

Tompkins Cortland Community College
Master Course Syllabus

Course Discipline and Number: FREN 102
Course Title: French II

Year: 2020-2021
Credit Hours: 3

Attendance Policy: *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

Services for Students with Disabilities: *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for accommodations. All course materials are available in alternate formats upon request.*

Course Description

This course is designed to develop high-beginning to low-intermediate level speaking, listening, reading, and writing skills in French. Cultural information about the French-speaking world is discussed. Course emphasis is on speaking and understanding colloquial French. Substantial outside preparation and lab work are required. FREN 102 fulfills the SUNY General Education Foreign Language requirement. Prerequisites: FREN 101; RDNG 116 if required by placement testing; prior completion or concurrent enrollment in ENGL 100. 3 Cr. (3 Lec.) Spring semester.

Course Context/Audience

This course can serve as a Liberal Arts Humanities elective. It should be of interest to individuals who want to advance from a beginning level of competency in conversational French to a higher level.

Basic Skills/Entry Level Expectations

Writing: WC College level writing skills are required. See course co-requisites or pre-requisites.

Math: M0 Course requires very little or no math.

Reading: R4 Before taking this course, students must satisfactorily complete RDNG 116 or have assessment indicating that no reading course was required.

Course Goals

Students will progress from basic and form-focused activities to more open-ended and communicative ones. By the end of the course, they will be able to carry on conversations, read short texts and write about topics such as holidays and celebrations, living accommodations, dining, dress, important people and places in French-speaking countries, and current events in French-speaking countries.

Course Objectives/Topics

Objective/Topic	% Course
Be able to understand spoken questions and statements in standard colloquial French on such topics as holidays and celebrations, living accommodations, dining, dress, important people and places in French-speaking countries, and current events in French-speaking countries.	15%

Be able to respond to questions and ask questions in reasonably correct and appropriate French on such topics as holidays and celebrations, living accommodations, dining, dress, important people and places in French-speaking countries, and current events in French-speaking countries.	15%
Be able to read and understand short, modified texts on such topics as holidays and celebrations, living accommodations, dining, dress, important people and places in French-speaking countries, and current events in French-speaking countries.	15%
Be able to write simple narratives in reasonably correct French using the grammatical structures listed in the next objective on such topics as holidays and celebrations, living accommodations, dining, dress, important people and places in French-speaking countries, and current events in French-speaking countries.	15%
Be able to use correct word order in questions and statements; use nouns, articles and adjectives; comparatives and superlatives of adjectives; object pronouns; and use the present, past, imperfect, future, subjunctive and conditional tenses of all regular verbs, avoir, être, and some irregular verbs.	15%
Learn vocabulary related to such topics as holidays and celebrations, living accommodations, dining, dress, important people and places in French-speaking countries, and current events in French-speaking countries.	10%
Be able to pronounce words in French with reasonable correctness and fluency.	5%
By successfully completing this course, the student will: Be able to describe cultural practices in French-speaking countries related to holidays and celebrations, living accommodations, dining, dress, important people and places in French-speaking countries, and current events in French-speaking countries.	10%

General Education Goals - Critical Thinking & Social/Global Awareness

CRITICAL THINKING OUTCOMES	HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
<p>Students will be able to</p> <ul style="list-style-type: none"> ➤ develop meaningful questions to address problems or issues. ➤ gather, interpret, and evaluate relevant sources of information. ➤ reach informed conclusions and solutions. ➤ consider analytically the viewpoints of self and others. 	<p>Learning a foreign language, i.e., French, involves the study of grammar and develops thinking and analytical skills. Class activities will cover a variety of exercises that develop skills such as reasoning logically and expressing ideas intelligently and persuasively.</p>
SOCIAL/GLOBAL AWARENESS OUTCOMES	HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
<ul style="list-style-type: none"> ➤ Students will begin to understand how their lives are shaped by the complex world in which they live. ➤ Students will understand that their actions have social, economic and environmental consequences. 	<p>French 102 focuses on the study of French as well as of culture in the French speaking world. Francophone culture and its relationships with the culture in the rest of the world will be discussed in class and students will be assigned individual and group projects with a cultural focus.</p>

Instructional Methods

French, like any modern foreign language, should be taught following learning centered and communicative methodologies. Students should listen before they speak and read before they write. Listening, speaking, reading, and writing should be presented in an integrated manner around specific topics such as holidays and celebrations, living accommodations, dining, dress, important people and places in French-speaking countries, and current events in French-speaking countries. Instruction of grammar, vocabulary, and pronunciation should be integrated with communicative activities. The goal of all learning activities should be meaningful and authentic communication.

Foreign language competency cannot be achieved in forty-five hours. Students will need to spend a significant amount of time on assignments outside of class to be successful in the course. Students are allowed to make copies of audio materials that accompany the text at the Instructional Media Services desk (see Janice Lawrence) and should be encouraged to do so.

In addition to spending time each week listening to audio materials, students should be required to complete assignments in the Workbook/Laboratory Manual. Students may also do exercises with the computer program and video that accompanies the text and the Workbook/Laboratory Manual. They should be encouraged to use the resources materials available at TC3 and utilize tutors in the Baker Center for Learning.

Every effort should be made to provide authentic language use to the students. Classroom directions should be given in French. French should be the principal language used in the class. The use of French language sites on the Internet including email pen pals, videos, French radio programs, music, guest speakers, and readings from newspapers and magazines enriches the language learning experience and is therefore encouraged.

While grammar, vocabulary and pronunciation may be explicitly taught and tested, greater emphasis in assessment should be placed on being able to communicate successfully in French. Chapters 7-12 of the textbook (Communication & Culture) should be covered.

Methods of Assessment/Evaluation

Method	% Course Grade
Demonstrations of competency including tests on listening, speaking, reading and writing; projects or reports in French	30-40%
Homework, including lab work	20-30%
Quizzes on grammar, vocabulary and pronunciation	10-20%
Class participation, including daily attendance	10-20%

Text(s)

Promenades – Cherie Mitschke, Cheryl Tano, 2nd edition, © 2014 Vista Higher Learning

Workbook/Laboratory Manual, Promenades,, 2nd Edition, © 2014 Vista Higher Learning

Text Audio CDs, Promenades 2nd Edition, © 2014 Vista Higher Learning

Bibliography

Instructional materials to accompany the textbook (All from Vista Higher Learning)

Resources on teaching modern languages:

Pedagogy of Language Learning in Higher Education: An Introduction, edited by Gerd Bräuer, Ablex, © 2001.

English Grammar for Students of French, Jacqueline Morton, 6th edition, @ 2009 The Olivia and Hill Press

French Grammar, Mary E. Coffman Crocker, 4th edition @ 1999 McGraw Hill Principles of Interactive Language Teaching,

Second Language Teaching Methodologies, Sally Morison, Eric Clearinghouse on Languages and Linguistics,

<http://www.cal.org/ericcll/faqs/RGOs/methods.html>

Other Learning Resources

Audiovisual

Available in Instructional Media Services:

Roman Photo video Program for Promenades, 2nd Edition

Lab Audio CDs, Horizons, 4th edition @ 1999 McGraw Hill

Scrabble, game in French

Vis-à-vis French audio program

Electronic

Resources for Students and Teachers of French as a Second Language, <http://aix1.uottawa.ca/~weinberg/french.html>

Other

Comprehension-based second language teaching / editors, R.J. Courchêne ... [et al.] = L Enseignement des langues secondes axé sur la compréhension / rédacteurs, R.J. Courchêne ... [et al.] Actexpress, University of Ottawa Press, ©1992.