

Tompkins Cortland Community College
Master Course Syllabus

Course Discipline and Number: FREN 202
Course Title: Intermediate French II

Year: 2025-2026
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 solid intermediate level speaking, listening, reading, and writing skills in French and covers cultural information about the French-speaking world. Course emphasis is on speaking and understanding colloquial French, but also includes an introduction to French literature and some expository writing. Substantial outside preparation and lab work are required. FREN 202 fulfills the SUNY General Education Foreign Language requirement. Prerequisites: FREN 201; RDNG 116 if required by placement testing; prior completion or concurrent enrollment in ENGL 100. 3 Cr. (3 Lec.) Occasionally.

Course Context/Audience

This course can serve as a Liberal Arts Humanities elective. It should be of interest to anyone interested in advancing from a high intermediate to a low advanced level of competency in conversational French.

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

By the end of this course, students will be able to carry on conversations, read short, authentic texts, and write expository essays on themes related to French culture and literature with good control of grammar, vocabulary and pronunciation.

Course Objectives/Topics

Objective/Topic	% Course
Students will be able to understand discussions and lectures in standard colloquial French on themes related to French culture and literature.	20%
Students will be able to carry on discussions with good grammar, vocabulary and pronunciation on themes related to French culture and literature.	20%

Students will be able to read and understand short, original texts on themes related to French culture and literature.	20%
Students will be able to write short expository essays using good grammar and vocabulary on themes related to French culture and literature.	20%
Students will refine their command of French grammar, vocabulary and pronunciation so that they are able to communicate effectively in listening, speaking, reading, and writing.	20%

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)
Students will be able to ➤ 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.	Learning 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 intelligibly and persuasively.
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)
➤ 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.	This course focuses on the study of French as well as of culture in the French speaking world. Francophone culture and its relationships with 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.

Instructional Methods

French, like any modern foreign language, should be taught following learning centered and communicative methodologies. Listening, speaking, reading, and writing should be presented in an integrated manner around themes such as French culture and literature. 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/Lab Manual and make use of the website that accompanies the text. Students should be encouraged to use the resource 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. The testing program that accompanies the text is excellent.

Methods of Assessment/Evaluation

Method	% Course Grade
Demonstrations of competency including tests on listening, speaking, reading and writing; projects and reports in French	25-40%
Class participation, including daily attendance	20-30%
Homework, including lab work	20-30%
Quizzes on grammar, vocabulary, and pronunciation	10-20%

Text(s)

Espaces, Cherie Mitsche, Third edition, @ 2015 Vista Higher Learning Boston

Espaces Workbook/Video Manual, Cherie Mitsche, Third edition, @ 2015 Vista Higher Learning Boston

Espaces Lab Manual, Cherie Mitsche, Third edition, @ 2015 Vista Higher Learning Boston

Bibliography

Instructional materials to accompany the textbook (From Vista Higher Learning)

C'est la vie – a French Reader, Joan Amon, @ 2005 McGraw Hill

Resources on Teaching Modern Languages:

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

Techniques and Principles in Language Teaching, 2nd edition, D. Larsen-Freeman, Oxford

Methodology in language teaching: an anthology of current practice / edited by Jack C. Richards, Willy A. Renandya.

New York: Cambridge University Press, 2002.

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

Espaces - Roman-photo DVD

Espaces – Lab Program MP3s

Espaces – Audio CD

Espaces Supersite

Ultra Lingua, CD French dictionary

Sans faute, CD for writing in French

Available in Instructional Media Services:

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

Hachette French-English/English-French Dictionary

Learn to Speak French, CD

Scrabble, game in French

Electronic

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

Espaces Vista Higher Learning website

Other: No resources specified