



Course Syllabus French 2133  
Intermediate French I                      Fall 2019  
Tuesday, Thursday 12:30-1:50 p.m., Dillard 131

Professeur: Dr. Lynch  
[Eric.lynch@msutexas.edu](mailto:Eric.lynch@msutexas.edu) (Use this email address. I will likely not respond to D2L messages)  
Bureau: Bea Wood 111  
Horaires de permanence (Office Hours):  
Mon., Tues., Wed., & Thur.: 11 am – 12:00 pm.  
Wed.: 12:50-1:50 pm or by appointment.

Textbook

- *Imaginez* (3<sup>rd</sup> edition, Vista Higher Learning), by Séverine Champeny
- *Imaginez Supersite* (3rd Edition, Vista Higher Learning).

NOTE: We will be using the supersite for this course for homework and other assignments. You must make sure to get access to the supersite and not only get the book. The best deal is likely the package available at the bookstore.

Please note:

1. This course uses supplemental D2L. Please make sure you access the D2L site every day for homework assignments, class updates, additional grammar explanation, practice materials, etc.
2. As per *The Code of Federal Regulations* (CFR Title 34, Part 600.2), “a credit hour is an amount of work [...that ] reasonably approximates not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester.”
3. Please silence your cell phone it during class. Text-messaging or the use of non-authorized electronic devices is prohibited. Please speak with your instructor if you have questions.

General Objectives

Learning a second language is a process inextricably connected to the culture or cultures in which the language is spoken. Thus, this course focuses on developing students' French-language proficiency through modes of communication that reflect real-life communication in the varied cultures of the French-speaking world. By

employing interpersonal, interpretive and presentational communicative modes in the target language, students will explore the ideas, values, beliefs and other cultural aspects of French-speaking peoples across the world and how these aspects work together to affect human experience. By providing students with knowledge of a language and culture different from their own, this course contributes to preparing students to be productive members of global society as well as to understand and relate with people and ideas different from their own.

This course's methodology is based on a modified Communicative Approach to language teaching, which encourages/requires students to interact with the instructor and each other in French.

### Skills and Outcomes

This course involves the development of specific French grammar, vocabulary and idiomatic usage in the context of the varied cultures of the French-speaking world. We will explore ideas that foster aesthetic and intellectual creation in order to better understand the human condition across cultures.

### Core Objectives and Assessment

The core objectives for the Language, Philosophy and Culture Foundational Component Area are addressed in this course according to the following descriptions. Students will demonstrate their mastery of the core objectives in a Personal Reflection Essay on a cultural topic(s) presented by the instructor and/or of their choosing. A global assessment rubric will be used for measuring students' mastery of the core objectives according to the following:

1. **Critical Thinking Skills:** Students will demonstrate creative thinking, innovation, inquiry and analysis, evaluation and synthesis of information.
2. **Communication Skills:** Students will demonstrate effective development, interpretation and expression of ideas through written, oral and visual communication.
3. **Personal Responsibility:** Students will demonstrate the ability to connect choices, actions and consequences to ethical-decision making.
4. **Social Responsibility:** Students will demonstrate intercultural competence, knowledge of civic responsibility and the ability to engage effectively in regional, national and global communities

### Policies

1. **Attendance and Participation.** Please note that participation and attendance contribute 10% toward the final grade in this course. This grade component will be based on a combination of attendance and participation. Don't worry about speaking perfect French, just speak! Accuracy will come with practice.
2. **Attendance:** Attendance in class is fundamental to the acquisition of language knowledge and ability. It should be understood that enrollment in the class represents a commitment to be in class, every day of class, for the entire class

period. If you cannot attend class for some reason, such does not mean that you have the right to simply skip that information but, rather, that you must make an extra effort to find out what you missed and what you need to do for the next class period. In fact, the attendance grade is based on your being in class for the entire period. Repeated late arrival will count as an absence as well.

