Course Description

French 1B is a 5-unit course designed for students who have already taken French 1A or its equivalent. It continues the acquisition of basic communicative structures, elementary vocabulary, correct pronunciation and spelling begun in French 1A. The course is designed to build on the oral and written skills attained in 1A and to prepare students for French 25A. It is devoted to the acquisition of basic communicative structures, everyday vocabulary, correct pronunciation and correspondence between sounds and spelling. Grammatical rules and verb conjugations will be introduced and practiced in class through interactive exercises. Instruction will be conducted solely in French.

The main objective of the course is to bring the student to communicate as soon as possible solely in French as a means of affording students multi-cultural and global perspectives gained through intellectual and social exchange with people of diverse cultural and language backgrounds and experiences through “active involvement with diverse communities and real-world challenges” (GEPO 1 & 3). As a result, students are also afforded the opportunity to focus on and engage with the big questions, both contemporary and enduring, facing human cultures (GEPO 3). Likewise, students become more adept at adapting to new environments, integrating knowledge from different sources, and continuing learning throughout their lifetimes through the “application of knowledge, skills, and responsibilities to new settings and complex problems” (GEPO 2 & 4).

Students are expected to participate in all class activities and also to work on their own to develop reading and writing skills. Oral and written exercises, which will be assigned in every class, as well as additional reading and review of material covered in class, may require for each hour of class time a minimum of two hours on preparation, studying or other course related activities. Evaluation of the student will reflect his/her progress in the four skills: speaking, oral comprehension, reading and writing. Since priority is given during class to the development of the
students' speaking and oral comprehension skills, class attendance is an essential component for succeeding and receiving a good grade in the class.

This course is certified for General Education, Area C2: Letters.

Course Goals and Student Learning Objectives (LO)

General Education Program Outcomes (GEPO)
Students who complete the General Education curriculum should be able to demonstrate:

GEPO 1: Knowledge of Human Cultures and the Physical and Natural World
Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts (Focused by engagement with big questions, both contemporary and enduring)

GEPO 2: Intellectual and Practical Skills
(Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance)

GEPO 3: Personal and Social Responsibility
(Anchored through active involvement with diverse communities and real-world challenges)

GEPO 4: Integrative Learning
(Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems)

A. General Education Goals: Area C2 Letters.

Successful completion of this Letters course (C2) will enable students to:

1. recognize how significant works illuminate enduring human concerns;
2. respond to such works by writing both research-based critical analyses and personal responses; and
3. write clearly and effectively.

Letters courses should give students the opportunity to:

a. examine significant works of the human intellect and imagination;
   b. understand the historical and cultural contexts in which such specific texts were created; and
   c. recognize the accomplishments of and issues related to women and diverse cultures reflected in such texts.

*The course effectiveness in LO 1 will be assessed this semester.

General Education Research and Writing Requirement Assessment: There is significant writing produced through in-class and homework compositions and general writing assignments. By the end of the semester, students write the equivalent of eight (8) compositions (150 words each) as graded homework in addition to answering essay questions in class and on the chapter and final
exams in the form of essay questions on various cultural and literary topics totaling a minimum of 1,500 words (C2 LO 1, 2 & 3). They are guided in the writing process, learning to formulate a thesis statement, producing an outline, a draft and a final version as well as engaging in peer and self-editing. The final composition exercise consists of answering essay questions on topics studied and discussed during the semester.

Writing assignments are assessed in terms of language, i.e. grammar, spelling, style, and content and structure, as well as comprehensiveness in the use of research techniques and materials. Students are guided through the revision process and the final product is assessed based on progress. Appropriate formative feedback is provided throughout the writing process both through peer editing and from the instructor. The students are expected to demonstrate ability to find resources either online or in the library, and they are also expected to view the films that will be discussed in class.

LITERATURE: (C2 LO 1 & LO [a. & b.]) Through excerpts from literature from the French-speaking world included in the Vis-à-vis textbook, as well as in supplementary materials providing “the historical and cultural contexts in which such specific texts were created,” students will “examine significant works of the human intellect and imagination” of the French-speaking world.

