

FRENCH 212 - Intermediate French II

Master Syllabus

Prerequisite: French 211, or its equivalent

Corequisite: None

Credit hours: 3

Contact Hours: 3

Required Texts

Please check with the bookstore for the current textbook.

Course Description

This course is a continuation of FRE 211. Emphasis is placed on the continuing study of authentic and representative literary and cultural texts. Upon completion, students should be able to communicate spontaneously and accurately with increasing complexity and sophistication. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

Course Objectives

The French Curriculum is created in accordance with the ACTFL (the American Council on the teaching of Foreign Languages) national standards for foreign language learning. Coursework integrates the "five C's" - Communication, Culture, Comparisons, Connections, and Community- into all aspects of language learning. Through cross-cultural comparison, the student is encouraged to make connections with the contemporary world and better understand how to communicate with other communities and cultures.

Upon completion of the course, the student should be able to perform the following linguistic tasks at the advanced intermediate level of French language proficiency.

The successful student will be able to:

1. communicate orally and in writing in contemporary French and in culturally appropriate ways;
2. read with comprehension both informational and literary texts taken from authentic French sources;
3. understand French when spoken by a variety of people using authentic speech patterns and rates of speed;
4. demonstrate an increased awareness and understanding of cultural institutions and culturally determined patterns of behavior;
5. apply critical thinking skills to language learning and cross-cultural comparisons.

Assessment and Evaluation

Individual instructors will vary. Check the condensed syllabus your instructor gives out in class.

Class Attendance

Regular and punctual class attendance is expected of all students for them to achieve their potentials in class and to develop desirable personal traits necessary to succeed in employment. Instructional time missed is a serious deterrent to learning. Students are responsible for fulfilling the requirements of the course by attending and completing course assignments. An accurate record of class attendance will be kept.

If instructional time is missed for excusable reasons, the student will be permitted to make up work to the extent possible. Because of the nature of some learning experiences, especially clinics, labs and shops, it is difficult, if not impossible to duplicate the work of the class. In some courses, absence or tardiness of an individual may be a major disruption to the performance of others in the class or an inconvenience to other organizations such as hospitals and clinics. The faculty may develop guidelines for advance notice of absences, makeup of work, etc. Students will be informed of guidelines at the beginning of the course.

To receive course credit, a student should attend a minimum of 80% of the contact hours of the class. Upon accumulating absences exceeding 20% of the course contact hours, the student may be dropped from the class and will be awarded a grade of "U," unless the student follows the official withdrawal procedure before the grade of "U" is recorded. A tardy is defined as arriving late for class, leaving early, or being away from class without permission during class hours. Three tardies may constitute one absence.

It is the joint responsibility of the student and instructor to discuss attendance patterns that will endanger the success of the student in the course. If it appears that a student will not be able to complete a course successfully, the instructor may advise the student to withdraw no later than the official withdrawal date at the 75% point of the class.

Code of Classroom Conduct

Asheville-Buncombe Technical Community College is an institution for adult learning. It is a partnership between instructors with the desire to teach and students with the desire to learn. In order to create an appropriate environment for teaching and learning to flourish, there must be respect for the instructor and fellow students. Listed below are guidelines for classroom behavior which the College has established to ensure that the learning environment is not compromised.

1. **Attendance:** You are expected to be in class the entire class time. Do not enter late or leave early. Rare exceptions may be excused, particularly under emergency circumstances, but you should be prepared to explain your tardiness to the instructor after class. Likewise, the need to leave early should be explained to the instructor before class.
2. **Absences:** Inform the instructor in advance, if you know you are going to miss a class. Also, take responsibility for getting missed assignments from other students. Do not expect that you will be allowed to make up work, such as unannounced quizzes or tests, after an absence. Instructors are not responsible for re-teaching the material you missed because of absence.
3. **Conversation:** Do not carry on side conversations in class.
4. **Other Activities:** You may not work on other activities while in class. This includes homework for other courses or other personal activities.