3. Absences. No absence will be “excused” without written document, and only then will it be excused if it involves an official university activity, illness, death, religious activity or other catastrophic event. A student can be dropped after six unexcused absences.
4. Exams: There will be an exam after each chapter. If you are absent from an exam, you must present documented proof of illness or university activity to your instructor. Otherwise, you will receive a grade of zero.
5. Homework. Regular assignments will be made from the text and from other sources (these will be detailed on the D2L class site which you should check every day). Students are expected to prepare homework (*les devoirs*) as assigned. Independent study of grammar and vocabulary is also expected. The instructor is not limited to one graded assignment per class period. Graded homework will be 10% of your final grade. Homework will be taken up every day (place it on the desk at the front of the room as you enter); only homework turned in at the beginning of class will be accepted.
6. Quizzes. Frequent quizzes, based on homework and class work, will be given—in part—so that you will know what you need to study more before the exam.
7. Compositions. Students will write three short compositions to demonstrate their ability to use acquired vocabulary, language structures, and cultural information. The three compositions will equal 15% of your semester average.
8. Language Lab - Bea Wood 127 (\*Note the new location). You will be responsible for completing lab assignments throughout the semester. In general, there will be a single lab assignment per chapter, which will provide the listening component of the skill set covered in each chapter.
9. Oral Presentation: In order to demonstrate a more comprehensive mastery of at least one aspect of French and Francophone culture as well as linguistic and presentational abilities, students—in groups of two people—will research one of the themes for the semester, develop a thesis statement indicating the group’s position/beliefs regarding some literary/ethical/socio-political/historical aspect of the theme, and deliver a 8-10 minute presentation addressing the topic/thesis. The presentation may be presented “live” in class (the presentation may include short clips of video or images from the web), and the final product must be entirely in French and presented to the entire class during the last week of the semester. While notes may be consulted, the presentation may not be “read,” and the final product must include all members of the group actively participating on an equal basis. As well, while preparing your presentation, you should keep in mind that you need to include background information (e.g., history, cultural precedent, [who/what/when/where/why/how?], etc.), present-day events, and implications of your decision (i.e., no decision is entirely good or bad). The audience (i.e., your classmates) should also be included.

A preliminary outline (bullet-points is ok) of your presentation must be turned in mid-October and the group must meet with the instructor and go over the outline.

10. Late work and “make up.” Late work is not accepted for credit; do not ask. You may, if you so wish, turn work in late if you want to know what your mistakes are, but no credit will be given (and this includes labs.).
11. Student Honor Creed.  
*“As an MSU Student, I pledge not to lie, cheat, steal, or help anyone else do so.”*  
“As students at MSU, we recognize that any great society must be composed of empowered, responsible citizens. We also recognize universities play an important role in helping mold these responsible citizens. We believe students themselves play an important part in developing responsible citizenship by maintaining a community where integrity and honorable character are the norm, not the exception. Thus, we, the Students of Midwestern State University, resolve to uphold the honor of the University by affirming our commitment to complete academic honesty. We resolve not only to be honest but also to hold our peers accountable for complete honesty in all university matters. We consider it dishonest to ask for, give, or receive help in examinations or quizzes, to use any unauthorized material in examinations, or to present, as one’s own, work or ideas which are not entirely one’s own. We recognize that any instructor has the right to expect that all student work is honest, original work. We accept and acknowledge that responsibility for lying, cheating, stealing, plagiarism, and other forms of academic dishonesty fundamentally rests within each individual student. We expect of ourselves academic integrity, personal professionalism, and ethical character. We appreciate steps taken by University officials to protect the honor of the University against any who would disgrace the MSU student body by violating the spirit of this creed.” Written and adopted by the 2002-2003 MSU Student Senate
12. Students with Disabilities. The Americans with Disabilities Act, (ADA), is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Support Services in Room 168 of the Clark Student Center, 397-4140.
13. Safe Zones Statement. The professor considers this classroom to be a place where you will be treated with respect as a human being – regardless of gender, race, ethnicity, national origin, religious affiliation, sexual orientation, political beliefs, age, or ability. Additionally, diversity of ideas is appreciated and encouraged, provided you can agree to disagree. It is the professor’s expectation that ALL students consider the classroom a safe environment.

## Grading Components

Homework	15%
Attendance/Participation	10%
Papers	20%
Oral Presentation	5%
Tests & Quizzes	30%
Final Exam	20%

General class calendar (Subject to modification): see the D2L page for specific assignments

26 août – 17 septembre	<i>Imaginez</i> Chapitre 1
September 2	Jour férié - No class (Labor Day)
19 septembre – 3 octobre	<i>Imaginez</i> Chapitre 2
8 octobre – 24 octobre	<i>Imaginez</i> Chapitre 3
22 octobre – 7 novembre	Chapitre 3
15 octobre – 31 octobre	Chapitre 4
5 novembre – 3 décembre	Chapitre 5
28 novembre	Jour férié - No class (Thanksgiving)
Le 5 décembre	Revisions pour l'examen final
Mercredi le 11 décembre Wednesday, December 11	Examen final - Final Exam 1:00 PM – 3:00 PM