites. I will also post sites of possible use to you on our 2201 resource page.

Above all, enjoy yourself while interacting with other people in French! That's what it's really all about.

General Education (beginning Fall 2011):

Counts for General Education Unity and Diversity of Humanity: Global Perspectives, Option 1. For Option 1, at least 2 semesters of the same language are required.

All courses taken to fulfill the language option, including this one, will:

1. focus on students reaching at least Novice High in listening, speaking, reading and writing in the target language; (*Novice High is definitely a realistic objective for students who complete 2201. The desirable goal is to get into the Intermediate level, either at Low or Mid. If you continue in 2202, you may even reach Intermediate High by the end of that course, although for many students that will still remain unrealistic.*)
2. facilitate students reaching a minimal cultural competency in the target culture by engaging students with the ways language is embedded within cultural practices and world views;
3. facilitate students' experience of another language on its own terms;
4. use the target language as the primary medium of communication, *specifically* by using authentic materials in the target language, such as literature, news, advertisements, films, and music;

Ideally, courses taken to fulfill the language option will:

5. empower students to view reality from a different conceptual and/or cultural standpoint
6. enable students to understand how a linguistic system shapes values and attitudes

The types of activities and assignments students will complete to demonstrate the relevant desired student learning outcomes:

Course component or assessment vehicle	General Education Goals addressed
<i>Class discussion</i>	1, 2, 3, 4, 5, 6
<i>pair work, and small-group activities;</i>	1, 2, 4
<i>interactions with course materials (including interactive technologies) addressing the four language skills of reading, writing, listening, and speaking;</i>	1, 2, 3, 4, 5, 6
<i>quizzes and exams;</i>	1, 2, 4, 5
<i>presentations and projects.</i>	1, 2, 4, 5

The instructor may also help students procure pen pals and possibly communicate via Skype or other interactive technologies. Other possibilities include Internet-based information gathering, possibly as a scavenger hunt or with the end product of a presentation to the class or a small group.

Out-of-class language practice is encouraged by means of activities with language clubs and interactions with visiting foreign students. Any such activities will increase the students' skill level and cultural awareness.

This course advances the overall mission of the GE Program:

"The general education program promotes character, scholarship, culture, and service through broad-based study in the liberal arts disciplines. Attributes we seek to foster include an inquiring mind, effective communication, use of varied means of seeking truth and acquiring knowledge, a sense of global connectedness, understanding and evaluation of multiple perspectives, ethical reasoning, the exercise of civic responsibility, and the lifelong pursuit of personal growth."

The course includes all of the following overall goals of General Education:

a) substantial opportunities for oral and/or written communication,

Students work almost every day in groups on communicative grammar and vocabulary exercises, encouraging the development of spoken production. Regular written assignments assure development of writing skills.

b) encourage active and participatory learning,

The nature of most class sessions is highly interactive, with instructor/class interactions and small group or pair activities predominating rather than lecture.

and c) promote application of general education knowledge, skills, and dispositions to students' lives outside of and beyond the university experience.

Language is intertwined with culture in its many manifestations, allowing us to say that language and culture courses address to one degree or another virtually all of the General Education goals. French courses deal primarily with western culture but involve examination of non-western cultures as well.

The following are goals furthered by language and culture instruction:

- Students will acquire knowledge of western culture and its relationship to non-western cultures.
- Students will acquire knowledge of the foundations and characteristics of educated discourses.
- Students will acquire knowledge of the unity and diversity of humanity.
- Students will acquire knowledge of fine arts and aesthetics.
- Students will acquire knowledge of the intricate complexities of life on the planet.
- Students will acquire knowledge of scientific information as it is applied to personal and social decisions.
- Students will acquire knowledge of the approaches of the liberal arts disciplines.
- Students will exhibit skills in critical and analytical thinking.
- Students will exhibit skills in effective written and oral communication.
- Students will exhibit skills in the use of more than one language.
- Students will exhibit skills in inquiry and research.
- Students will exhibit skills in quantitative reasoning.
- Students will exhibit skills in problem solving.
- Students will develop dispositions to form a coherent, independent philosophy of life.
- Students will develop dispositions to make socially responsible and personally fulfilling life choices.
- Students will develop dispositions to live sustainability.
- Students will develop dispositions to value knowledge and continuing growth.
- Students will develop dispositions to form opinions and modify positions based on evidence.
- Students will develop dispositions to reason ethically and act with integrity.
- Students will develop dispositions to promote social justice and peace.

All courses in Global Perspectives will:

- explain and analyze various components of culture and show how these components interact.
- examine American culture in relationship to other countries' similar and dissimilar systems.
- require students to read texts and engage in writing that totals at least 1500 words.

The course also fulfills criteria that are mentioned as being ideal for a General Education course:

- enhance knowledge of arts, religions, cultural traditions, and ideas of world societies, both historical and contemporary
- refer to other disciplinary perspectives besides the course's dominant discipline.

General Education, Global Awareness (old Gen Ed)

The General Education outcomes include Thinking Skills (critical thinking, problem solving, and analysis) and Communication. These are defined and illustrated in the MU Undergraduate Catalog. Virtually all written compositions and oral presentations in this course would be acceptable evidence for Communication in the Language & Literature block. Depending on the specific assignment, any of the three thinking skills might be an appropriate outcome as well. For example, quizzes and tests are likely to test one or more of the three thinking skills and could thus be used as artifacts.

All language courses, including this one, count as G courses (Global Awareness), of which you need 3 in order to graduate. This course does not count as an I (information literacy) or W (writing across the curriculum).

PDE Standards Information for Prospective Teachers of French

The BSE French major is in moratorium, so PDE standards are not applicable here. However, the intermediate course FR 2201 offers instruction that helps prepare students for all of the PDE content standards for French. The standards stipulate practice at the advanced level. Intermediate French is part of that process in that it teaches the same skills, but aiming for an Intermediate Mid or High level.

MU Policy for Excused Absences

Regular and punctual class attendance is expected. Documented excuses because of illness, serious mitigating circumstances, or absences because of official university representation will be accepted by all faculty, thus permitting you to make-up missed tests and/or assignments in a reasonable manner at the instructor's discretion.

In courses where classroom participation is an integral component, your attendance is essential and may influence your final grade. If applicable to your course, the instructor will explain that relationship when giving criteria for evaluation during the first week of class.

Academic Integrity Policy

Students are expected to do their own academic work, and dishonesty in academic work in any of its forms, including cheating, academic misconduct, fabrication, plagiarism, is unacceptable. Faculty are expected to instruct students in ways of avoiding these forms of academic dishonesty. Faculty are also responsible for assessing and reporting all charges of academic dishonesty to the provost. (See <http://mansfield.edu/academic-affairs/resources-for-faculty/forms-and-procedures/>)

Special factors that may affect your learning

Any students with documented psychological or learning disorders or other significant medical conditions that may affect their learning should work through Mr. William Chabala in our Counseling Center (143 South Hall/ Phone: 662-4695; e-mail wchabala@mansfield.edu) to provide me with the appropriate letter so that I may serve their particular needs more effectively. If you have an exceptionality that requires classroom or testing accommodations, Mr. Chabala will work with us to identify and implement appropriate interventions.