5. Internet: In classes where Internet access is provided, you may use the Internet for valid, academic purposes only. You may not use it for open access to other non-academic sites which are unrelated to the course.
6. Sleep: Do not sleep in class.
7. Attitude: You are expected to maintain a civil attitude in class. You may not use inappropriate or offensive commentary or body language to show your attitude regarding the course, the instructor, assignments, or fellow students.
8. Profanity and Offensive Language: You may not use profanity or offensive language in class.
9. Cell phones and beepers: You may not receive or send telephone calls or pages during class. You are responsible for turning off cell phones and beepers upon entering class.
10. Guests: You may not bring unregistered friends or children to class.
11. Food, Drink, Tobacco Products: You may not have food or drink in class. You may not use tobacco products in the buildings of A-B Tech.
12. Personal Business: You may need to transact personal business with the instructor, asking him or her to sign forms. Plan to do this before instruction begins or after class.

Typically, violations of the Code of Classroom Conduct will be dealt with as minor infractions. However, repetition of minor infractions or other more serious violations of the Code of Student Conduct may lead to removal from the classroom while the matter is resolved and referral to the Vice President for Student Services for disciplinary action.

Academic Dishonesty

You may not deceive any official of the college by cheating on any assignment, exam, or paper. This includes plagiarism, which is the intentional theft or unacknowledged use of another's words or ideas. Plagiarism includes (but is not limited to) paraphrasing or summarizing another's words or works without proper acknowledgement, using direct quotes of material without proper acknowledgement, or purchasing or using a paper or presentation written or produced by another. The faculty at A-B Tech may also consider presenting as original work a paper written for one class to satisfy a requirement in another class to be academic dishonesty.

Inclement Weather Schedule

The College will close when weather conditions are such that driving is hazardous.

The following procedure will be observed for inclement weather conditions:

1. Announcements concerning school operation will be made by 6:30 am on local radio and TV stations for day classes. A voice mail message will be recorded on the switchboard. If it appears that ice or snow may be cleared by mid-morning, the schedule below will be followed and all College personnel and students should report by 10am.

Normal Class Time	Delayed Opening
8 a.m.	10-10:40 a.m.
8:30 a.m.	10:20-11 a.m.
9 a.m.	10:45-11:25 a.m.
9:30 a.m.	11:05-11:45 a.m.
10 a.m.	11:30am-12:10 p.m.
10:30 a.m.	11:50am-12:30 p.m.
11 a.m.	12:15-12:55 p.m.
11:30 a.m.	12:35-1:15 p.m.
12 p.m.	1-1:40 p.m.
12:30 p.m.	1:20-2 p.m.
1 p.m.	1:45-2:25 p.m.
1:30 p.m.	2:05-2:45 p.m.
2 p.m.	2:30-3:10 p.m.
2:30 p.m.	2:50-3:30 p.m.
3 p.m.	3:15-3:55 p.m.
3:30 p.m.	3:35-4:15 p.m.
4 p.m.	4 p.m.

Important: If weather conditions become worse after the 6:30am announcement, an additional announcement closing school for the day will be made no later than 8:30am.

2. Closing or delaying the day programs does not automatically close evening classes. Announcements will be made on radio stations and the College switchboard no later than 3pm concerning the evening classes.
3. When weather conditions dictate early dismissal of the day or evening classes, the announcement will be made by telephone to each building on campus.
4. Commuters should exercise personal judgment concerning highway conditions regardless of College announcements, particularly those commuting from outlying areas.
5. Adjustments in the College calendar for days missed because of inclement weather will be made at the end of the semester.
6. Coman Student Center will open at 8am for early arrivals.

Activity Day Schedule

This schedule will be used for most approved and announced student activities.

Normal Class Time	Activity Day Schedule
8:00 am	8:00-8:40 am
8:30 am	8:20-9:00 am
9:00 am	8:45-9:25 am
9:30 am	9:05-9:45 am
10:00 am	9:30-10:10 am
10:30 am	9:50-10:30 am
11:00 am	10:15-10:55 am
11:30 am	10:35-11:00 am*

11:00 am-1:00 pm Free for activities !

12:00 noon	1:00-1:40 pm
12:30 pm	1:20-2:00 pm
1:00 pm	1:45-2:25 pm
1:30 pm	2:05-2:45 pm
2:00 pm	2:30-3:10 pm
2:30 pm	2:50-3:30pm
3:00 pm	3:15-3:55 pm
3:30 pm	3:35-4:15pm
4:00 pm	4:00 pm

* 25 minute period

General Education Reinforcing Experiences

The matrix below cross references the course specific intended outcomes with the specific learning activities, assessments (both direct and indirect), and evaluations associated with that particular outcome. Additionally, the reinforcement activities provided for selected General Education Cross-Curriculum competencies are identified.

