

Agnes Scott College  
**French 201-A: Intermediate French I**  
Spring 2013

Instructor: Dr. Philip A. Ojo  
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Class schedule: Monday, Wednesday, Friday 9:30 am - 10:20 am, Buttrick 217  
Office hours: Monday and Wednesday, 2:00 - 3:15 pm, and by appointment

### Course description and objective

French 201 is the first of two intermediate-level French language courses that follow French 101 and 102 ; they constitute a bridge between beginning and advanced French studies. French 201 provides a thorough reinforcement of the four basic elements that make up the development of French language ability: aural (listening) comprehension, oral (speaking) competence, reading, and writing. In this course, participants will have a chance to enhance their listening and speaking skills through active participation in class activities. Throughout the semester, students will also have the opportunity to improve their speech by giving a short presentation on French and Francophone topics. Students will be able to develop their writing skills through regular writing assignments. The reading material featured in the course's textbook will introduce French language cultures and literatures and promote reading French at a higher level.

### Course material and resources

#### **Required text:**

Mitschke, Cherie. *Imaginez : le français sans frontières* (2<sup>nd</sup> edition). Boston: Vista Higher Learning. 2012 (**Lessons 1-5**). Designed to strengthen students' language skills and develop cultural competency, *Imaginez* provides advanced students with an active and rewarding learning experience. It features a fresh, user-friendly design and short films by award-winning francophone filmmakers that serve as a springboard for exploring the themes and concepts in every lesson.

#### **Suggested supplementary resources**

1. Larousse Pocket French/English dictionary (80,000 entries) and/or *501 French Verbs*
2. French tutors can assist students with conversational skills, spelling and grammar concepts, and test preparation; they cannot, however, complete assignments for students. A calendar is posted in the French suite (Buttrick) and students can sign up for an appointment with French tutors.
3. Students should also take advantage of the opportunities for **cultural enrichment** offered by French and francophone movies and websites, as well as cultural events sponsored by the French Program and *Le Cercle Français*.

### Course requirements

To pass the course, students must satisfy the following requirements:

1. **Regular attendance and active participation** in class are **mandatory**, and your degree of preparation and participation will invariably affect your final grade. Criteria for excellent participation include readiness and willingness to produce in French when called upon, and effort to complete a task efficiently and effectively within the allocated time frame. This implies volunteering responses, asking questions, and listening attentively to the instructor and other students. The instructor will make an effort to call on every student, however, you need to show you are interested in participating by raising your hand. Please do not schedule doctor's appointments during FRE 201 hours. If you anticipate being away, contact me ahead of time, and endeavor to keep up with your assignments. Additional classroom policies are as follows:

- a) A student is allowed three excused absences per semester (for illness or personal exigency). After three excused absences, her participation grade for the semester will be dropped 10 points for each consecutive absence. If you are playing a team's sport for Agnes Scott College and miss classes, you are required to attend one tutoring session with the French tutors in lieu of each missed lesson.
- b) If a student is more than ten minutes late to any given class session, she will be counted as absent for that class. Early departure may also be considered as an absence, at the discretion of the instructor.
- c) Work handed in late will be penalized 10% for every class day it is not turned in. Work must be turned in during the class period on the day it is due, unless it is to be submitted electronically, in which case it must be turned in by the specified hour.
- d) Office hours are the time set aside by your instructor to discuss matters related to the course and to address

specific questions you might have on content or assignments. Feel free to email me if you wish to make an appointment outside of office hours.

- e) No food, drink or chewing gum is permitted, except for the occasional beverages. As a sign of courtesy, sleeping and chatting in English are unacceptable behaviors in this class. No cell phone conversation or texting will be permissible under any circumstances during class instruction. Cell phones should be turned off or placed on mute, not on vibrate.
- f) Please be respectful of your classmates. Learning foreign language is very difficult, and necessarily involves making mistakes and learning from them. If you find that you do not understand something, chances are that there are others in the class who feel the same way. Please do not hesitate to ask questions!

2. **The class** will be conducted entirely in French, including your questions and comments. But, feel free to consult with me in English, before or after class as well as during office hours. **It is mandatory to prepare all scheduled materials** before coming to class; this makes class activities more meaningful, and saves time.

