

## FREN 201: Intermediate French

**Instructor:** Dr. Brandy E. Wilcox, she/her/hers (they is ok!)

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**Office:** Old Knox Jail 26, ext. 7157

**Drop-In Hours:** Wednesdays 11am-11:50am, online by appointment

## Meeting times and location

**Time:** Mondays, Wednesdays, Fridays 12:00pm-1:10pm    **Room:** GDH 201a

**Red Room Tutors:** Audra Steinbrugge , Graef Mulata

**Tutoring Hours:** TBD

## Course Description, Objectives, and Learning Outcomes

**Bienvenue!** French 201 continues charting a path toward functional fluency in French. The main goal of this course is to help you develop intermediate communication skills in French so you can engage in conversations with native speakers and approach authentic material at a wider variety of language levels and in a broader range of cultural situations. We will focus on listening comprehension, speaking, reading, writing, but also (and more importantly) on cultural literacy. At the end of the trimester you will be able to engage in conversations, read and understand fiction and nonfiction texts from various sources, and engage in various levels of formality, participate in conversations on a wide variety of topics, and write about life and culture in the French-speaking countries. During the Fall term we will use Boise State's OER *Français Inclusif* (Modules 9-10, 12-14) and Antoine de Saint Exupéry's *Le Petit Prince*.

### Learning outcomes:

By the end of this course, successful students will be able to:

- Be successful in interactional exchanges and presentations with sympathetic native speakers and non-native speakers
- Describe cultural practices of French-speaking countries
- Identify cultural practices, products, and perspectives, to connect these to French culture and history and to contrast these with our own cultural practices, products, and perspectives.
- Research, absorb, and communicate new knowledge in French.

Learning a language is a complex, long-term, and rewarding process. It requires your active engagement through regular attendance, participation, and effort, as well as continual review and practice in and out of class. As an active learner, this course asks you to hear, respond to, read, and speak a lot of French. It is also important for you to explore the ways in which you learn best and to find opportunities for outside practice according to your interests. The strategies you develop for dealing with spoken and written language are as important to communication and language acquisition as is your knowledge of the language itself. Your consistent personal involvement both in and out of class will be essential to your success.

# Course Prerequisite and Placement

This is the fourth level of the introductory French courses. It is intended for students who have successfully completed French 103 or who have tested into the class. If you have any questions about your placement, please consult with me. Native speakers may not enroll in this course.

It is your responsibility as a student to ensure that you have the appropriate prerequisites for the course..

## Required Texts and Materials

- Open Educational Resource (i.e. free!) e-textbook: *Français Inclusif*
  - [Modules 9-12 here](#)
  - [Modules 13-16 here](#)
- Google Classroom
  - <https://classroom.google.com/c/NjYwMTAxMTA1NjQ5?cjc=ifkcgw5>
- Handouts will be provided in class and/or on Google Classroom
- Antoine de Saint Exupéry, *Le Petit Prince*

**Electronic devices** are playing an ever-larger role in our everyday lives and changing the way we learn (and the way I teach). **For class time, in general, I ask that cell phones or other devices be put away when they are not being used in an intentional way for classwork.** I want you to speak and listen with the people around you while working with our texts.

**Cell phones, iPods, tablet PCs and all personal electronics are not to be brought with you to exams. This is a college-wide policy.**

## Regarding Academic Integrity, Plagiarism and Cheating:

Please read the Knox Honor Code: <http://www.knox.edu/academics/honor-code.html>

A few items of guidance and advice:

1) Copying work from online translation engines or from an answer key is an attempt to receive credit for work that you did not create. This is precisely the definition of plagiarism and a clear violation of academic honesty. If you find yourself reaching for these tools because you have run out of time, don't understand the material, or for any other reason, please reach out to me instead and we can work together to get you caught up.

2) While seeking the advice of native or expert speakers seems helpful, this sort of help often becomes simply providing answers, which is also a form of "cheating" and therefore has dire consequences. When working on an assignment or project to be turned in, **you should not seek help from anyone except your instructor or the Red Room tutor.**

Most importantly: Neither of these will help you actually learn the language. Cutting corners on homework assignments designed to prepare you for upcoming papers, tests, and presentations will actually *decrease* your grades for these (much more important) assignments. If I am convinced that a student has handed in work that they could not possibly produce without outside assistance I feel obliged, out of consideration of fairness to other

students, to report the case to the Honor Board. Before this unpleasantness occurs, please discuss this matter with any tutor(s) and with me. No cell phones or digital devices of any kind during exams!

