

New York City College of Technology
Humanities Department
Course Title: Intermediate French I
FREN 2201; Section_____

Instructor's Name:
Contact Email:
Office: L630; 718-260-5018
Office Hour:

Sample Syllabus

3 Credit Hours; Course Prerequisites: FREN 1102; or placement test and department permission (to be taken ONLY by students who learn French as a foreign language, but not by heritage speakers of French).
Flexible core: WORLD CULTURES AND GLOBAL ISSUES

Course Description

Students complete the acquisition of fundamental grammatical structures (indicative, imperative, subjunctive and conditional moods; simple and compound sentences), and increase their working vocabulary while they develop their communication skills. Students are also required to read a selection of texts that illustrate the diversity of Francophone culture. Class activities are complemented by required online assignments. The minimum technological requirements for fully online sections of this course are a working camera and microphone. Students will be expected to turn on cameras and microphones at their instructor's request.

Standard Textbook: Students are required to bring the textbook to every single class. Extra material will be available on Brightspace as the course progresses (for more details, see Humanities Department Attendance Policy below).

Assessment Overview

1. Quizzes: These are used to evaluate vocabulary, grammar, reading comprehension and acquisition of new contents **every two weeks** at the beginning of the class. The quizzes will facilitate students assess their own learning and guide them through a daily study habit. **There are no make-up quizzes for any reason, including tardiness or absences.**

2. Midterm and final examination: Exams cover all aspects of vocabulary and grammar, the readings and class discussion, and will serve to evaluate students' understanding of the linguistic and cultural topics covered in the course. It is a closed-book/closed-notes examination.

Make-up policy: Examinations must be taken at the time established in the syllabus. When absent on the day of the examination, a student is allowed to take the examination before or on the next class meeting **only in case of documented medical emergencies. Students who contact the instructor after they have missed the class will not be allowed to make-up the exam.** If the exam is not taken before or on the next class meeting, the student will receive 0 points for the exam.

3. Class participation: Active participation is an essential part of the learning process and is required of all enrolled students. Participation means maintaining an active presence in the class by answering questions from the instructor, volunteering for and participating in class activities, and, in online sections, keeping cameras and microphones on as required by the instructor. Other elements of class participation include regular use of the target language in class with instructor and peers, constant demonstration of active listening when others speak, and collaboration with fellow students in in-class activities. Student participation will assist instructors in evaluating the language skills practiced in the course (listening /written comprehension tests, oral presentations, compositions, etc.). This grade will be impacted negatively if students fail to answer the instructor's questions or participate in class activities. Simply attending (or logging into) class does not constitute participation.

4. Homework (Connect): Homework is assigned on a regular basis for knowledge reinforcement and complement class activities. The student is responsible for completing homework every day before class as well as those activities assigned by the instructor in the textbook and other sources. Homework must be written in a notebook and collected twice during the semester, in the class before the midterm exam and the final exam. **No late work is accepted. Please do not forget to write your name on your notebook, otherwise it will not be computed.**

Working outside the class: Students are also responsible for working each day outside of class to learn French as much as possible through readings, assignments and research that they will share in class. Students are expected to invest at least three (3) hours of combined in-class and out-of-class work per week for each academic unit (credit) of coursework; thus, a 3-credit course will typically require a minimum of nine (9) hours of work per week (260 hrs./semester). Plan on spending at least six (6) hours per week outside of class. You will need this time to read the textbook and articles, memorize and practice the vocabulary, complete homework, prepare the oral exam and oral activities assigned. Students should always look for ways (*learning strategies*) to grow and develop their linguistic proficiency in and outside the classroom.

There will be no make-up oral exam or presentations for any reason, including tardiness or absences.

Grading Distribution

1. Midterm Exam.....	20%
2. Final Exam.....	20%
3. Class participation.....	20%
4. Quizzes	10%
5. Homework.....	10%
6. Lab Manual (online assignments, as applied).10%	
7. Language skills (listening / written comprehension tests, oral presentations, compositions, etc.).....	10%

Humanities Department Attendance Policy

It is the conviction of the Humanities department that a student who is not in a class for any reason is not receiving the benefit of the education being provided. Missed class time includes not just absences but also lateness, early departures, and time outside the classroom taken by students during class meeting periods. Missed time impacts any portion of the final grade overtly allocated to participation and/or any grades awarded for activities that relate to presence in class.

School of Arts & Sciences Attendance Statement

When students miss class, they do not receive the full benefit of their education. Missing class includes absence, lateness, early departure and stepping out for prolonged periods during the session. Students must attend class consistently and on time: Failure to do so will negatively affect the final grade and could lead to an 'F' in the course.

NYCCT Academic Integrity Policy:

Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice,

and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion.

