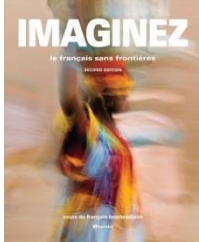


UWSP  
French 212, Syllabus  
Section 1  
Instructor  
Office  
Tel  
Office Hours

**French 212- 2<sup>nd</sup> YEAR FRENCH, 2<sup>nd</sup> Semester**  
12:00-12:50 MTWR CCC 334  
Marian Trzebiatowski ([Marian.Trzebiatowski@uwsp.edu](mailto:Marian.Trzebiatowski@uwsp.edu))  
CCC 209  
(715) 346-3036  
Mondays & Wednesdays 13:00-13:50 pm. and by appointment

World Languages  
Spring 2017



*Parler français, c'est penser différemment,  
c'est vivre et voir le monde autrement,  
c'est donner à ce monde un sens supplémentaire.*

Raymond Gevaert

**TEXT RENTAL** *Imaginez* de Mitschke (2<sup>nd</sup> edition)  
**SUGGESTED** A good French/English dictionary

#### COURSE DESCRIPTION:

FR211 & FR212 provide an in depth review of French language. They are designed to improve your spoken and written French, and to deepen your appreciation of French and Francophone cultures. They will prepare you for upper division language and literature/culture courses and open the door to numerous opportunities that require basic French fluency. In FR 212, we will cover Lessons 6-10 of *Imaginez*.

#### COURSE PURPOSE:

The overall purpose of FR212 is to develop an active use of French and to build on knowledge acquired in previous classes through:

- **Listening** (face-to-face conversations, videos, lab CDs, podcasts, etc.)
- **Speaking** (conversations, meeting travel needs, short discussions, etc.)
- **Reading** (short texts written in French)
- **Writing** (clear expression of familiar and abstract topics with control of verb tenses and other grammatical constructions)
- **Culture** (learning to understand cultural differences and similarities)

#### ENDURING UNDERSTANDINGS:

*FR212 students will understand that...*

- Second language acquisition depends on authentic input: the more you listen and communicate in the target language, the better your linguistic command will be.
- Grammar is essential for successful oral and written communication.
- Building vocabulary on a daily basis is paramount.
- Learning about French and Francophone cultures advances linguistic acquisition of French.

#### ESSENTIAL QUESTIONS:

- How can we achieve immersion in French?
- Why do we need grammar?
- How can we build vocabulary effectively and remember it for life?
- Why do we need to learn about French & Francophone cultures?

## HOW TO SUCCEED IN THIS COURSE:

- Immerse yourself in French by listening and reading
- Come to class regularly and be prepared for each class
- Review daily material from previous weeks
- Participate as actively as you can in French in class
- When possible, work together with one or several classmates
- Memorize new vocabulary and review it daily
- Learn to use the grammar sections and dictionaries as reference tools
- Always ask for help or advice when needed!

### **DEPARTMENT OF FOREIGN LANGUAGES FRENCH, GERMAN AND SPANISH 211 and 212 LEARNING OUTCOMES**

#### GOALS

With diligent effort on their part, students will be able to:

- |                         |  |
|-------------------------|--|
| <b>1. Communication</b> | <b>1a.</b> participate in conversations about a wide variety of everyday topics, social themes and situations, along with culture and literature of countries that speak the target language.<br><b>1b.</b> ask and answer questions in the target language.<br><b>1c.</b> demonstrate an emerging ability to narrate and describe in the major time frames of the present, past, and future tenses.<br><b>1d.</b> demonstrate a developing ability to give instructions and commands. |
| <b>2. Cultures</b>      | <b>2a.</b> identify common values, viewpoints, social beliefs, along with practices of the target culture.<br><b>2b.</b> demonstrate an awareness and acknowledgement of another people's way of life.   |
| <b>3. Connections</b>   | <b>3a.</b> demonstrate that they can reinforce and further their knowledge of other disciplines through their knowledge of the target language and culture along with acquiring information and learning to recognize distinctive viewpoints.<br><b>3b.</b> demonstrate an understanding that learning a foreign language is a doorway to a social medium that provides new information and perspectives about other ways of life.   |
| <b>4. Comparisons</b>   | <b>4a.</b> recognize that learning a foreign language does not simply involve a one to one translation from one's first language.<br><b>4b.</b> recognize that learning a foreign language involves utilizing multiple communication skills in order to address common and specific needs.<br><b>4c.</b> demonstrate an understanding of the concept of culture through comparisons of the target culture(s) and their own.  |
| <b>5. Communities</b>   | <b>5a.</b> use the target language with an appreciation of the target culture beyond the classroom setting.<br><b>5b.</b> appreciate the complexities of intercultural and interpersonal communication between and within languages.<br><b>5c.</b> empathize with target language communities that exist within and outside of areas where the target language is of the majority.   |

#### PLACEMENT:

Please note that students enrolled in this course must have the appropriate prerequisite (French 211) or placement. Department policy states that students will receive retroactive credits when they complete the first university course into which they placed if they earn a grade of B- or better. If you were not placed into this course, you will not receive retroactive credit.

