# **Le français 112—Cours intermédiaire**

# Course objectives

The second semester of a two-semester intermediate course sequence, French 112 stresses a communicative approach to language learning that is designed to provide a review and expansion of vocabulary and the fundamentals of grammar begun in French 111 or equivalent prerequisites. Special attention is placed on (1) developing the four basic language skills of reading, writing, listening, and speaking (2) as well as fostering a deeper understanding of the diverse cultures and literacies of France, francophone countries, and their diaspora. To this end, students will make use of a variety of primary media (art, film, novella).  In this course students will consider both the transformational aspects of equity and inclusion at play in society (social justice) as well as issues related to self-expression, immigration, (post)colonialism, and race.  At the end of the semester, students will be able to apply for certification at ECFR competency at the A2 -B1 level as well as the Pearl -Ruby level e-Portfolio badge for their cumulative work in French.

Students will spend **5 hours each week** developing their proficiency in the language in class: **Three hours** of classroom instruction and **one hour** working either individually or collaboratively with fellow students in the FLLRC. Expect to work an **additional one to two hours on homework**, class preparation or community activities outside of class for every hour in class.

Expected student outcomes
After a process of continued practice, careful study, and active participation, students can expect to:

* *Understand* longer conversations and narratives on some unfamiliar topics in live and recorded materials. (U)
* Employ background knowledge to understand short stories and contextualized videos. (APPLYING)
* *Read* aloud so as *to be understood* by native speakers (reading /speaking) and not natives with a sympathetic ear.
* *Recognize* familiar words, phrases, and sentences and *identify* the main points and a number of details in primary written and cinematic materials related to Francophone cultures. (U)
* *Write* short papers and presentations in the present, past and future tenses of both the indicative and subjunctive modes (writing).
* *Interpret, summarize, and present the main themes of film made by Francophone directore.*
* *Demonstrate* broad knowledge of French-speaking communities, values, history, behaviors, customs, and politics (Humanities).
* *Reflect* on the learning process, mastery of stated learning outcomes, and the development of strategies to facilitate effective life-long learning habits.

In this class students will also be able to:

* *Describe* others, their needs, emotions, and interests.
* *Summarize* passages on unfamiliar topics by using familiar language as well as some learned idiomatic expressions and new vocabulary.
* *Narrate* stories in the present, past, and future such as a news events or the life of a famous person.
* Even though they may stumble, *interact* using simple language in real-life situationsall while *employing* culturally appropriate expressions
* *Interpret and deconstruct* brief authentic texts (newspapers, cinema, literary excerpts).
* *Use* specialized applications and dictionaries to improve writing and speaking without resorting to on-line translators

College requirements and Federal credit hour regulations:

* **French 112 and the Common Course of Study: Elementary Proficiency in a Second Language Requirement** (**EPSL**): This course fulfills Lafayette College’s Elementary Proficiency in a Second Language Requirement
* **Humanities Requirement** (**H**): Students at this level use the target language to evaluate and to demonstrate understanding of cultural texts involving diverse themes in the Humanities. As defined by the College, humanistic inquiry is related to ethical reasoning, visual acuity, verbal analysis, aesthetic representation, engagement, etc.
* **Global and Multicultural Requirement #2** (**G/M 2**)

 Intermediate-level proficiency in a second language is an important tool in recognizing and understanding structures of identity, diversity, and difference by studying a wide variety of texts and other media pertaining to the continents and regions of the francophone world and diaspora. Students take French 111 as a prerequisite for French 112, which fulfills the G/M 2 general education requirement, except for those who demonstrate proficiency equivalent to the French 111 level, and/or receive permission from the instructor to be placed directly in French 112.

* **Federal Standards**: The student work in this course is in full compliance with the federal definition of a four-credit-hour course. Please refer to the Lafayette College website for the full policy.

# Grading policy: Intermediate French 111 (Anticipated assignments):

#  **A Hybrid Method showcasing what you know and what you can do with what we are learning**

-- (3) Hourly (oral/written) exams
that demonstrate proficiency in language and culture 45%

--(4) Commentaires médiatiques (sur les lectures/film de Diversité) 20%

-- Fêtons vos connaissances! Quizzes (frequently oral) and short media communications
to celebrate what we have studied, *e.g.,* blog posts, recordings,
 video summaries and interactions) 10%

-- Class preparation, participation 7%
A minimum of 3 conversation sessions with the course TA 3%

--Preparation and presentation of a final multimedia evaluation,
 a signature piece with reflection 10%
 **Le jour et l’ heure à déterminer (Votre responsabilité) \*\*\*
 Failure to complete the final evaluation will result in failure of the course.**

-- ***Regular*** development of an integrated e-Portfolio that reflects 5%
 your learning and goals. Includes a cumulative semester reflection
 and personal statement, connections to other courses or activities, as well as a semester-end selection of *corrected*/best pieces.