CULTURE: (C2 LO [a. & b.]) The course will also focus on French Media and French news. We will explore some of the major French news websites (Le Monde.fr, France 24.fr, INA.fr, RFI …). We will read and study different newspaper articles, advertisements, films, video or radio recordings in relation to the themes of chapters 9-16 in the Vis-à-vis textbook. We will discuss French culture, society, economy and politics in France, in Europe, and all over the world.

This course intends to enable the students to expand their notion of French civilization beyond the traditional canon.

DIVERSITY: (C2 LO 1 & LO [c.]) Women and minority contributions to literature, the arts, and film have been considerable since the end of the 19th century and through the 20th century. They are broadly recognized today. This course intends to enable the students to expand through the literature and culture components described above their notion of French civilization, literature, and the arts beyond the traditional canon to recognize, among other groups, “the accomplishments of and issues related to women and diverse [Francophone] cultures reflected in such texts.”

B. Linguistic Course Content Objectives (CO)

Upon successful completion of this course, students will be able to:

1) Develop listening, speaking, reading and writing skills at Intermediate Low/Mid level.

2) Develop speaking and listening skills necessary to deal with familiar survival situations.

3) Understand short, memorized sentences and phrases with contextual support.

4) Ask questions or respond to simple questions, statements, high-frequency commands.
5) Use courtesy formulae, idiomatic expressions and vocabulary appropriate in specific situations.

6) Provide personal background information.

7) Develop reading comprehension to interpret written language for instructional and directional purposes, and standardized messages (menus, schedules, maps, signs, etc).

C. Culture/Literature Course Content Objectives (CO)

1) Write in French at ACTFL Intermediate Low/Mid level

2) Locate resources and use reference materials in French (e.g. encyclopedias, the Internet), process the information without copying it, and find examples to support their opinions.

3) Observe grammatical rules and spelling (agreement in gender, number, person; meaning and uses of verb forms; meaning of diacritic signs.)

4) Use online and printed linguistic reference materials such as grammar, bilingual dictionaries, conjugation manuals.

5) Distinguish between oral & written forms; learn to use written forms in academic writing.

6) Identify expository and argumentative writing styles.

7) Speak and write about ideas, and artistic and literary movements in 20th and 21st century France and French-speaking countries.

SJSU Credit hour policy:
“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

Assessment:

WebCape¹:
Entrance score 150-200²
Exit score 250-300³

ACTFL:⁴

Exit: Intermediate Low/Mid

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¹ WebCape (Computerized Adaptive Placement Exam) is offered in the Department of World Languages Media Center (Clark Hall 208).
² To be taken before mid-term.
³ To be taken before final exam.
Learner makes grammatical and cultural errors, due to misunderstanding or misapplying assumptions about culture.

Learner is generally understood by native speakers accustomed to foreigners.

Pronunciation is generally influenced by native language

**Required Texts/Readings**

**Textbook**


Vis-à-vis, Audio CDs, 6th ed. 2014**

**RECOMMENDED (OPTIONAL)**

The Collins Robert French Dictionary (or equivalent)

Le Bescherelle - the "official" French conjugation book (or equivalent conjugation book)

**Other equipment / material requirements**

Vis-à-vis Website (online Student Learning Center):

http://www.mhhe.com/visavis6
(Useful study hints, activities and exercises)

** Instead of purchasing the Vis-à-vis Audio CDs, students may go to the Vis-à-vis website above to listen to these audio files by clicking on “Student Edition” on the left, choosing a chapter on the left, and under “Student Resources” selecting “Audio Program.”

Online French ↔ English dictionary:

http://dictionnaire.reverso.net/

French pronunciation website:


**Canvas:**

This is a learning management system which contains course assignments and notes, as well as other materials related to French 1A, such as a copy of the course syllabus. To access the site, go to: http://sjsu.instructure.com/

Department of World Languages and Literatures Home Page  http://www.sjsu.edu/wll
Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on add/drops are available at http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-324.html. Information about late drop is available at http://www.sjsu.edu/sac/advising/latedrops/policy/. Students should be aware of the current deadlines and penalties for adding and dropping classes.

