

## FRE 2220 Intermediate French I Fall 2020

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### Course description and objectives:

Intermediate French I is designed to review and reinforce the use of grammar and vocabulary so that you can understand as well as express yourself in oral and written French with greater ease and scope. With this objective in mind, students have frequent reading experiences, in-class writing prompts (quizzes, analyses and compositions), songs, poetry, a film, and oral presentations. All of these activities develop listening and speaking ability in cultural context. Students who complete FRE 2220 successfully should expect to reach the B1 level on the Common European Framework of Reference for Languages.

### Placement and pre-requisites:

For detailed placement information including information on the online placement exam, please see: [https://languages.ufl.edu/files/Placement\\_for\\_lower\\_division\\_French\\_courses-rev\\_Aug20.pdf](https://languages.ufl.edu/files/Placement_for_lower_division_French_courses-rev_Aug20.pdf)

In general, students in FRE 2220 have completed FRE 1131 (Beginning French II) or FRE 1134 (Accelerated French Review) or French 3 or 4 in high school.

### Required materials:

Access to a computer with a camera and microphone and an internet connection for zoom meetings of courses.

Textbook complete package: (available at **all bookstores**)

- Wong, Weber-Fève, Lair and VanPatten, *Encore*, **2<sup>nd</sup> edition**, Cengage Learning
  - MindTap for *Encore*, 2<sup>nd</sup> Edition (You will need access to this electronic learning platform to complete online activities required for the course.)

Please note that this course will be participating in the UF All Access program. Login at the following website and Opt-In to gain access to your required course materials - <https://www.bsd.ufl.edu/G1CO/IPay1f/start.aspx?TASK=INCLUDED> – UF All Access will provide you with your required materials digitally at a reduced price and the ability to pay using your student account. This option will be available starting 1 week prior to the semester starting and ending 3 weeks after the first day of class. A hard copy of the textbook is available for those who wish to purchase one; simply indicate this when you Opt-In.

**Highly recommended materials:** Morton, English Grammar for Students of French, *The Olivia and Hill Press* and a good bilingual dictionary (**Robert-Collins, Larousse, Word Reference, etc.**)

### **Pedagogical approach:**

We teach our classes in French using a communicative approach with the goal of developing skills in listening, speaking, reading, and writing as well as intercultural competencies.

Please note that the material listed on your daily syllabus -- including audio material, video material, new vocabulary and new grammatical structures -- should be thoroughly reviewed BEFORE coming to class on Zoom. As well, you should plan to review the relevant chapter materials BEFORE you complete the intensive online activities assigned in MindTap for Thursdays. Students normally spend about two hours working at home for each hour in class to keep up with the pace of the course.

Course meetings: Mondays, Wednesdays and Fridays, courses will take place on Zoom.  
Course meetings: Thursdays will usually be “lab days” during which students will complete a variety of activities on MindTap.

### **MindTap activities:**

All students are expected to have access to MindTap and establish an account allowing them to submit their activities to their instructor. Weekly homework on MindTap will be due each Wednesday at 11:59pm. We recommend that you complete a few activities each day to support ongoing language learning. Intensive online activities on MindTap will take place on Thursdays and will be due on Thursdays at 11:59pm. On Thursdays, multi-student video recording activities (MSV on the calendar) will require you to work with a partner or in a group and must be done during class time. Activities submitted after the due date will be penalized as indicated on MindTap.

### **In-class quizzes, *analyses*, and compositions:**

Quizzes let you show what you have learned about the chapter’s vocabulary and grammar. *Analyses* exercises let you respond to a text to demonstrate comprehension and written expression. Compositions let you to use chapter vocabulary and grammar while expressing yourself in written French.

Absences on these days will result in a zero for the work, unless proper documentation is provided.

### **Participation:**

Good participation means:

- Speaking French from the start of the class period
- Being ready to incorporate new grammar, vocabulary and cultural knowledge
- Being active in answering and asking question
- Working well in pairs or small groups
- Taking risks (i.e. going beyond yes/no answers in role plays for example, or extending the scope of an activity if you are done faster than the other groups)

Please consult the participation rubric in Canvas for more details.

### Final grades:

Six factors determine the final grade for this course:

- (1) preparation and participation (15%),
- (2) MindTap activities (20%);
- (3) *analyses* and compositions (35%)
- (4) quizzes (15%)
- (5) presentations, debates, discussions (15%)
- (6) the excessive absence adjustment (see below)

Final Letter Grade: A=93-100; A-=90-92; B+=87-89%; B=83-86%; B-=80-82; C+=77-79%; C=73-76%; C-=70-72; D+=67-69%; D=63-66%; D-=60-62; E=below 60%. S is equivalent to C or better. The College of Liberal Arts and Sciences requires that students earn a final grade of C or better (or S) in FRE 2220 in order to advance to the next course. Note that a C- does not satisfy this requirement; students must earn a C or better in the course in order to move on to the next course.

According to university guidelines, letter grades will convert to GPA as follows: A = 4.0; A- = 3.67; B+ = 3.33; B = 3; B- = 2.67; C+ = 2.33; C = 2.0; C- = 1.67; D+ = 1.33; D = 1.0; D- = .67; E = 0; WF = 0; I = 0 NG = 0; S-U = 0

### S/U Option:

If you are eligible, you may take FRE 2220 on the S/U option, although we discourage most students from doing so because of the strong temptation to neglect S/U courses when under pressure. Submit S/U applications directly to the Registrar. Consult the Undergraduate Catalog for further clarification. *Students must earn a C or better in order to earn an S in this course. (C- converts to a U under UF guidelines.)*

## POLICIES

### Attendance:

Becoming fluent in a language requires extensive, repeated exposure to that language. For this reason, attendance is essential in this class, and is considered mandatory.