General Education Cross-Curriculum Competencies

1. Communicate effectively in speaking, writing, reading, and listening.
2. Locate, evaluate, and use information to analyze problems and make logical decisions.
3. Apply math skills and/or natural science knowledge appropriately to organize, analyze and make information useful.
4. Demonstrate basic competency in computer technology.
5. Demonstrate an appreciation of the various manifestations of cultural diversity.
6. Develop the ability to succeed as a self-directed learner.

Learning Objectives Unit 1	Learning Activities	Methods of Assessment (Direct)	Methods of Assessment (Indirect)	Means of Evaluation (Formal)	GenEd Reinforcement Experiences
<ul style="list-style-type: none"> • Talking about traveling by train, plane and automobile • Asking for and receiving directions around the capital city of Paris • The use of the word tout to express totality • Expressing simultaneous actions through the use of the present participle • Talking about going to and coming from different cities, countries, provinces and states • Compare / Contrast the various modes of transportation in France and America 	<p>Lecture</p> <p>Teacher Led Activities:</p> <ul style="list-style-type: none"> • Listening • Reading • Writing • Speaking <p>Video Viewing and Cultural Immersion Activities</p> <p>Student Centered Activities:</p> <ul style="list-style-type: none"> • Collaborative Learning • Info Gap Activities 	<p>Reading Comprehension Activities</p> <p>Listening Comprehension Activities</p> <p>Writing Assignments</p> <p>Video Pre/Post-viewing Activities</p> <p>Quizzes</p> <p>Comprehensive Final Exam</p>	<p>Teacher Led:</p> <ul style="list-style-type: none"> • Informal Question & Answer <p>Student Centered Activities:</p> <ul style="list-style-type: none"> • Collaborative Learning (Reading & Writing) • Info Gap Activities (Speaking Proficiency) <p>Cultural Synthèse: Group Reading and Discussion</p>	<p>Quizzes</p> <p>Writing Assignments</p> <p>Comprehensive Final Exam for Proficiency in:</p> <ul style="list-style-type: none"> • Listening • Reading • Writing • Cultural Appreciation 	<p>1, 2, 3., 5, 6, 7</p>

Learning Objectives Unit 2	Learning Activities	Methods of Assessment (Direct)	Methods of Assessment (Indirect)	Means of Evaluation (Formal)	GenEd Reinforcement Experiences
<ul style="list-style-type: none"> Discussing popular international cuisine Discussing countries and nationality Talking about everyday actions Using of the pronouns <i>y</i> and <i>en</i> to refer to previously mentioned places and things Compare / Contrast how immigration has affected both France and the U.S. 	<p>Lecture</p> <p>Teacher Led Activities:</p> <ul style="list-style-type: none"> Listening Reading Writing Speaking <p>Video Viewing and Cultural Immersion Activities</p> <p>Student Centered Activities:</p> <ul style="list-style-type: none"> Collaborative Learning Info Gap Activities 	<p>Reading Comprehension Activities</p> <p>Listening Comprehension Activities</p> <p>Writing Assignments</p> <p>Video Pre/Post-viewing Activities</p> <p>Quizzes</p> <p>Comprehensive Final Exam</p>	<p>Teacher Led:</p> <ul style="list-style-type: none"> Informal Question & Answer <p>Student Centered Activities:</p> <ul style="list-style-type: none"> Collaborative Learning (Reading & Writing) Info Gap Activities (Speaking Proficiency) <p>Cultural Synthèse: Group Reading and Discussion</p>	<p>Quizzes</p> <p>Writing Assignments</p> <p>Comprehensive Final Exam for Proficiency in:</p> <ul style="list-style-type: none"> Listening Reading Writing Cultural Appreciation 	1, 2, 3..., 5, 6, 7

Learning Objectives Unit 3	Learning Activities	Methods of Assessment (Direct)	Methods of Assessment (Indirect)	Means of Evaluation (Formal)	GenEd Reinforcement Experiences
<ul style="list-style-type: none"> Talking about leisure activities and vacations Compare and contrast actions and things Asking questions using interrogative pronouns Compare / 	<p>Lecture</p> <p>Teacher Led Activities:</p> <ul style="list-style-type: none"> Listening Reading Writing Speaking <p>Video Viewing and Cultural</p>	<p>Reading Comprehension Activities</p> <p>Listening Comprehension Activities</p> <p>Writing Assignments</p>	<p>Teacher Led:</p> <ul style="list-style-type: none"> Informal Question & Answer <p>Student Centered Activities:</p> <ul style="list-style-type: none"> Collaborative Learning (Reading & 	<p>Quizzes</p> <p>Writing Assignments</p> <p>Comprehensive Final Exam for Proficiency in:</p> <ul style="list-style-type: none"> Listening Reading Writing 	1, 2, 3..., 5, 6, 7