## PLACEMENT EXAM:

Please check with the Academic Department Associate in the Department of Foreign Languages office (Room 490 CCC) if you need to take the placement exam.

## GRADING POLICY

Your grade will be calculated as follows:

|   |       |
|---|-------|
| - Participation                             | 10%   |
| - Attendance                                | 5%    |
| - Homework & 5 podcasts                     | 10%   |
| - 4 Oral presentations ( <i>contrôles</i> ) | 20%   |
| - 5 Quizzes ( <i>interrogations</i> )       | 25%   |
| - Compositions (3)                          | 15%   |
| - Final oral exam                           | 15%   |
|   | <hr/> |
|   | 100%  |

## GRADING SCALE

|              |    |
|--------------|----|
| 93 – 100     | A  |
| 90 – 92      | A- |
| 87 – 89      | B+ |
| 83 – 86      | B  |
| 80 – 83      | B- |
| 77 – 79      | C+ |
| 73 -76       | C  |
| 70 – 72      | C- |
| 67 – 69      | D+ |
| 63-66        | D  |
| 62-60        | D- |
| 59 and under | F  |

**DEPARTMENT ATTENDANCE POLICY:** Regular attendance is essential to your success in learning a foreign language. **If you miss a class, it is your responsibility to complete the assignment and attend the next class fully prepared. Please find out from a classmate what is to be done.** Departmental policy authorizes a deduction of 1 point per absence from the **final exam score**.

**NO MAKE-UP QUIZZES ALLOWED FOR UNEXCUSED ABSENCES.**

## CLASS PARTICIPATION:

French 212 is a unique language community in which daily interaction with me and your classmates is a primary vehicle for improving your language skills. Often, discussions will include the entire class; at other times, you will be working with a partner or in a small group. **Don't let feelings of inadequacy about your French prevent you from participating!** Remember that most everyone feels exactly as you do. Be prepared to participate in class discussions, listen carefully to others so that you can follow up on their remarks, and be willing to take risks. As the semester gets under way, students in the class will get to know each other and look forward to hearing each other's ideas and opinions. **Your attendance is not only important for your oral participation grade and the improvement of your French, but also for the dynamics and atmosphere of the class.**

## HOMEWORK & PODCASTS:

**HOMEWORK/ AUDIO LABS:** Daily homework will be assigned and collected at the beginning of each week. **Check D2L (Content → Devoirs) to see the list of daily homework assignments.** Every assignment must include the following: your name, date, page, and exercise number. The answers to the exercises are posted on D2L. **Check your own work and correct it with contrasting ink before turning it in.** **NO LATE HOMEWORK WILL BE ACCEPTED.**

**PODCASTS:** You will have to listen to 5 podcasts during the semester. **Check D2L (Content → Podcasts) to see a list of suggested podcasts.** You will have to fill out a review sheet to get credit.

### EXTRA-CREDIT OPPORTUNITY: LISTEN-READ LOG

You can keep a log of what you listen and read in French daily. Check D2L (Content – Listen-Read Log) for a log template.

### COMPOSITIONS:

You will write 3 compositions of gradually increasing length. All compositions are to be **typed with the appropriate French accents and double-spaced**. Of course compositions must be your own work. You are welcome to ask me questions before turning in your composition. Please do not use online translation as this practice goes against academic honesty principles.

### ORAL PRESENTATIONS (*Contrôles*):

You will give 4 oral presentations on French & Francophone creators selected from chapters 6-10 of *Imaginez*. You can use visual or audio support. Your presentation should be 3-5 minutes. Oral Presentation Rubric will be distributed later to give you more detailed guidelines.

### QUIZZES (*Interrogations*):

You will have **5 chapter quizzes** on grammar and vocabulary; they will also include questions on the readings and other materials presented in class. Each quiz also has an oral part (comprehension). **Please note that, on exam days, any electronic devices that you might usually bring to class must be put away: this includes, may not be limited to, iPods and mp3 players, cell phones. They are not to be visible and you may not access them for the duration of the exam.**

### FINAL ORAL EXAM:

This is an oral exam based on all the material covered in class: vocabulary, grammar, readings, videos, films, etc.