**ASSESSMENT TIPS:**

1. Incomplete workbook assignments (Collages audio & GP written) will result in the lowering of 1 full point per missing chapter section from the final course grade. (There are 6 chapters). All pages must be submitted to the SHARE in a timely manner.ie., the day you take the exam).
2. I will assign daily written and oral work according to your progress and needs. There will also be short reading assignments. Sometimes, the assignment is simply to STUDY, oftentimes you will collaborate on a short assignment with a partner, or answer questions. All assignments are to be prepared **prior** to class; in the case of a study assignment, there may be a quiz. As a general rule of thumb, you should prepare yourself so that you will enter the classroom **ready and eager** to communicate with the teacher and other members of the class.
3. CORRECTING your homework—workbook or writing assignments--is very important. Only when you return workbook exercises corrected or submit your corrected work to your e-Portfolio (j’écris) will your GRADE COUNT.

**RECOMMENDATION FOR BEST RESULTS: STUDY A MINIMUM OF 1 HOUR OUTSIDE OF CLASS FOR EVERY HOUR IN CLASS or as least 30 min daily.**

**DO NOT MISS CLASS UNEXCUSED!**

**If you do have to be absent, get in touch with me—always let me know why you can’t be there! And MAKE UP THE WORK!**

**Grade Equivalents: Keep track of your homework, tests, participation, and quiz grades**.

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| --- | --- | --- |
| 90-93: A- | 94-100: A |  |
| 80-83: B- | 84-86: B | 87-89: B+ |
| 70-73: C- | 74-76: C | 77-79: C+ |
| 0-64: F failing | 65-66: D | 67-69: D+ |

# Student responsibilities

1. Attendance: continuity is VITAL to language learning. The emphasis which this particular course gives to oral proficiency makes each student share in the responsibility for the success of the class. **Students who are absent more than two times without a valid dean’s or doctor’s excuse will be penalized one full grade on the final course grade per additional absence**, *e.g*., an *A* becomes an A-. Moreover, two late arrivals will count as an absence. Students who miss an examination, quiz or graded activity without a valid dean’s or doctor’s excuse will receive a grade of F for that component of the course. ***Students are responsible for obtaining ALL assignments and quiz dates from classmates when absent.*** Check the class website for regular updates
2. Assignments/portfolio materials: in addition to workbook preparations, a **minimum of one hour each *week* out of class must be devoted to independent or collaborative study and to developing French language proficiency using the technology and specially prepared materials that may be found in the Foreign Language Resource Center.** The instructor will regularly assign communicative activities that may be used for the portfolio; these assignments may include audio recordings of dialogues or conversations with other speakers, recorded readings, video dubbing, multimedia narratives, student produced videos, listening logs of videos or French language TV programming (TV5). Please keep the **yellow lab slip to your exams/projects indicating time and nature of lab work done in the FLLRC**; the proctors will complete these for you.
3. Workbook: students are expected to complete all assigned exercises in the workbook (GP) written and auditory (Collages auditory) **and to correct any mistakes** they have made against the answer keys. Corrections should be written in an ink of a distinctive color. **Students must turn in all completed and corrected workbooks on the date of quizzes**. **Please scan your corrected sheets as one PDF per chapter (Ch x\_gp.pdf) and place them in the Google share for your homework**. Incomplete workbooks will result in the lowering of 1 point per missing chapter section from the final course grade.
4. Auditory exercises: Auditory exercises that correspond to the themes in the textbook may be found on the course site on each of the “Modules”. The corresponding response pages and corrections are also found on each Module of the course site. A scanned copy (pdf) per chapter should be completed and submitted by the student in the Google share and labeled, “Ch x, auditory.pdf”.
5. Students are responsible for maintaining their e-Portfolios **by regularly uploading *and correcting*** assignments in a timely fashion. Each posting should include a short reflective statement and image.
6. Participation: students are required to complete all homework assignments on schedule and come to class prepared to participate to the fullest extent possible.
7. Disability: In compliance with Lafayette College policy and equal access laws, I am available to discuss appropriate academic accommodations that you may require as a student with a disability. Requests for academic accommodations need to be made during the first two weeks of the semester, except for unusual circumstances, so arrangements can be made. Students must register with the Office of the Dean of Advising and Co-Curricular Programs for disability verification and for determination of reasonable academic accommodations. For more information on how to register with the Office of Accessibility Services see: <https://registrar.lafayette.edu/wp-content/uploads/sites/193/2013/04/Federal-Credit-Hour-Policy-Web-Statement.doc>

