

**San José State University**  
**Department of World Languages & Literatures**  
**French 25A (online) GE, C2 (4 units)**  
**Intermediate French Reading and Composition**  
**Fall 2018**

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<b>Class Days/Time:</b>	ONLINE
<b>Classroom:</b>	ONLINE
<b>GE/SJSU Studies Category:</b>	GE Area C2

**Prerequisites:** FREN 1A-B at SJSU or 9-10 units of College French. Placement Test (WebCape) required at beginning and end of semester. Please see me if you have questions or concerns about placement in French courses.

**Technology Intensive, Hybrid, and Online Courses**

French 25A is a fully online course taught in French. Students are required to have access to a computer or device that can connect to the Internet to complete assigned online grammar exercises, compositions and exams and other graded activities in Canvas. Students are highly encouraged to reconfigure the settings of the computer they will be using to the International English keyboard setting for easy access to French accents for completing coursework (see Canvas website for instructions). Other useful class information and supplementary materials are also available on the University's Canvas Learning Management System (LMS) at <http://sjsu.instructure.com>

**Course Description**

In this course, students complete online the equivalent of twelve (12) hours per week of online practice in vocabulary, grammar, reading comprehension and composition in order to improve their proficiency and prepare for advanced courses and the TEF (Test d'évaluation du français). Students enrolled in the second-year course sequence have typically taken one year of French in college, and range from mid to high intermediate levels on the ACTFL

scale, 250 to 300 in WebCape, and levels A2-B1 on the Council of Europe scale (see evaluation charts on course website). In FREN 25A, students work on developing their reading and writing proficiency for content, grammar, and style. The course requires at least twelve (12) hours of weekly study and written homework.

This course is certified for 4 units of Core General Education, Area C2: Letters.GRAMMAR & COMPOSITION: We will study the following chapters in *Contrastes* (text and online workbook): ch. 1 present indicative; ch. 9 past tenses; ch. 10 present and past participles; ch. 11 future tenses ; ch. 16 relative pronouns; ch. 15 indirect discourse. Students will be able to *identify the forms and structures* that correspond to these grammatical categories and to *produce* the correct forms in context. Online assignments in Canvas will reinforce this learning.

CULTURE: The course will focus on a Francophone writer who discusses issues of racism and racial tensions in contemporary Western society (France) focusing on various cultural themes, such as family, childhood, cross-cultural contacts, gender studies, economic inequalities, rural and urban life, relationships, and love from their unique perspective. Students will also have the opportunity to view several cinematographic adaptations which highlight these themes and to reflect further on the highlighted themes which illuminate enduring human concerns in three (3) essays throughout the semester and an end-of-semester summative GE assessment writing assignment.

DIVERSITY: This course will bring the students to expand their knowledge of French culture, beyond the traditional canon, and explore themes that relate to contemporary society: class, generations, race, and gender issues.

## **Course Goals and GE Student Learning Objectives (GELO)**

**A. General Education Goals: Area C2 Letters. Upon successful completion of this course, students will be able to:**

\*GELO 1: recognize how significant works illuminate enduring human concerns. \*The course effectiveness in SLO1 will be assessed this semester.

GELO 2: respond to significant works by writing both research-based critical analyses and personal responses.

GELO 3: write clearly and effectively. Writing shall be assessed for correctness, clarity, and conciseness.

General Education Research and Writing Requirement Assessment: There is significant writing produced through compositions and workbook exercises totaling 1,500+ words. Students write three (3) essays (300-500 words) and an end-of-semester summative GE assessment writing assignment (500-800 words). 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, to process the information in compliance with academic standards (see #2 below), and to view the assigned films for further reflection in their writing assignments.

At the end of the semester, you are expected to be able to identify the following grammatical structures in the texts you will read:

- Verb forms and their uses in written French. Emphasis on past tenses.
- Gender and number in nouns, adjectives, participles; rules of their agreement.
- Possessive and demonstrative adjectives and pronouns, and their referent.
- Pronouns and their referent, and syntax of relatives clauses.
- Vocabulary, idioms, levels of speech, cognates, and faux-amis.
- Sentence and phrase structures in definition, description, dialog, indirect speech, and narration. Expression of time, location, condition, cause.
- Rhythm and intonation, and other pronunciation features for meaningful reading.