Accessibility Statement

City Tech is committed to supporting the educational goals of enrolled students with disabilities in the areas of enrollment, academic advisement, tutoring, assistive technologies and testing accommodations. If you have or think you may have a disability, you may be eligible for reasonable accommodations or academic adjustments as provided under applicable federal, state and city laws. You may also request services for temporary conditions or medical issues under certain circumstances. If you have questions about your eligibility or would like to seek accommodation services or academic adjustments, you can leave a voicemail at 718 260 5143, send an email to Accessibility@citytech.cuny.edu or visit the Center's website at <http://www.citytech.cuny.edu/accessibility/> for more information.

Humanities Department Commitment to Student Diversity

The Humanities Department complies with the college wide nondiscrimination policy and seeks to foster a safe and inclusive learning environment that celebrates diversity in its many forms and enhances our students' ability to be informed, global citizens. Through our example, we demonstrate an appreciation of the rich diversity of world cultures and the unique forms of expression that make us human.

Artificial Intelligence Statement

This course encourages the thoughtful and ethical use of artificial intelligence (AI) as a learning tool. AI can be a valuable resource for brainstorming, research, and gaining different perspectives. However, it is crucial to understand the boundaries of its appropriate use. Examples of licit use are brainstorming and idea generation, research assistance (i.e. finding authors or recommendation of sources to explore) and language support, especially for students with language differences or for students in need of proofreading a text before final submission. Students can also use AI ethically in order to obtain a clear explanation of a difficult concept or to test their own understanding about a topic. Conversely, unacceptable uses of AI is the submission of AI-generated work presented as your own original creation, including essays, research papers, and code. Likewise, the use of AI to complete assessments, answer exam questions, complete quizzes, or solve any type of assignments without demonstrating your own understanding is considered cheating.

Failure to adhere to these guidelines will be considered a breach of academic integrity and will be addressed according to university policies. When in doubt about the appropriate use of AI, please consult with your instructor and visit City Tech's AI Resource Hub for more guidance and resources:

<https://www.citytech.cuny.edu/ai/ai-guidance.aspx>

Sample Course Schedule
Tuesday/Thursday
(Schedule will vary by Instructor and School Calendar)

DATE	CLASS	TOPIC
0/00	1	Course Introduction Review of French I and II
	2	Review (cont.) Chapter 12 Verbs SUIVRE and VIVRE Personal pronouns; stressed pronouns.
	3	Verbs followed by infinitive Adverbs Reading: "Déjeuner du matin" (poem)
	4	Chapter 13 Reflexive verbs (I) Reading: "Le blog d'Hector."
	5	Reflexive verbs (II) Reading: "Pour toi mon amour" (poem).
	6	Reflexive verbs (III)
	7	Reflexive verbs (IV) Chapter 14 Conjugation of verb OUVRIR The future tense (I).
	8	The future tense (II) Reading: "Le blog d'Hector."
	9	The future tense (I, II) Relative pronouns.
	10	Relative pronouns (cont.) The comparative adjectives
	11	The comparative adjectives (cont.) Reading: "Des métiers pas ordinaires."

	12	Review (chapters 12, 13)
	13	Review (chapters, 13, 14)
	14	MIDTERM EXAMINATION
	15	Chapter 15 Conjugation of verbs COURIR and RIRE. Interrogative pronouns.
	16	Interrogative pronouns (cont.) The conditional tense (present).
	17	The conditional tense (cont.) Reading: "Le blog d'Hector."
	18	Comparative adverbs and nouns. Indefinite adjectives and pronouns.
	19	Indefinite adjectives and pronouns (cont.) Reading: "Traversée de l'Atlantique en solitaire."
	20	Chapter 16 The subjunctive (I)
	21	The subjunctive (II). Reading: "Le blog d'Hector"
	22	The subjunctive (III). <i>Reading: "La France multiculturelle."</i>
	23	The subjunctive (IV). Students' oral presentation.
	24	The subjunctive (review) Students' oral presentations.
	25	The subjunctive (review) Students' oral presentations.
	26	The correspondence of tenses in compound sentences <u>Tahar Ben Jelloun: "La réclusion solitaire" (Reading)</u>
	27	The correspondence of tenses in compound sentences.
	28	General Review Final examination

Pathways Learning Outcomes: World Cultures and Global Issues

- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.
- Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
- Analyze the historical development of one or more non-U.S. societies.
- Analyze the significance of one or more major movements that have shaped the world's societies.
- Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.
- Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.

Course Intended Learning Outcomes and Assessment Details

LEARNING OUTCOMES	ASSESSMENT METHODS
The assessment of the students' learning progress will be based on their daily demonstration of home preparation and active class participation: oral practice of vocabulary, grammar structures through interaction with instructor and classmates; practice of the language through reading assignments and reports/ compositions.	The students will show progressive acquisition of advanced grammar structures and vocabulary by responding correctly in French in oral exchange and written assignments. They will demonstrate command of the indicative and imperative moods, ability to use imperfect and preterit in narrating the past, and ability to use object pronouns
Test (listening / written comprehension)	Students will demonstrate understanding of orally delivered texts and corresponding command of written language in simple and compound sentences.
Continuous observation by instructor of students' preparation (reading / written assignment and class participation. Active exchange between instructor and students is expected. Midterm Exam in 7th / 8th week	By 4th / 5th week students will acquire a command of simple tenses (indicative, imperative). The exam will test the students' ability to understand questions, and answer them using the appropriate vocabulary and grammar structures, such as command forms, uses of indicative (present, past, future) in simple / compound sentences.