3. **Homework:** 5 monthly journals and other assigned written assignments. These activities will assist you in understanding and applying grammatical concepts studied in class. Please attempt the exercises on a lesson-basis.

4. **Current events presentations:** You will deliver one or two short (5-7-minutes) presentations on current cultural, political, or historical events in France and the Francophone world. Since these presentations are an opportunity for you to share knowledge with your fellow students, they must be prepared while keeping in mind the following requirements: clarity of communication, and cultural value (in other words: I, as the presenter, must make sure that I can be understood by my audience, and make sure that I enrich their cultural knowledge of Francophone culture). As a presenter, the student must be sure to choose a topic that is interesting rather than trivial, and neither too simplistic or too technical.

1. Your presentation must deal with a current topic involving the Francophone world. It should be based on a recent newspaper/magazine article available online. Here is a list of these potential sources: [lemonde.fr](http://lemonde.fr) (Le Monde), [lefigaro.fr](http://lefigaro.fr) (Le Figaro), [liberation.fr](http://liberation.fr) (Libération), [jeuneafrique.com](http://jeuneafrique.com) (Jeune Afrique). Other sources may be used, with the professor's permission.
2. Your presentation must deal with a **current** political, economical, or cultural issue in the Francophone world.

Your presentation grade will be calculated as follows:

- Choice of article and punctuality: 15%
- Following the format outlined above: 10%
- Pronunciation: 25%
- Grammar: 25%
- Fluency (smoothness, preparation, ease with which you speak): 25%

5. **Monthly journals:** These journal entries are a means of practicing your French expression without the pressure of speaking spontaneously in class. You have the option of writing about topic that I assign, or a topic of your own choosing. Each entry must be at least 250 words, typed and printed. Journals are due in class on the day noted on the calendar, and late journals receive the same treatment as the daily homework. Please see page 6 of this syllabus for more information.

All written works should be in French, **typed, doubled-spaced**, and carefully **proofread**. Please, use the French spell-check. Homework is due at the beginning of the class session for each date outlined on the syllabus. If you forgot to bring it to class, you have up to 5:00 pm on that day to put it in my office door-box. In case of illness or personal exigency, a student will have 2 days beyond the due date to complete assignments. In all other circumstances, **late work will be downgraded by 10 points per day**. If a student cannot take a quiz or exam due to illness or other personal exigency, she is required to contact the instructor before the date of the quiz or exam. Under these circumstances, a make-up may be scheduled at the convenience of the instructor.

6. **Quizzes:** Chapter quizzes will be administered as scheduled. Each quiz will consist of several parts: vocabulary, grammar, a short essay, and sometimes, oral comprehension questions..

7. **Final exam** will cover all topics studied during the semester with focus on lesson 5.

#### **Honor Code and Academic Honesty**

The Agnes Scott College honor code embodies an ideal of character, conduct, and citizenship, and is an important part of the College's mission and core identity. This applies especially to academic honesty and integrity. Passing off someone else's work as your own represents intellectual fraud and theft, and violates the core values of our academic community. To be honorable, you should understand not only what counts as academic dishonesty, but also how to avoid engaging in these practices. You should:

- review each course syllabus for the professor's expectations regarding course work and class attendance.

- attribute all ideas taken from other sources; this shows respect for other scholars. Plagiarism can include portraying another's work or ideas as your own, buying a paper online and turning it in as if it were your own work, or not citing or improperly citing references on a reference page or within the text of a paper.
- not falsify or create data and resources or alter a graded work without the prior consent of your professor. This includes making up a reference for a works cited page or making up statistics or facts for academic work.
- not allow another party to do your work/exam, or submit the same or similar work in more than one course without permission from the course instructors. Cheating also includes taking an exam for another person, looking on another person's exam for answers, using exams from previous classes without permission, or bringing and using unauthorized notes or resources (i.e., electronic, written, or otherwise) during an exam.
- not facilitate cheating, which can happen when you help another student complete a take home exam, give answers to an exam, talk about an exam with a student who has not taken it, or collaborate with others on work that is supposed to be completed independently.
- be truthful about the submission of work, which includes the time of submission and the place of submission (e.g., e-mail, online, in a mailbox, to an office, etc.).