**B. Linguistic and Cultural Learning Objectives (PLO). Upon successful completion of this course, students will be able to:**

1. PLO 1: Write in French at ACTFL high intermediate level (COE's A2 and B1 levels)
2. PLO 9: 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. PLO 1: Observe grammatical rules and spelling (agreement in gender, number, person; meaning and uses of verb forms; meaning of diacritic signs.)
4. PLO 9: Use online and printed linguistic reference materials such as grammars, bilingual dictionaries, conjugation manuals.
5. PLO 1-2: Distinguish between oral & written forms; learn to use written forms in academic writing.
6. PLO 1: Identify expository and argumentative writing styles.
7. PLO 6: Speak and write about ideas, and artistic and literary movements in 20th and 21<sup>st</sup> century France and French-speaking countries.

**Assessment (25A):**

WebCape<sup>1</sup>:

Entrance score 250-300<sup>2</sup>

Exit score 400<sup>3</sup>

ACTFL<sup>4</sup>:

Exit: Intermediate-High range

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<sup>1</sup> WebCape (Computerized Adaptive Placement Exam) is offered online on the French 25A Canvas website (see French 25A Canvas homepage for instructions).

<sup>2</sup> To be taken at beginning of semester.

<sup>3</sup> To be taken before final exam.

<sup>4</sup> See ACTFL Proficiency Guidelines:

(<http://www.sil.org/lingualinks/languagelearning/otherresources/actflproficiencyguidelines/contents.htm>).

## Assignments

1. **15%** Workbook exercises in *Contrastes*
2. **20%** Chapter grammar assignments in Canvas graded as overall percentage
3. **10%** Vocabulary exercises (multiple choice) based on assigned reading (*Le Racisme expliqué à ma fille*) in Canvas graded as overall percentage (200 points)
4. **10%** Reading comprehension questions (multiple choice and essay questions) on assigned reading in Canvas graded as overall percentage (86 points)
5. **30%** Three (3) essays on assigned topic (300 to 500 words) relating to the assigned reading. Half of grade based on content and structure and the other half on style (grammar, spelling, vocabulary, syntax).
6. **10%** One (1) final summative GE assessment writing assignment (500 to 800 words) based on the French film *Michou d'Auber*
7. **5%** General Reading comprehension final (50 points) [niveaux 1 à 3: 15 questions; niveau 4: 5 questions]

## GRADING SCALE:

100 - 97 = A+	96 - 93 = A	92 - 90 = A-
89 - 88 = B+	87 - 83 = B	82 - 80 = B-
79 - 78 = C+	77 - 73 = C	72 - 70 = C-
69 - 67 = D+	66 - 63 = D	62 - 60 = D-
59 - 0 = F		

**FINAL EXAM: Friday, December 14 (by midnight)**

## Placement Test

To take it online:

1. Go to: <http://webcape.byuhtsc.org/nwcregister.php?acct=sjsu>
2. Password: spartans1
3. Select language: French, then click on Begin
4. Fill out the registration form; ID number is not necessary at this time
5. Click Continue when you have completed the registration

Send me ([jean-luc.desalvo@sjsu.edu](mailto:jean-luc.desalvo@sjsu.edu)) your score as soon as you have taken the test, and I will send you an analysis of areas on which you should focus. Students are required to retake the French placement exam at the end of the semester (see syllabus calendar).

## 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.”

In 4-unit courses, students are therefore expected to devote a minimum of twelve (12) hours per week preparing for and completing online course assignments. Careful time management is needed to keep up with readings and assignments in these courses. Certain assignments may require meetings outside of class with other students and the instructor (see course calendar for further details).