Assignments and Grading Policy

**Homework:** There will be oral and written exercises as well as short compositions corresponding to the chapters of the book. A computer will be needed for many of the exercises. If you do not have a computer, you may use one in the World Languages Media Center: Clark Hall 208.

**CLASSWORK:** Individual presentations may be assigned. Otherwise oral and written in-class exercises will be done in group form. Success in this course is based on the expectation that students will, as previously stated, spend for each hour of class time a minimum of two hours on preparation, studying or other course related activities.

**TESTING:** Exams and quizzes are tentatively scheduled on the attached sheet. There are no makeups given for exams and quizzes. A missed exam or quiz will result in a grade of "F" unless adequately justified (i.e. doctor's statement). A quiz may be taken prior to its scheduled date if the instructor is given ample justification and sufficient advance notice.

**PARTICIPATION:** PARTICIPATION IS ESSENTIAL FOR SUCCESS. In the case of an unavoidable absence, the student is responsible for obtaining the class notes and homework assignments of previous meetings from a classmate.

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<tr>
<th>EVALUATION</th>
<th>PERCENTAGES</th>
<th>LOs</th>
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<tbody>
<tr>
<td>Examinations (4)</td>
<td>20%</td>
<td>LO 1</td>
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<td>Homework</td>
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<td>LO 3</td>
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<td>corresponding to each chapter of</td>
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<td>preparedness for class, quizzes</td>
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<td>Written compositions (8)</td>
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<td>1st Oral Exam (midterm)</td>
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<tr>
<td>Final Exam (written)</td>
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<td>LO 1, 2 &amp; 3</td>
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**GRADING SCALE:**

- 100 - 97 A+
- 96 - 93 A
- 92 - 90 A-
- 89 - 88 B+
- 87 - 83 B

- 82 - 80 B-
- 79 - 77 C+
- 76 - 73 C
- 72 - 70 C-
- 69 - 67 D+

- 66 - 63 D
- 62 - 60 D-
- 59 - 0 F

**FINAL EXAM:** Wednesday, May 21 1445 - 1700
University Policies

Academic integrity

Students should know that the University’s Academic Integrity Policy is available at http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf. Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University’s integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for Student Conduct and Ethical Development is available at http://www.sa.sjsu.edu/judicial_affairs/index.html.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy F06-1 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the AEC (Accessible Education Center) to establish a record of their disability.

Student Technology Resources

The Department of Foreign Languages computer lab is located in Clark Hall 208 (see above). Additional computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

Learning Assistance Resource Center

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. The Center's tutors are trained and nationally certified by the College Reading and Learning Association (CRLA). They provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group, individual, and drop-in tutoring are available. Please visit the LARC website for more information (http://www.sjsu.edu/larc/).

SJSU Writing Center

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained
to assist all students at all levels within all disciplines to become better writers. The Writing Center website is located at http://www.sjsu.edu/writingcenter/about/staff/.

Peer Mentor Center
The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop –in basis, no reservation required. The Peer Mentor Center website is located at http://www.sjsu.edu/muse-peermentor/.
## FRENCH 1B / Elementary French: Second Semester
### Spring 2015 Course Schedule