You should understand that penalties result from dishonest conduct, ranging from failure of the assignment to expulsion from the college. You should speak with your professors if you need clarification about any of these policies.

**Pledge**

*I pledge that I have neither given nor received any unauthorized aid on this assignment.*

(Signed) \_\_\_\_\_

**Course assessment/grading**

Attendance and participation	= 100 points (10%)
Current events presentations on an approved or assigned topic	= 100 points (10%)
Homework (5 monthly journals and other assigned written assignments)	= 200 points (20%)
4 unit quiz-tests (100 points each)	= 400 points (40%)
Final exam	= 200 points (20%)

Students can earn a maximum of **1000 points** (or 100%), with the **final grade** determined as follows:

95-100 <b>A</b> (Outstanding)	88-90 <b>B+</b> (V. Good)	76-79 <b>C+</b> (Fair)	67-69 <b>D+</b> (Weak)	00-59 <b>F</b> (Fail)
91-94 <b>A-</b> (Excellent)	84-87 <b>B</b> (Good)	73-75 <b>C</b> (Fair)	64-66 <b>D</b> (Weak)	
	80-83 <b>B-</b> (Good)	70-72 <b>C-</b> (Fair)	60-63 <b>D-</b> (Weak)	

**Special Needs**

If you have a disability that may have some impact on your work in this class and for which you may require accommodations, please see Ms. Kelly M. Deasy in the Office of Academic Advising to register for services. Students that receive accommodation checklists (documentation), please meet with the instructors to discuss the provisions of those accommodations as soon as possible (preferably early in the semester).

**Course Evaluation**

Your feedback on this course is extremely valuable to me, the French Program, and the College Administration; your comments help me to see the ways in which I can improve the course instruction. Towards the end of the semester you will be notified by e- mail and provided with a link to complete online (anonymous) evaluations outside of class.

**Calendar**

This is a tentative schedule for the semester. I may change it, and will send you an updated version by email if necessary.

<b>Week 1</b>	<b>Leçon 1: Ressentir et vivre</b>	
Wed 1/16/13	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• <i>Les relations personnelles</i> 4-5</li> <li>• <b>Devoir à la maison:</b> Lire vocabulaire leçon 1 ( 4, 39)</li> </ul>	
Fri 1/18/13	<ul style="list-style-type: none"> <li>• Court métrage préparation 6-7</li> </ul>	
<b>Week 2</b>	<b>Leçon 1</b>	
Wed 1/23/13	<ul style="list-style-type: none"> <li>• <i>Le Télégramme</i> 8-11</li> </ul>	
Fri 1/25/13	<ul style="list-style-type: none"> <li>• Spelling-change verbs 18-21</li> </ul>	