8. Academic honesty: Please consult the Lafayette student handbook. **It should be noted that any vocabulary or words taken from an-online translator should be indicated in BOLD or the assignment will be graded as an F. I am interested in your progress as a student, not what has been crowd sourced from Google translation.**

Addendum: There are a number of additional opportunities on campus for students to practice and develop their knowledge of the French language and culture. (le Cercle français)

**Le Français 112: Cours intermédiaire**

**M. Toulouse**

Bureau: Pardee 418

Heures de bureau : sur rendez-vous

Courrier électronique : toulousm@lafayette.edu
Zoom : 6103305265

**Heures d’ouverture du FLLRC (Pardee 418 & 419)**

Dans la journée : Le lundi au vendredi : 9 h à 5, le dimanche après-midi 2h à 5 h

Le soir : Le dimanche soir au jeudi : 7 h à 9 heures

Cours Zoom :

2 :25PM: [https://lafayette.zoom.us/j/92814694138](https://www.google.com/url?q=https://lafayette.zoom.us/j/92814694138&sa=D&source=calendar&ust=1643054511161495&usg=AOvVaw3UvRgIHiMrQprkpZOreXN8)

**Matériaux :
Texte :** Collages : *Révision de grammaire* (New York : McGraw-Hill Inc.; 1996)

**Cahie**r : *Grammaire Progressive du Français A2/B1 Intermédiaire 4e édition
ISBN : 978 209 038103 0 (*found in the bookstore)

**Oxford Reference:** This is a wonderful one-stop solution for all your research needs. When searching a term, Oxford Reference will return a list of entries, of varying length and detail, from a short dictionary entry to a full-fledged encyclopedia article. **Use instead of Wikipedia.** Link to source: <https://www.oxfordreference.com/>

On-line class info: <https://sites.lafayette.edu/fren112-s21/>

Course management : <http://moodle.lafayette.edu>

i-Lingua badge rubric: [http://lafolio.lafayette.edu/badges/](http://lafolio.lafayette.edu/badges/i-lingua-pearl/)
Video support: <https://apprendre.tv5monde.com/fr/>

**Programme du cours** (Bi-weekly syllabus and subject to change)

  **Le Programme**

**Module 1 : Collages Révisions Prise de contact
mardi, le 25 janvier**

* Le programme du cours
* Faisons connaissance
* Atelier : Révision
* Le CAF
* Devoir : Etudier le vocabulaire ch 7—la technologie p.135

**Devoir** : **jeudi le 27 janvier:**

* Enregistrez la narration du fichier :

« Le Cameroun et le CAN ». Déposez-le en forme .mp3 dans le Google Share

* **.Révision des verbes**
	+ Le passé composé avec « être » p. 102
	+ Le plus-que-parfait: p. 103
	+ Mixte avec l’imparfait: p. 104
	+ Le futur: p. 115

**Jeudi, le 27 janvier : Collage Révisions**

* Révisions
* L’introduction aux portfolios (affichez vos « Profiles ») et la prononciation

Avec une réflexion sur votre travail (ce que vous avez appris, avez-vous des stratégies pour l’améliorer ?)

Devoirs :

1. *Mettez vos portfolio à jour*
2. *Fiche de lecture: un pays francophone—TV5*
3. *La formation du futur: étudiez les verbes irréguliers*

S2\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Module 1 :
Mardi, le1 février-- Collage 7**

* Collages7 : Le vocabulaire
* Révision : Le futur
* Révision : Les pronoms

**Jeudi, le 3 février -- Collage 7 LECTURE : Le Cauchemar**

* Révisions : Rendez vos papiers de révision
* Le subjonctif : La formation
* Les emplois du subjonctif : La doute, l’obligation
* *Fiche de lecture: Les Grandes Questions Francophones (TV5 Apprendre le français, niveau A2)*

**S3**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* **Mardi le 8 février – Collage 7**
* Révisions : Mentimeter (interactivité )
Les conjonctions/ les prépositions
* Lecture : Le Cauchemar discussion

**Jeudi le 10 février** --Collage 7

* Révisions le subjonctif--jeu
* Atelier : comment écrire Un cauchemar avec L’Antidote