## Policies on Grading, Attendance, and Required Work

Evaluation of your performance in this course will take several forms. This evaluation system reflects the different components of language learning and your ability to participate in several types of language-related activities. You are expected to **come to class every day**, be prepared to interact in French in a variety of situations, keep up with the assigned material, complete and hand in homework, take daily quizzes, and prepare for oral and written assessments. Things to keep in mind:

- 1) Class time is precious and in short supply
- 2) The primary language of communication during class will be French
- 3) Mistakes are a natural part of language learning
- 4) You are responsible and ultimately accountable for your own learning. Do your homework, participate in class, and seek help from your instructor/tutor when needed

I understand that it can be difficult to open up when you're working in a foreign language! I encourage you to analyze how you can best show that you are participating and putting effort into our meetings, remain communicative with me, and reflect on the work you put in.

## Components of Course Grade

|                             |     |
|-----------------------------|-----|
| Participation/attendance    | 30% |
| Daily Homework              | 20% |
| Tasks & writing assignments | 25% |
| Oral assessments            | 10% |
| Unessay final project       | 15% |

### Participation/Attendance 30%:

Active in-class participation is crucial for learning a language. For French 201, this means we will meet 3 times weekly. In-class participation includes not only evidence of individual preparation, attention, and punctuality, but also interacting with me and your classmates and contributing to group work. **You are expected to communicate with your classmates in French during class time—this counts for both activities and free conversation.**

You are expected to attend class daily and punctually. All absences – regardless of how well motivated – have a negative effect on your ability to get the most out of the course, but you may miss 3 class periods before your overall grade is affected. **After the 3rd absence, the overall grade for the term will be lowered by two percentage**

**points per excessive absence. Three tardies (or missing a significant part of a class period) count as one absence.** For example, a student with a 83% total grade who misses 5 classes will end the term with a 79%. There are no 'excused' absences—each absence counts toward your 3 freebies. Absences due to documented athletic and academic reasons will be given the opportunity to make up the time missed in class by visiting the tutors, provided you inform me **before** the absence occurs.

Attendance is reflected in the attendance/participation grade you receive – if you do not attend, you cannot participate. For example: if you miss 40% of the class meetings during the first three weeks, you cannot get a participation grade higher than 60%. You simply weren't present to participate at all 40% of the time and cannot receive points for that. For serious illnesses and emergencies, please email Dean Crawford ([mcrawfor@knox.edu](mailto:mcrawfor@knox.edu)) to document the issue, both for my class and for your other professors.

### **CRITERIA FOR PARTICIPATION**

In-class participation is a vital component to your success in this course. You will receive a weekly participation grade totaling 30 points-10 points per day. Absences will result in the loss of the points for the day. The criteria for grading daily participation are as follows:

- 10 points:** You participate actively in free conversation without waiting to be called on. You have prepared grammar and content at home and respond accurately. You use French as much as you can. You remain on task throughout the class period and are not distracted by technology.
- 7-9 points:** You wait to be called on in class discussion, but are able to respond. You have prepared grammar and content at home and usually answer accurately. You speak mostly French and only occasionally rely on English. You remain on task throughout the class period and are not distracted by technology.
- 6-7 points:** You wait to be called on in class discussion, are sometimes unable to respond and frequently rely on English. You have not prepared well and only sometimes answer correctly. You may be distracted by an electronic device or not on task.
- 5-6 points:** You rarely use French and instead mostly rely on English. You have not prepared at home and are unable to contribute to the discussion. You may be distracted and not on task.
- 3-5 points:** You do not speak French in class, and you do not listen to your peers. Your behavior is disruptive, and you do not contribute in a positive way to the class. You are regularly distracted by an electronic device or not on task.

### **Daily preparation/homework (not eligible for extensions) 20%:**

Each day you will be expected to prepare for the upcoming class period or to practice the material covered in the previous class. This will include reading from the *Français Inclusif* textbook online, doing online activities and providing screenshots of completion, small writing prompts, or other activities. These will be announced in class and will usually be turned in on Google Classroom.

## Tasks and other writing assignments 25%:

Each week involves the completion of a task, which is a more-complicated, longer assignment. This may consist of oral presentations, written assignments, film screenings and reflections. Many of the daily homework assignments will be helpful in completing these activities.

You may replace two of the 9 tasks for this term. There are two options for this:

- Attend *La Table Française* (Thursdays at noon in the Hard Knox Café) twice and write up a short description of your experience (150-200 words, in French). Attending twice will replace one (1) task. You may attend four (4) times to replace two tasks.
- Watch a French-language film (ie: a film originally produced and acted in French) and present the film (plot, history, director, time period, etc.) to the class. You may do this presentation live -or- prerecord it for the class to watch

## Oral Assessments 10%:

The oral exams are designed to assess your communicative abilities in French. They are either structured as brief, natural exchanges between two people -or- will be conducted individually, and I will ask you questions that relate to the topics we have recently covered. I will give you material for preparing in advance, but the goal is to utilize the skills we have learned so far to have an authentic conversation.