<b>Week 3</b>	<b>Leçon 1</b>	
Mon 1/28/13	<ul style="list-style-type: none"> <li>Irregular verbs 22-25</li> </ul>	
Wed 1/30/13	<ul style="list-style-type: none"> <li>Forming questions 26-29</li> </ul>	
Fri 2/1/13	<ul style="list-style-type: none"> <li><i>Les Francophones d'Amérique</i> 32-34</li> </ul>	<b>Présentation #1 : Taz</b>
<b>Week 4</b>	<b>Leçon 2: Habiter en ville</b>	
Mon 2/4/13	<ul style="list-style-type: none"> <li>Leçon 1 Quiz</li> <li><b>Devoir à la maison:</b> Lire vocabulaire leçon 2 ( 42, 79)</li> </ul>	Journal 1 due
Wed 2/6/13	<ul style="list-style-type: none"> <li><i>En ville</i> 42-43</li> <li>Court métrage préparation 44-45</li> </ul>	
Fri 2/8/13	<ul style="list-style-type: none"> <li><i>J'attendrai le suivant</i> 46-49</li> </ul>	
<b>Week 5</b>	<b>Leçon 2</b>	
Mon 2/11/13	<ul style="list-style-type: none"> <li>Imaginez <i>La France</i> 50-52</li> </ul>	<b>Présentation #2 : Nette</b>
Wed 2/13/13	<ul style="list-style-type: none"> <li>Reflexive and reciprocal verbs 56-59</li> </ul>	
Fri 2/15/13	<ul style="list-style-type: none"> <li>Descriptive adjectives 60-63</li> </ul>	
<b>Week 6</b>	<b>Leçon 2</b>	
Mon 2/18/13	<ul style="list-style-type: none"> <li>Adverbs 64-67</li> </ul>	
Wed 2/20/13	<ul style="list-style-type: none"> <li><i>La fête de la musique</i> 70-72</li> </ul>	<b>Présentation #3 : Mary</b>
Fri 2/22/13	<ul style="list-style-type: none"> <li><i>Tout bouge autour de moi</i> (Dany Laferrière) 75-78</li> </ul>	
<b>Week 7</b>	<b>Leçon 3: L'influence des médias</b>	
Mon 2/25/13	<ul style="list-style-type: none"> <li>Leçon 2 Quiz</li> <li>Lire vocabulaire leçon 3 (82, 117)</li> </ul>	Journal 2 due
Wed 2/27/13	<ul style="list-style-type: none"> <li><i>L'univers médiatique</i> 82-83</li> <li>Court métrage préparation 84-85</li> </ul>	<b>Présentation #4 : Lydia</b>
Fri 3/1/13	<ul style="list-style-type: none"> <li><i>Émilie Muller</i> 86-89</li> </ul>	
<b>Week 8</b>	<b>Leçon 3</b>	
Mon 3/4/13	<ul style="list-style-type: none"> <li>Imaginez: <i>Le Québec</i> 90-92</li> </ul>	<b>Présentation #5 : Asia</b>
Wed 3/6/13	<ul style="list-style-type: none"> <li>Le passé composé avec avoir 96-99</li> </ul>	
Fri 3/8/13	<ul style="list-style-type: none"> <li>Le passé composé avec être 100-103</li> </ul>	
<b>Week 9</b>	<b>Leçon 3</b>	
Mon 3/18/13	<ul style="list-style-type: none"> <li>Le passé composé vs. l'imparfait 104-107</li> </ul>	
Wed 3/20/13	<ul style="list-style-type: none"> <li><i>Guy Laliberté</i> 110-111</li> </ul>	<b>Présentation #6 : Atheena</b>
Fri 3/22/13	<ul style="list-style-type: none"> <li>Leçon 3 Quiz</li> <li><b>Devoir à la maison:</b> Lire vocabulaire leçon 4 (120, 155)</li> </ul>	Journal 3 due
<b>Week 10</b>	<b>Leçon 4: La valeur des idées</b>	
Mon 3/25/13	<ul style="list-style-type: none"> <li><i>La justice et la politique</i> 120-121</li> <li>Court métrage préparation 122-123</li> </ul>	
Wed 3/27/13	<ul style="list-style-type: none"> <li><i>Bon anniversaire!</i> 124-127</li> </ul>	
<b>Week 11</b>	<b>Leçon 4</b>	
Mon 4/1/13	<ul style="list-style-type: none"> <li>Imaginez: <i>Les Antilles</i> 128-130</li> </ul>	<b>Présentation #7 : Carlette</b>
Wed 4/3/13	<ul style="list-style-type: none"> <li>Le plus-que-parfait 134-137</li> </ul>	
Fri 4/5/13	<ul style="list-style-type: none"> <li>Negation and indefinite adjectives and pronouns 138-141</li> </ul>	
<b>Week 12</b>	<b>Leçon 4</b>	
Mon 4/8/13	<ul style="list-style-type: none"> <li>Irregular –ir verbs 142-145</li> </ul>	
Wed 4/10/13	<ul style="list-style-type: none"> <li><i>Haïti : soif de liberté</i> 148-150</li> </ul>	<b>Présentation #8 : Samantha</b>
Fri 4/12/13	<ul style="list-style-type: none"> <li>Leçon 4 Quiz</li> <li><b>Devoir à la maison:</b> a) Lire vocabulaire leçon 5 (158, 195)</li> </ul>	Journal 4 due
<b>Week 13</b>	<b>Leçon 5: La société en évolution</b>	
Mon 4/15/13	<ul style="list-style-type: none"> <li><i>Crises et horizons</i> 158-159</li> <li>Court métrage préparation</li> </ul>	
Wed 4/17/13	<ul style="list-style-type: none"> <li><i>Samb et le commissaire</i> 162-165</li> </ul>	
Fri 4/19/13	<ul style="list-style-type: none"> <li>Imaginez: <i>L'Afrique de l'Ouest</i> 166-168</li> </ul>	<b>Présentation #9 : Lauren</b>

