

Intermediate French 2
 Course abbreviation: Interm French 2

Instructor's Information

Instructor: TBD
Homepage: TBD
Email: TBD
Tel. TBD
Office: TBD
Office Hours: TBD
Preferred communication: TBD
Class Schedule: 3 hours per week
 Lab: Students are required to attend one weekly hour of tutoring in the language lab.
Tutor: TBD

Course goals and objectives

Catalog Course Description: This course is a continuation of ELF103 and focuses on developing students' reading and writing in French and the proper use of French in cultural contexts. It aims to improve students' motivation, language fluency and cultural competence by introducing them to French and francophone society and culture through films. Each chapter, through film excerpts, provides and reinforces vocabulary, grammar structures and a rich cultural content. The course is taught in French.

Prerequisites: ELF103 or Exemption Exam

Pre/Corequisites: ESL097

Flexible Core Objectives: World Cultures and Global Issues

This course bears three credits that satisfy Pathways Flexible Core World Cultures and Global Issues. This is the fourth-semester French course and is the last course of the traditional two-year elementary-intermediate sequence in the modern language courses. The course will enable International Studies students to complete two-year instruction of French as part of their curricular requirement.

In this course you will:

1. Speak, read and write in French, using complex grammatical structures, idiomatic expressions and the vocabulary of cinema and film. This includes describing and writing about topics discussed in films such as student's life, unemployment, immigration and physical handicaps.
2. Explore French and some francophone cultures in an interdisciplinary manner that includes interpreting films and literary texts.
3. Discuss global issues. In particular students will debate about issues related to ethnic studies, immigration and cultural diversity, by analyzing cinematographic works and literary pieces within their socio-cultural contexts.
4. Analyze the role that class, ethnicity, gender, and beliefs play in France and some francophone societies.
5. Obtain intermediate-level fluency in French and to carry out fluent conversations on daily topics with native speakers of French.

Textbook, grading, and other class logistics

Textbooks: The following textbooks are required for this class.

Michèle Bissiere, Nathalie Degroult. *Séquences: Intermediate French Through Film*. Cengage Learning, 2016. Third Edition.

Grades: Your final grade will be determined based on the following evaluation points.

Homework (10 HW x 1) 10%
 Midterm 25%
 Final exam 25%
 Tests (2x 10) 20%
 Presentation 10%
 Lab (10 labs x 1) 10%

- **Grade distributions:** A: 95-100%, A-: 90-94%, B+: 86-89%, B: 83-85%, B-: 80-82%, C+: 76-79%, C: 73-75%, C-: 70-72%, D+: 66-69%, D: 63-65%, D-: 60-62%, F: -59%, WU: Unofficial withdraw (≈F), W: Withdraw

WEEKLY SCHEDULE

Week 1

Preliminary chapter: vocabulary of cinema and film
 French cinema today
 Review of prepositions, adjectives and interrogatives

Week 2

Chapter 1: Study and travel abroad
 Geography of France and Europe. The importance of studying abroad. Comparison: Universities in France and the US.
 Review of the past tenses using excerpts from the film *L'Auberge espagnole*
 Intonation and declarative sentences and questions

Lab 1: 1% HW1: 1%

Week 3

Chapter 1: Student life

Read: Philippe Labro, “L’Etudiant étranger”, p. 30

Learn how to write a film critique in French using the example of *L’Auberge espagnole*

Review of adjectives, adverbs and nouns

Spoken versus written French

Lab 2: 1% HW 2: 1%

Week 4

Chapter 2: Exile and loss

Learn about the complex North African immigration issue in France through excerpts from the film *Monsieur Lazhar*.

The geography of North Africa.

Read: Emmelie Prophete, “Le Testament des solitudes.” p. 54.

Lab 3: 1% HW 3: 1%

Test 1: 10%

Week 5

Chapter 3: From adolescence to adulthood

Excerpts from *Persepolis*.

Read: “Les Aurores montréalaises”, p. 78

Grammar review: determinants (possessives and demonstratives)

Introduction to the passé simple (literary equivalent of the passé composé)

Lab 4: 1% HW 4: 1%

Week 6

Chapter 4: Professional life

Film: *Le Placard*.

Read: Christine Kerdellant, “Les Chroniques de l’ingénieur Norton”, p. 102

Grammar review: relative and demonstrative pronouns. Distinction between ce qui/ce que

Lab 5: 1% HW 5: 1%

Midterm 25%

Week 7

Chapter 5: Political and personal life

Film: *Indochine*

Read: “Métisse blanche”, p. 124

Writing about France and Vietnam

Grammar review: personal pronouns (y, en) and object pronouns

Lab 6: 1% HW 6: 1%

Week 8

Chapter 6: Men and Women

Film: *Chaos. Forced marriage among Sub-Saharan*

African immigrants in France

Read: “Le Monde 7/19/2000”, p. 148

Grammar review: future, conditional and pluperfect past

The use of hypothetical (si)

Lab 7: 1% HW 7: 1%

Week 9

Chapter 7: School and society

Film: *Entre les murs*

Reading a biography: Daniel Pennac, “Chagrin d’école”, p. 174

Grammar review: the use of subjunctive

Lab 8: 1% HW 8: 1%

Test 2: 10%

Week 10

Chapter 8: Life and its obstacles

Film: *Intouchables*.