*Please note: Schedule is subject to change with fair notice*

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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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<tr>
<td>1</td>
<td>1/23</td>
<td>Premier jour de classe - Introduction</td>
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<td>2</td>
<td>1/28</td>
<td>Lisez dans <em>Vis-à-vis</em>, pp. 232-40</td>
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<td>Exercices pp. 234, 235, 236, 237, 238, 240</td>
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<td></td>
<td>1/30</td>
<td>Lisez pp. 241-51</td>
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<td>Exercices pp. 243, 248, 249, 251</td>
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<td>3</td>
<td>2/4</td>
<td>Lisez pp. 252-64</td>
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<td>Exercices pp. 254, 255, 256, 261, 263, 264</td>
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<td>2/6</td>
<td><strong>Cahier d'exercices - Chapitre 9 (pp. 173-87)</strong></td>
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<td><strong>Composition #1 («Par écrit», pp. 187-88) [LO 2 &amp; 3]</strong></td>
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<td>Lisez pp. 264-75</td>
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<td>Exercices pp. 265, 269, 270, 272, 273</td>
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<td>4</td>
<td>2/11</td>
<td>Lisez pp. 276-87</td>
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<td>Exercices pp. 277, 280, 283, 284, 285</td>
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<td>2/13</td>
<td>Révision pour l'interrogation #1</td>
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<td><strong>Interrogation #1 (Chapitres 9 &amp; 10) [LO 1]</strong></td>
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<td>Lisez pp. 288-93</td>
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<td>Exercices pp. 291, 293</td>
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<td><strong>Cahier d'exercices - Chapitre 10 (pp. 189-209)</strong></td>
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<td><strong>Composition #2 («Par écrit», pp. 209-10) [LO 2 &amp; 3]</strong></td>
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<td>Lisez pp. 294-303</td>
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<td>Exercices pp. 296, 297, 298, 300, 301</td>
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<td>2/20</td>
<td>Lisez pp. 304-17</td>
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<td>Exercices pp. 306, 307, 311, 312, 314, 315, 316</td>
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<td>6</td>
<td>2/25</td>
<td>Lisez pp. 318-30</td>
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| 2/27 | 2/7  | **Cahier d'exercices - Chapitre 11 (pp. 211-30)**  
**Composition #3 («Par écrit», p. 230) [LO 2 & 3]**  
Lisez pp. 330-43  
Exercices pp. 332, 333, 338, 339, 341, 342, 343 |
| 7    | 3/4  | Lisez pp. 344-51  
Exercices pp. 344, 345, 346, 347  
Révision pour l'interrogation #2 |
|      | 3/6  | Interrogation #2 (Chapitres 11 & 12) [LO 1]  
Révision pour l'interrogation orale #1 |
| 8    | 3/11 | Interrogation orale #1  
**Cahier d'exercices - Chapitre 12 (pp. 233-49; pp. 251-55)**  
**Composition #4 («Par écrit», p. 249) [LO 2 & 3]** |
|      | 3/13 | Lisez pp. 352-65  
Exercices pp. 354, 355, 356, 357, 359, 360, 362, 363 |
| 9    | 3/18 | Lisez pp. 366-75  
Exercices pp. 367, 369, 370, 372, 373, 374 |
|      | 3/20 | Lisez pp. 376-86  
Exercices pp. 380, 381, 382, 383, 385, 386 |
| 10   | 4/1  | **Cahier d'exercices - Chapitre 13 (pp. 257-74)**  
**Composition #5 («Par écrit», p. 275) [LO 2 & 3]**  
Lisez pp. 386-96  
Exercices pp. 388, 389, 394, 395, 396 |
|      | 4/3  | Lisez pp. 397-407  
Exercices pp. 400, 403, 404, 405  
Révision pour l’interrogation #3 |
| 11   | 4/8  | Interrogation #3 (Chapitres 13 & 14) [LO 1]  
Lisez pp. 408-12  
Exercices pp. 411, 412 |
|      | 4/10 | **Cahier d'exercices - Chapitre 14 (pp. 277-96)**  
**Composition #6 («Par écrit», pp. 296-97) [LO 2 & 3]** |
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<td>Exercices pp. 416, 417, 419, 420, 421</td>
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<td>4/17</td>
<td>Lisez pp. 436-47</td>
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<td><strong>Composition #7 («Par écrit», p. 317) [LO 2 &amp; 3]</strong></td>
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<td>4/24</td>
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<td>4/29</td>
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<td>Interrogation #4 (Chapitres 15 &amp; 16) [LO 1]</td>
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<td>Révision pour l'interrogation orale #2</td>
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<td>Interrogation orale #2</td>
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<td>5/8</td>
<td>Pas de classe: Congé du Thanksgiving</td>
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<td>16</td>
<td>5/13</td>
<td><strong>Cahier d'exercices - Chapitre 16 (pp. 319-37; pp. 339-43)</strong></td>
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<td><strong>Composition #8 («Par écrit», p. 337) [LO 2 &amp; 3]</strong></td>
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<tr>
<td>Final Exam</td>
<td>Wednesday May 21</td>
<td>Examen final - de 14h45 à 17h00 [LO 1, 2 &amp; 3]</td>
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