Contrast the concept of friendship in French and American society	<p>Immersion Activities</p> <p>Student Centered Activities:</p> <ul style="list-style-type: none"> • Collaborative Learning • Info Gap Activities 	<p>Video Pre/Post-viewing Activities</p> <p>Quizzes</p> <p>Comprehensive Final Exam</p>	<p>Writing)</p> <ul style="list-style-type: none"> • Info Gap Activities (Speaking Proficiency) <p>Cultural Synthèse: Group Reading and Discussion</p>	<ul style="list-style-type: none"> • Cultural Appreciation 	
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Learning Objectives Unit 4	Learning Activities	Methods of Assessment (Direct)	Methods of Assessment (Indirect)	Means of Evaluation (Formal)	GenEd Reinforcement Experiences
<ul style="list-style-type: none"> • Discussing various geographical features of a region • Asking for and giving directions • Expressing actions and events in the future • Using direct and indirect object pronouns in sequence • Using <i>c'est... - vs- il/elle est...</i> in context • Discussing the various causes of population shifts in France and Africa during the 20th century 	<p>Lecture</p> <p>Teacher Led Activities:</p> <ul style="list-style-type: none"> • Listening • Reading • Writing • Speaking <p>Video Viewing and Cultural Immersion Activities</p> <p>Student Centered Activities:</p> <ul style="list-style-type: none"> • Collaborative Learning • Info Gap Activities 	<p>Reading Comprehension Activities</p> <p>Listening Comprehension Activities</p> <p>Writing Assignments</p> <p>Video Pre/Post-viewing Activities</p> <p>Quizzes</p> <p>Comprehensive Final Exam</p>	<p>Teacher Led:</p> <ul style="list-style-type: none"> • Informal Question & Answer <p>Student Centered Activities:</p> <ul style="list-style-type: none"> • Collaborative Learning (Reading & Writing) • Info Gap Activities (Speaking Proficiency) <p>Cultural Synthèse: Group Reading and Discussion</p>	<p>Quizzes</p> <p>Writing Assignments</p> <p>Comprehensive Final Exam for Proficiency in:</p> <ul style="list-style-type: none"> • Listening • Reading • Writing • Cultural Appreciation 	1, 2, 3., 5, 6, 7

Learning Objectives Unit 5	Learning Activities	Methods of Assessment (Direct)	Methods of Assessment (Indirect)	Means of Evaluation (Formal)	GenEd Reinforcement Experiences
<ul style="list-style-type: none"> • Discussing farm life and environmental issues • Describing people and things using relative clauses • Using verbs in combination to talk about everyday actions • Compare / Contrast country life and city life in modern society • Discuss the role of the folktale and storytelling in society 	<p>Lecture</p> <p>Teacher Led Activities:</p> <ul style="list-style-type: none"> • Listening • Reading • Writing • Speaking <p>Video Viewing and Cultural Immersion Activities</p> <p>Student Centered Activities:</p> <ul style="list-style-type: none"> • Collaborative Learning • Info Gap Activities 	<p>Reading Comprehension Activities</p> <p>Listening Comprehension Activities</p> <p>Writing Assignments</p> <p>Video Pre/Post-viewing Activities</p> <p>Quizzes</p> <p>Comprehensive Final Exam</p>	<p>Teacher Led:</p> <ul style="list-style-type: none"> • Informal Question & Answer <p>Student Centered Activities:</p> <ul style="list-style-type: none"> • Collaborative Learning (Reading & Writing) • Info Gap Activities (Speaking Proficiency) <p>Cultural Synthèse: Group Reading and Discussion</p>	<p>Quizzes</p> <p>Writing Assignments</p> <p>Comprehensive Final Exam for Proficiency in:</p> <ul style="list-style-type: none"> • Listening • Reading • Writing <p>Final Oral Presentation</p>	<p>1, 2, 3,4, 5, 6, 7</p>