## **Texts**

Denise ROCHAT, *Contrastes*, 2<sup>nd</sup> ed. Textbook: ISBN 9780205646999 and online Workbook: ISBN 9780205628483. **Required**

Tahar Ben JELLOUN, *Le racisme expliqué à ma fille* Seuil ISBN 2-02-036275-9

CANVAS: Course materials and online quizzes are posted in the course CANVAS shell. The students are expected to have the notifications turned on for the course and to keep up to date with the course assignments. Some grammar quizzes can only be taken via CANVAS on set dates and times.

**Recommended:** Please add the following websites URLs in your Favorites for French classes:

- WordReference: <http://wordreference.com>
- Dictionnaire Larousse bilingue: <http://www.larousse.com/en/dictionaries/bilingual>
- *Trésor de la langue française* (unilingual) : <http://www.cnrtl.fr/lexicographie/>
- *Dictionnaire des synonymes* (unilingual) <http://www.crisco.unicaen.fr/des/>
- *ARTFL Dictionnaire français-anglais / anglais-français*: (Database available via King Library.) [http://humanities.uchicago.edu/forms\\_unrest/FR-ENG.html](http://humanities.uchicago.edu/forms_unrest/FR-ENG.html)

## **Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's Catalog Policies section at <http://info.sjsu.edulstatic/catalog/policies.html>. Add/drop deadlines can be found on the current academic calendar web page located at [http://www.sjsu.edulacademyrograms/calendars/academic\\_calendar/](http://www.sjsu.edulacademyrograms/calendars/academic_calendar/). The Late Drop Policy is available at <http://www.sjsu.edulaars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at <http://www.sjsu.eduladvising/>.

## **Classroom Protocol**

In this fully online class, you are expected to keep up with the due dates in accordance with the course calendar and email the instructor if you need help. Strict adherence to the academic integrity policy is also expected as described below.

## **University Policies**

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

# FRENCH 25A–Intermediate French Reading and Composition

## Weekly Schedule

Fall 2018

*Please note: The schedule is subject to change with fair notice*

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/21	First day of instruction – read over course syllabus and other informational items on French 25A Canvas homepage
2	8/27	<i>Contrastes</i> , Chapitre 1, pp. 1-6 [present indicative] <b><i>Le racisme expliqué à ma fille</i>, pp. 5-6 (vocab)</b> <b><i>Le racisme expliqué à ma fille</i>, pp. 5-6 (questions)</b> <b>French Placement Exam due by August 31st (midnight)</b>
3	9/3	<i>Contrastes</i> , Chapitre 1, pp. 7-9 [imperative] <b>All Chapter 1 assignments completed by 9/7</b> <b><i>Le racisme expliqué à ma fille</i>, pp. 7-8 (vocab)</b> <b><i>Le racisme expliqué à ma fille</i>, pp. 9-10 (vocab)</b> <i>Contrastes</i> Workbook, Chapitre 1 Canvas grammar assignments – Chapitre 1
4	9/10	<i>Contrastes</i> , Chapitre 9, pp. 113-122 [past tense] <b><i>Le racisme expliqué à ma fille</i>, pp. 11-12 (vocab)</b> <b><i>Le racisme expliqué à ma fille</i>, pp. 13-14 (vocab)</b>
5	9/17	<i>Contrastes</i> , Chapitre 9, pp. 122-127 [passé composé vs imparfait] <b>All Chapter 9 assignments completed by 9/21</b> <b><i>Le racisme expliqué à ma fille</i>, pp. 15-16 (vocab)</b> <b><i>Le racisme expliqué à ma fille</i>, pp. 17-18 (vocab)</b> <b><i>Le racisme expliqué à ma fille</i>, pp. 7-17 [1] (questions)</b> <b><i>Le racisme expliqué à ma fille</i>, pp. 7-17 [2] (questions)</b> <i>Contrastes</i> Workbook, Chapitre 9 Canvas grammar assignments – Chapitre 9
6	9/24	<i>Contrastes</i> , Chapitre 10, pp. 128-133 [present and past participle] <b>Essay #1 on <i>Le racisme expliqué à ma fille</i></b>
7	10/1	<i>Contrastes</i> , Chapitre 10, pp. 133-141 [present and past participle] <b>All Chapter 10 assignments completed by 10/5</b> <b><i>Le racisme expliqué à ma fille</i>, pp. 19-22 (vocab)</b> <b><i>Le racisme expliqué à ma fille</i>, pp. 23-25 (vocab)</b> <i>Contrastes</i> Workbook, Chapitre 10 Canvas grammar assignments – Chapitre 10
8	10/8	<i>Contrastes</i> , Chapitre 11, pp. 142-148 [future] <b><i>Le racisme expliqué à ma fille</i>, pp. 26-29 (vocab)</b> <b><i>Le racisme expliqué à ma fille</i>, pp. 30-32 (vocab)</b> <b><i>Le racisme expliqué à ma fille</i>, pp. 17-27 (questions)</b>
9	10/15	<i>Contrastes</i> , Chapitre 11, pp. 148-154 [conditional] <b>All Chapter 11 assignments completed by 10/19</b> <b><i>Le racisme expliqué à ma fille</i>, pp. 33-34 (vocab)</b> <b><i>Le racisme expliqué à ma fille</i>, pp. 35-36 (vocab)</b> <i>Contrastes</i> Workbook, Chapitre 11 Canvas grammar assignments – Chapitre 11