<p>Classroom participation in the form of oral interaction with instructor and other students (group preparation of dialogs and reports), and other activities allowing instructor to assess students' learning, identify abilities and weaknesses, and to address the students' various needs and learning styles.</p> <p>A quiz covering weeks 9-11 provides written evaluation of students' progress.</p>	<p>Students will show progressive command in constructing simple / compound sentences, and in using the various tenses of the indicative.</p>
<p>Class participation allowing the practice of advanced grammar structures and vocabulary in contextualized situations (discussion of materials examining everyday life issues).</p>	<p>In conjunction with the acquired knowledge of the cultural background, students will demonstrate ability to construct more complex utterances using simple / compound sentences and simple / compound tenses of the indicative, conditional and subjunctive moods.</p> <p>They will show, accordingly, ability to handle the correspondence of tenses in the present, past and future.</p>
<p>General review intended to assess students' response to the covered material (weeks 9-14) with special attention to their possible weaknesses.</p> <p>Final exam at week 15</p>	<p>The exam will test students' knowledge of vocabulary and grammar, and their corresponding ability to communicate on intermediate level I of proficiency in French.</p>

GENERAL EDUCATION INTENDED LEARNING OUTCOMES/ASSESSMENT METHODS

PATHWAYS LEARNING OUTCOMES: WORLD CULTURES AND GLOBAL STUDIES	ASSESSMENT METHODS
1. Gather, interpret, and assess information from a variety of sources and points of view.	<p>Students will practice different types of communicative activities (oral communication, listening comprehension, writing, and reading assignments) that require the development of specific cognitive skills given that the development of writing skills is different from that of spoken language.</p> <p>Students will learn to adapt their speech varieties according to different speech situations (e.g., dinner table conversation, job interviews, legal matters) that require either informal or formal usage of the second person French pronouns.</p>
2. Evaluate evidence and arguments critically or analytically.	<p>Students will analyze brief texts comparing French and English structures.</p> <p>Students will translate paragraphs and brief texts from French into English and they will explain the structural differences between the sentences.</p>
3. Produce well-reasoned written or oral arguments using evidence to support conclusions.	<p>Students will analyze brief literary texts, such as poems from Jacques Prévert.</p> <p>Students will write dialogues and narratives to practice logic production of language.</p>

<p>4. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, economics, ethnics studies, languages (building upon previous language acquisition), geography, sociology, and world literature.</p>	<p>Students who are introduced to a foreign language will have the opportunity, sometimes for the first time in their lives, to reflect on language itself, as a subject of rational inquiry, in a way that is rarely achieved by the study of the first language alone. For example, students will watch and discuss the movie, “L’enfant sauvage” (1970) by Francois Truffaut that addresses the topic of language acquisition.</p> <p>Students will be exposed to readings, video clips, interviews and other resources from within (and sometimes from outside) French cultures that illustrate issues of diversity and prompt students to investigate cultural features from multiple points of view.</p> <p>Students will identify typical features of the French culture and its influence in the world: e.g., French cuisine, the architecture in Paris, famous neighborhoods in Paris, French fashion and the café culture, other possible topics.</p>
<p>5. Analyze culture, globalization, or global cultural diversity, describe an event or process from more than one point of view.</p>	<p>Students will compare cultural ways of making requests, apologies, compliments, etc. that characterize the French and the Anglo communities.</p> <p>Students will be exposed to readings, video clips, interviews and other resources from within (and sometimes from outside) French cultures that illustrate issues of diversity and prompt students to investigate cultural features from multiple points of view.</p> <p>Discussion of videos and movies in French related to specific vocabulary, e.g., “Cyrano de Bergerac” (1990) director Jean- Paul Rappeneau.</p>
<p>6. Analyze the historical development of one or more non-U.S. societies. Describe the historical development of one or more non-U.S. societies.</p>	<p>Students will read the textbook’s cultural readings that focus on aspects of the social, cultural, or political history of the French- speaking world.</p> <p>Power point presentations (8 minutes). Students will study a cultural topic of their interest from various suggested topics, e.g., possible cultural and historic events such as the ideas of “French Illustration”, “The French Revolution”, or the “French movement of “Mai 68”.</p>

<p>7. Speak, read, and write a language other than English, and that language to respond to cultures other than one's own.</p>	<p>Students will identify texts that include formal and informal ways of speaking in their structure.</p> <p>Students will discuss the social value of all linguistic varieties, as equally functional.</p> <p>Students will interpret and discuss photos, images, songs, and videos provided by the textbook material or by external sources, such as newspapers, magazines, and YouTube.</p>
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Rigofredo Granados

Revised MARCH 2021
David Sanchez Jimenez