<b>Week 14</b>	<b>Leçon 5</b>	
Mon 4/22/13	<ul style="list-style-type: none"> <li>• Partitives 172-175</li> </ul>	
Wed 4/24/13	<ul style="list-style-type: none"> <li>• <i>Y</i> and <i>en</i> 176-179</li> </ul>	
Fri 4/26/13	<ul style="list-style-type: none"> <li>• Order of pronouns 180-183</li> </ul>	
<b>Week 15</b>	<b>Leçon 5</b>	
Mon 4/29/13	<ul style="list-style-type: none"> <li>• Imaginez: <i>Un demi-siècle d'indépendance</i> 186-188</li> <li>• Reading: Ghislaine Sathoud 189-194</li> </ul>	<b>Présentation #10 : Dana</b> Journal 5 due

### Signature

By my signature, I certify that I have read, and I fully understand and accept the terms and conditions contained in the course syllabus for FRE 201. I acknowledge that the instructor reserves the right to change or adjust any section of the course syllabus at anytime to better meet the needs, abilities, and interests of the students.

Date: \_\_\_\_\_ Name: \_\_\_\_\_ Signature: \_\_\_\_\_

### Monthly journal instructions

Pour corriger vos journaux personnels, consulter la liste suivante :

<b>Symbole</b>	<b>Erreur</b>	<b>Exemple incorrect</b>	<b>Exemple corrigé</b>
<b>sp</b>	spelling/orthographe	vi <u>elle</u>	vie <u>ille</u>
<b>g</b>	genre	<u>le</u> maison	<u>la</u> maison
<b>conj</b>	conjugaison	Elles <u>partissent</u>	Elles <u>partent</u>
<b>acc</b>	accord	une fille <u>charmant</u>	une fille <u>charmante</u>
<b>voc</b>	vocabulaire	Il <u>prend</u> un examen	Il <u>pass</u> e un examen

<b>fv</b>	forme verbale	Paul et moi <u>parlent</u>	Paul et moi <u>parlons</u>
<b>m</b>	mode	il faut qu'il <u>est</u> sage	il faut qu'il <u>soit</u> sage
<b>pro</b>	pronom	avec <u>il</u>	avec <u>lui</u>
<b>prep</b>	préposition	J'essaie <u>à</u> comprendre	J'essaie <u>de</u> comprendre
<b>n</b>	nombre	<u>la</u> <u>vacance</u>	<u>les</u> <u>vacances</u>
<b>co</b>	contraction	je mange <u>de le</u> chocolat	je mange <u>du</u> chocolat
<b>md</b>	mal dit	Je suis sûr que j'ai raison	Je suis sûre d'avoir raison
<b>synt</b>	syntaxe (ordre des mots)	Il n'a fait rien	Il n'a rien fait
<b>art</b>	article	Elle mange <u>le</u> gâteau	Elle mange <u>du</u> gâteau
<b>om</b>	omission	Rien <u>  </u> va mal	Rien <u>ne</u> va mal
<b>t</b>	temps	Je <u>pars</u> hier	Je <u>suis partie</u> hier.
<b>aux</b>	auxiliaire	J' <u>ai</u> parti	Je <u>suis</u> partie
<b>maj</b>	majuscule	en <u>france</u>	en <u>France</u>
<b>min</b>	minuscule	un professeur <u>Allemand</u>	un professeur <u>allemand</u>
<b>??</b>	pas compris	Réécrivez la phrase entière	