## COURSE SCHEDULE:

There will be some form of **testing almost each week** i.e. **oral** presentation (*contrôle*) or **written** quiz (*interrogation*).

|    |       |      |  |
|----|-------|------|--|
| S1 | l     | 23/1 | Introduction   |
|    | ma    | 24/1 | <b><u>Leçon 6 : Les générations qui bougent</u></b>  |
|    | me    | 25/1 | Court métrage + Structure 6.1  |
|    | j     | 26/1 | Structures 6.1   |
| S2 | l     | 30/1 | Imaginez : <i>L'Afrique du Nord et le Liban: Voyage inoubliable !</i>                                      |
|    | ma    | 31/1 | Structures 6.2   |
|    | me    | 1/2  | Galerie de créateurs ( <b>contrôle 1</b> )   |
|    | j     | 2/2  | Composition 1 : <i>De l'autre côté</i> – le fossé des générations (250 mots) – à rendre le lundi 6 février |
| S3 | l     | 6/2  | Structures 6.3   |
|    | ma    | 7/2  | Structures/ Révision   |
|    | me    | 8/2  | Structures/ Révision (suite)   |
|    | j     | 9/2  | <b>Interrogation (L6)</b>  |
| S4 | l     | 13/2 | <b><u>Leçon 7 : Les sciences et la technologie</u></b>   |
|    | ma    | 14/2 | Court métrage + Structures 7.1   |
|    | me    | 15/2 | Imaginez : La Belgique, la Suisse et le Luxembourg: Des cités cosmopolites                                 |
|    | j     | 16/2 | Structures 7.2   |
| S5 | l     | 20/2 | Structures 7.3<br>Composition (traduction) 2 : Le monde à venir – à rendre le lundi 27 février             |
|    | ma    | 21/2 | Littérature : <i>Solitude numérique</i>  |
|    | me    | 22/2 | <i>Révision du subjonctif</i>  |
|    | j     | 23/2 | <b>Galerie de créateurs (contrôle 2)</b>   |
| S6 | l     | 27/2 | Révision   |
|    | ma    | 28/2 | <b>Interrogation (L7)</b>  |
|    | me    | 1/3  | <b><u>Leçon 8 : S'évader et s'amuser</u></b>   |
|    | j     | 2/3  | Court métrage & Structure 8.1  |
| S7 | l     | 6/3  | Imaginez : <i>L'océan Indien: Dépaysement garanti!</i> & Le Zapping : <i>Le Parkour</i>                    |
|    | ma    | 7/3  | Structure 8.2  |
|    | me    | 8/3  | Structures 8.3   |
|    | j     | 9/3  | Révision   |
| S8 | l     | 13/3 | Galerie de créateurs ( <b>contrôle 3</b> )   |
|    | ma    | 14/3 | Littérature : <i>Le football – Le Petit Nicolas</i>  |
|    | me    | 15/3 | Structures/ Révision   |
|    | j     | 16/3 | <b>Interrogation (L8)</b>  |
| S9 | 20/3- | 24/3 | <b>Congé de printemps</b>  |
|    |       |      |  |

|     |    |      |   |
|-----|----|------|---|
| S10 | l  | 27/3 | <b>Leçon 9: Perspectives de travail</b>   |
|     | ma | 28/3 | Court métrage   |
|     | me | 29/3 | Imaginez : <i>L'Afrique Centrale: Brazzaville et Kinshasa</i>                                       |
|     | j  | 30/3 | Structures 9.1  |
| S11 | l  | 3/4  | Structures 9.2  |
|     | ma | 4/4  | Culture : <i>Des Africaines entrepreneuses</i>  |
|     | me | 5/4  | Structures 9.3  |
|     | j  | 6/4  | Galerie de créateurs ( <b>contrôle 4</b> )  |
| S12 | l  | 10/4 | Littérature : <i>Profession libérale</i>  |
|     | ma | 11/4 | Structures  |
|     | me | 12/4 | <b>Fromages de France et du Wisconsin à Stevens Point</b>   |
|     | j  | 13/4 | Révision  |
| S13 | l  | 17/4 | <b>Interrogation (L9)</b>   |
|     | ma | 18/4 | <b>FILM</b>   |
|     | me | 19/4 | <b>FILM</b> & Composition 3 : Description analytique du film (250+ mots) à rendre le lundi 20 avril |
|     | j  | 20/4 | Discussion du film  |
| S14 | l  | 24/4 | <b>Leçon 10 : Les richesses naturelles</b>  |
|     | ma | 25/4 | Structures 10.1   |
|     | me | 26/4 | Structures 10.2   |
|     | j  | 27/4 | <b>Vos créations (contrôle 5)</b>   |
| S15 | l  | 1/5  | Structures 10.3   |
|     | ma | 2/5  | Littérature : <i>Baobab</i>   |
|     | me | 3/5  | Structures/Révision   |
|     | j  | 4/5  | <b>Interrogation (L10)</b>  |
| S16 | l  | 8/5  | <b>Jeux de rôles</b>  |
|     | ma | 9/5  | <b>Jeux de rôles</b>  |
|     | me | 10/5 | <b>Révision générale</b>  |
|     | j  | 11/5 | <b>Examen oral</b>  |
|     |    |      |   |

**N.B. This is a tentative schedule – adjustments may be necessary during the semester.**

***Bon semestre à tous!***