**S4**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**LECTURE : La Noire de**

**Mardi, le 15 février –Collage 8**

* Le vocabulaire : Les Spectacles
* Les pronoms relatifs
* La Noire de #1…

**Jeudi, le 17 février —Collage8 La Noire de**

* L’entrainement : les pronoms relatifs
* Jeu
* Visite

S5\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 **Mardi, le 22 février** –**Collage 8 La Noire de #2**

* Les pronoms relatifs indéfinis
* Visionnez (La Noire de #1)
* La Noire de…2 discussion

**Jeudi, le 24 février --Collage 8**

* Entraînement : les pronoms
* La Noire de…3
* Des blagues
* Devoirs : Préparez une blague à raconter pour le Mardi Gras
* Commentaire sur la Noire de

**Contrôle 1 : Collages ch7-8, Terminez les exercices auditifs du Cahier & du GP**

**S6\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**MODULE 2**

**Mardi le 1 mars– Collage 9**

* Mardi Gras
* Révisions
* Vocabulaire p. 123 Les activités libres
* Révision du futur
* Le futur antérieur ࡁ

**Jeudi, le 3 mars -- Collage 9 LECTURE : LE Grand Voyage**

* Révisions/ entraînement
* Le conditionnel passé
* La concordance des temps

S7\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Mardi,**  **le 8 mars** – Collage9

* Révisions/ entraînement
* Le conditionnel passé
* La concordance des temps

**Jeudi,** **le10 mars** -- Collage 9

* Journée de rattrapage

S : Congé\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Mardi, le 15 mars** Congé du printemps

**Jeudi, le 17 mars –** Congé du printemps

**Devoir : Le projet de groupe–Présentations des commentaires du film**

S8\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Mardi,** **le 22 mars** – **Projet de mi-semestre le Film (Le Grand voyage)**

* Atelier : formation de groupes
* Le vocabulaire 10 p. 189 La Francophonie
* La négation
* Les prépositions

**Jeudi,** **le 24 mars** – **Collage 10**

* Atelier : Travail de groupe sur les pages collectives des notable

S9 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**LECTEURE : LE MUR
Mardi, le 29 mars –Collage10**

* Les adjectifs indéfinis
* Les pronoms indéfinis

**Jeudi, le 31 mars --Collage 5**

**Présentations des groupes**

**S10**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Mardi, le 5 avril --Collage 10**

* **Le vocabulaire ch 5**
* Les compléments directs et indirects (COD & COI)

Le pc vs L’ lmparfait
**Contrôle 2 : Collages ch 9-10 Cahier (GP), Exercices auditifs**

**Jeudi, le7 avril --Collage 11**

* Le vocabulaire des beaux-arts p. 267
* Les pronoms interrogatifs
* L’infinitif présent et passif

**S11\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Mardi, le 12 avril --Collage 11 LECTURE : AMERTUME**

* **Révisions des interrogatifs**
* **Entrainement le g**érondif

**Jeudi, le 14 avril --Collage 11**

* Révision ; des mots clés
* Révisions des interrogatifs

**S12\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Préparations : Projet final : Recherche personnelle d’un thème de votre choix sur la diversité (projet final médiatisé un court-métrage)**

**Mardi, le 19 avril --Collage 12**

* Le vocabulaire ch 12 p. 225”
* Révisions des adjectifs démonstratifs
* Révisions des adjectifs possessifs
* Introduction des pronoms démonstratifs
* Introduction des pronoms possessifs

**Jeudi,** **le 21 avril-- Collage 12**

* Entrainement des pronoms et des adjectifs
* La voix passive

**S13\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Préparations : Projet final**

**Mardi** **le 26 avril**: **Collage12**

* Révisions des pronoms
* Faire de sens causatifs

**Jeudi le 28 avril : Collages 12**

* Révisions
* Critique des paires
* **Contrôle3 : chapitres 11 & 12 Collages, cahiers GP**

**S14\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Mardi** **le 3 mai** :

* **Projet : Révisions de pairs, votre plan, l’introduction, la conclusion**

**Jeudi le 5 mai avril :**

* Mettre à jour les portfolios
* **Essay on Diversity and Social Justice (500 à 750 mots en anglais) pour jeudi et à soumettre au portfolio (« Fren112 »)**

**S15\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Mardi **le 3 mai** : **Atelier--Révisions, Certifications : Badge i-World**

**Jeudi le 5 mai : Atelier** Projet final : critiques des paires

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**Semaine d’examens et Projets** **(9-16 mai)\_:**

* **Entretient sur votre e-Portfolio**
* **Evaluation finale Présentation : jour et heure à déterminer (Votre responsabilité) \*\*\***
* Failure to complete the final évaluation will result in failure of the course.