10	10/22	<i>Contrastes</i> , Chapitre 16, pp. 205-214 [relative pronouns] <b><i>Le racisme expliqué à ma fille</i>, pp. 27-30 (questions)</b> <b>Essay #2 on <i>Le racisme expliqué à ma fille</i></b>
11	10/29	<i>Contrastes</i> , Chapitre 16, pp. 214-222 [relative pronouns] <b><i>Le racisme expliqué à ma fille</i>, p. 37 (vocab)</b> <b><i>Le racisme expliqué à ma fille</i>, pp. 38-40 (vocab)</b> <b><i>Le racisme expliqué à ma fille</i>, pp. 30-39 [1] (questions)</b> <b><i>Le racisme expliqué à ma fille</i>, pp. 30-39 [2] (questions)</b>
12	11/5	<i>Contrastes</i> , Chapitre 16, pp. 222-225 [relative pronouns] <b>All Chapter 16 assignments completed by 11/9</b> <b><i>Le racisme expliqué à ma fille</i>, pp. 41-44 (vocab)</b> <b><i>Le racisme expliqué à ma fille</i>, pp. 45-47 (vocab)</b> <b><i>Le racisme expliqué à ma fille</i>, pp. 39-47 (questions)</b> <i>Contrastes</i> Workbook, Chapitre 16 Canvas grammar assignments – Chapitre 16
13	11/12	<i>Contrastes</i> , Chapitre 15, pp. 192-200 [indirect discourse] <b><i>Le racisme expliqué à ma fille</i>, pp. 48-50 (vocab)</b> <b><i>Le racisme expliqué à ma fille</i>, pp. 51-54 (vocab)</b> <b><i>Le racisme expliqué à ma fille</i>, pp. 48-52 (questions)</b>
14	11/19	<i>Contrastes</i> , Chapitre 15, pp. 200-204 [indirect discourse] <b>All Chapter 15 assignments completed by 11/23</b> <b><i>Le racisme expliqué à ma fille</i>, pp. 55-61 (vocab)</b> <i>Contrastes</i> Workbook, Chapitre 15
15	11/26	<b><i>Le racisme expliqué à ma fille</i>, pp. 52-58 (questions)</b> <b>Essay #3 on <i>Le racisme expliqué à ma fille</i></b>
16	12/3	<b><i>Le racisme expliqué à ma fille</i>, pp. 59-61 (questions)</b> Review <b>Retake of French Placement Exam due by December 7 (midnight)</b>
Final	12/14	End-of-semester summative GE assessment writing assignment due by midnight Reading Comprehension Final on <i>Le racisme expliqué à ma fille</i> General Reading Comprehension Final (midnight)