Read: Faiza Guène, “Kiffe Kiffe demain”, p. 197

Grammar review: conditional and subjunctive

Expressing opinions

Lab 9: 1% HW 9: 1%

Week 11

Chapter 9: Public versus private life

Film: *Tableau Ferraille*.

Understanding, translating and writing about proverbs

Read: “Le Français dans le monde, Polygamie d’hier à aujourd’hui”, p. 219 Francophonie in Africa

Grammar review: relative and demonstrative pronouns
 Direct, indirect and disjunctive pronouns
 Lab 10: 1% HW 10: 1%

Week 12

Class presentations and review for the final exam.

Final exam: 25%

Policies

Classroom policies: The following policies have been instituted to ensure an optimal learning experience for all students:

- Please arrive on time. Three lateness equal 1 absence.
- Please prepare for each class meeting by completing all writing/reading assignments beforehand.
- Please turn your cell phone to silence during class.
- Please turn off your cell phone during the exam and the quiz.

Valuing LaGuardia's Diversity: As a college community we represent a world of perspectives on race, ethnicity, class, gender, sexual orientation, ability, religion, and nationality, to name a few. I concur with **the College's Declaration of Pluralism**, if you have any suggestions in helping me to create a welcoming classroom environment, please tell me.

Rules for Personal Conduct: You are expected to obey the rules and regulations of the College about conduct. Disorderly or indecent behavior is not appropriate in a college setting. It is a violation of college rules and is not acceptable.

The student attendance policy: As stated in the college catalog: "Attendance in class is a requirement and will be considered in the evaluation of student performance. Instructors are required to keep an official record of student attendance. The maximum number of unexcused absences is limited to 15% of the number of class hours. Note: Absences are counted from the first day of class even if they are a result of late registration or change of program" (117).

The academic dishonesty policy: As stated in the catalog: "Academic Dishonesty is prohibited in the City University of New York and is punishable by penalties ranging from a grade of 'F' on a given test, research paper or assignment, to an 'F' in the course or suspension or expulsion from the College. Academic Dishonesty includes:

- Cheating
- Plagiarism
- Internet Plagiarism
- Obtaining Unfair Advantages
- Falsification of Records and Official Documents
- Misconduct in Internships (117)

Policy on assigning the grade of Incomplete: As stated in the college catalogue: "The Incomplete grade may be awarded to students who have not completed all of the required course work but for whom there is a reasonable expectation of satisfactory completion. A student who is otherwise in good standing in a course defined as complying with the college attendance policy and maintaining a passing average but who has not completed at most two major assignments or examinations by the end of the course may request an incomplete grade. To be eligible, such a student must provide, before the instructor submits grades for the course, a documented reason, satisfactory to the instructor, for not having completed the assignment on time. Instructors giving IN grades must inform students in writing of the conditions under which they may receive passing grades. Departments may designate certain courses in which no incomplete grades may be awarded." (120).

Declaration of pluralism: The Education and Language Acquisition Department embraces diversity. We must respect each other regardless of race, culture, ethnicity, gender, religion, age, sexual orientation, disability and social class. For detailed information regarding the policy, please refer to Student Handbook 2011-2012 (p.89).

Final Remarks on Course Policies

*Office hours and emails are solely for the purpose of clarification, for further explanation, for further requests for illustrations, for sharing ideas, for talking about difficulties or even to talk more about a topic that you feel you understand. I love ideas and I will always be glad to talk or write about any ideas that come up in class! This, however, is *reserved for people who come to class*. **If you are absent, you will need to find notes and be responsible for what you missed.** We can meet after you have tried to make up for a class. **Emails with the following content will not be answered and will be frowned upon: "I'm sorry I missed class today. Did I miss something important?"**

*A further note on writing emails:

Please be mindful when you write emails. Whenever you come to class and whenever you communicate with others in the College, be aware that *you are* in a professional environment. Similarly, whenever you write an email to your professor, you are writing a professional document. Make sure you always include a greeting (Hello Professor X, Hi Professor X, Good morning Professor X), followed by a well-written text (as grammatically correct as possible and formal). Lastly—depending on the nature of your message—be sure to say "Thank you," or "Hope to hear from you soon," or "Thank you for your time," followed by your name.

* Please no cell phones in class and absolutely no texting. Also, laptops and tablets in class prove to be distracting. Please see me if you must bring one to class.

*Your decision to remain enrolled in this class implies that you agree with Course Requirements and Policies.