## Unessay Final Project 15%:

Due on the last day of finals. Mini-presentation on this project on the last day of class (November 11th). [See explanation at this page.](#)

## Extension Request Form:

The extension request form is an easy, click-and-go form for you to inform me that you need (up to 3 days of) an extension for your larger assignments. Any extension up to three days is automatically granted provided you submit it before the initial assignment due date. Beyond three days, please submit the request and talk to me within the first three days.

Extensions cannot be granted for daily quizzes on Moodle. Extensions requested after the due date has passed will not be granted.

<https://forms.gle/YLZCQ61PZ7BnxhH28>

## Red Room Tutor

The Red Room Tutor for French does:

- provide support and extra help in the evenings in the Red Room.
- undergo training from CTL and Modern Languages to provide tutoring guided by research, the goals for the class, and best practices.

- provide support for you even when you are so confused that you don't know exactly what to ask.

The Red Room tutor for French does not:

- know the content of tests or other assessments, nor do they assign any grades for this course.
- get paid to be available 24 hours a day

*If you cannot make Red Room tutoring hours and you cannot come to my drop-in hours, I understand. Please contact me to arrange for another time when we can meet.*

## Useful Expressions for the French Classroom

Yes = oui

No = non

OK = d'accord

What? = Comment?

I don't know. = Je ne sais pas.

I don't understand. = Je ne comprends pas.

I have a question. = J'ai une question.

What page? = Quelle page?

May I borrow a \_\_\_\_? = Puis-je emprunter un/une \_\_\_\_ ?

How do you say \_\_\_\_ in French? = Comment dit-on \_\_\_\_ en français?

What is \_\_\_\_ in French? = \_\_\_\_, c'est quoi en français?

What does \_\_\_\_ mean? = Que veut dire \_\_\_\_ ?

Repeat, please. = Répétez, s'il vous plaît.

One more time = Encore une fois

Slower (Or: More slowly) = Plus lentement

How do you spell it? = Comment est-ce que cela s'écrit?

Can you write it? = Pouvez-vous l'écrire?

Is this sentence correct? = Cette phrase est correcte?

## Disabilities and accommodations

All students are welcome in this class, and I wish to fully include everybody. Students with disabilities will receive reasonable accommodations upon request. If you have a learning or other disability—or if you suspect that you have a disability—you should contact Stephanie Grimes ([sgrimes@knox.edu](mailto:sgrimes@knox.edu)). Federal law requires that your privacy in this matter be protected. If you qualify for services through the Office of Disability Support Services, please note that it is your responsibility to work with the office and to provide written documentation supporting this need.

It is the instructor's responsibility to make the course as accessible as possible for all students. You are encouraged to do whatever you need to make the class environment a place where you can engage successfully, including bringing food and/or drink, moving around, using assistive technology and/or fidget devices, etc. Please talk to me as soon as you can about your individual learning needs and how this course can best accommodate them; I welcome any information that you feel is pertinent for me to know about your participation in class. Students do not require documentation from the Office of Disability Support Services to **request** accommodations, nor are they required to disclose any diagnoses or other personal information when making a request. All accommodation requests are confidential.

### Diversity and Inclusion

This course addresses diverse communities and seeks to be inclusive of all cultures, ethnicities, religions, disabilities, races, genders, sexualities, and classes. You are expected to behave respectfully at all times in class discussion by listening attentively, acknowledging that differences of opinion are not judgements on each other, and being sensitive in your own responses. Hate speech will not be tolerated.

## Pronoun Usage:

In this course, we respect the pronouns of our fellow students, colleagues, and classmates. French is a very gendered language, and gender-neutral language is still a relatively new thing. If you use gender-neutral pronouns, we will work together to find what is right for you. Please email me or come to drop-in hours so we can talk about it!

## Stay in touch!

Please feel free to contact me at any time with any questions, comments, or concerns. You can do this through email (bewilcox@knox.edu), by messaging me on Google Chat if I am available, or by attending my Drop-In Hours. I will check all of these means regularly, although if you want a quick reply, my drop-in hours and directly before/after class will guarantee it. Good job for reading this far: You will get a prize if you send a link to your favorite French song to me before class on Monday. That said, please know that it may take me several hours to respond to email, depending on my own workload. I aim to respond by the end of the next business day (ie: if you email/message on Friday at 2pm, you should plan to hear back by Monday at 5pm).

And most importantly: ***amusez-vous bien!*** [Have fun!] Language learning is *fun* in addition to the myriad other great things it can do for you.