**A PENALTY WILL BE IMPOSED FOR EXCESSIVE ABSENCES:**

After **3 hours of class time missed in 2220**, 2% per absence will be deducted **from your overall grade average**. Documentation must be provided for excused absences. Tardiness will not be tolerated. Arriving more than 5 minutes late to a Zoom meeting on three occasions will count as one missed class.

### Religious holidays:

Students and faculty must cooperate to allow each person to observe the holy days of his or her faith. Following UF policy, a student must **inform** the faculty member of the religious observances of his or her faith that will **conflict** with class attendance, with tests or examinations, or with other class activities **prior to the class or occurrence of that test or activity**. **No make-ups will be given after a holiday unless arrangements were made in advance with the instructor.**

## Use of Zoom

*Do not share your Zoom classroom link or password with others.*

- The Zoom link and password will be provided on the canvas page for this class.
- Join the Zoom session on time or a few minutes early if possible. Attendance will be taken at the start of each class session, and tardiness will be marked.
- Set up the webcam video at the level of your eyes to show your full face. If you are using a laptop, you may need to place a book or two under it. Test the audio of your webcam. *For any technical difficulties, please contact the UF Computing Help Desk (352-392-4357). <https://elearning.ufl.edu/media/elearningufledu/zoom/How-to-Join-a-Meeting.pdf>*
- Find a quiet indoor space with stable internet connection to attend class. The study space does not need to be a separate room; a chair and desk/table set for school work in a quiet corner should be sufficient. The space should be conducive to work, including pair/group work. Make sure you are uninterrupted by other household members, including pets.
- Your professor and classmates can also see what is behind you. Make sure the background is not distracting or something you would not want your classmates to see. You may use a virtual background if your device supports this feature. Be sure to avoid using backgrounds that may contain offensive images and language.
- During class session, set yourself on mute unless you want to speak or are called upon. If you want to speak, you can raise your hand (click the “raise hand” button at the center bottom of your screen) and wait to be called upon.
- Your webcam must remain on throughout the class hour. If you have a reason to keep your webcam off, please communicate to your instructor or through the Dean of Students Office.
- Our class sessions may be recorded. If a session is to be recorded, an announcement will be made in advance. If you do not wish to be recorded, please communicate that reason to your instructor or through the Dean of Students Office.
- When you are assigned to a breakout room, enable your webcam and microphone so that your partners may hear and see who they are working with.
- Follow the same rules of respectful interaction as you would in a face-to-face course. Dress appropriately for class. Refrain from eating during the class hour, as you would in a face-to-face course.
- Alert your instructor as soon as possible if you experience technical difficulties. A “chat” can be sent at any moment during a Zoom session if, for example, you find that your webcam or microphone are not functioning properly.
- Participation will be graded during all Zoom sessions. Students who have not prepared the assigned activities before attending the Zoom session, students who do not participate fully in group activities and students who speak constantly English in class will receive a reduced participation grade.
- Try your best to only speak and chat in French during these Zoom sessions.

### **Electronics in class:**

It is expected that you will silence your phone upon joining the Zoom session. During the Zoom session, it is important that you not open webpages, documents or other windows or applications on your computer that are not related to class work. Consultation of email, social media or text messages during class will result in loss of your preparation / participation points for the day. Use of electronics during a composition, quiz or exam will result in a zero on that assignment, unless expressly permitted by your instructor.

### **Academic dishonesty:**

The University of Florida statement regarding academic honesty and more specifically “giving and/or receiving unauthorized aid on student’s work” reads as follows:

- “Giving information includes, but is not limited to, allowing other students to use or copy work or answers to exam questions either while the exam is being given or after having taken the exam.
- Further, the taking of information includes, but is not limited to, copying from the answers provided in the book or ancillary materials, copying from another student’s paper [...], using information already written in books, [...], or asking anyone, students or not to review and/or correct assignments.
- Students found in violation of this policy will be referred to the appropriate administration for appropriate action according to the student judicial process.

### **Students with disabilities:**

The University of Florida policy related to accommodations for students with disabilities reads as follows:

“Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodations. Students with disabilities should follow this procedure as early as possible in the semester.”

### **Course Evaluation Process**

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>

FRE 2220 Automne 2020

(This calendar may be modified for pedagogical or practical reasons.)

Tout travail est à préparer **avant** de venir en classe

semaine du	lundi	Mercredi	jeudi	vendredi
31 août	Introduction Révision Activités orales MindTap Intro	<b>Chapitre P</b> Réflexion culturelle et Vocabulaire 1 (pages 6-9)	<b>Chapitre P</b> Etudiez :Grammaire 1 Expressions + futur proche (pages 10-13)  Activités sur <b>MINDTAP et/ou CANVAS</b>	<b>Chapitre P</b> Préparation pour le film (pages 4-5)  Révision Grammaire 1
7 septembre	FÉRIÉ (Labor Day)	<b>Chapitre P</b> Réflexion culturelle Vocabulaire 2 (pages 14-17)	<b>Chapitre P</b> Etudiez: Grammaire 2 irréguliers, depuis, <b>impératif</b>  (pages: 18-23)  Activités sur <b>MINDTAP et/ou CANVAS</b>	<b>Chapitre P</b> Révision Grammaire 2  <b>Chapitre 1</b> Réflexion culturelle et Vocabulaire 1 (pages: 24-29)
14 septembre	<b>Chapitre 1</b> Réflexion culturelle et Vocabulaire 2 (pages 34-37)  Grammaire 1 Verbes irréguliers (pages 30-33)	<b>Chapitre 1</b> Culture (pages 42-45)  Grammaire 2 <b>Articles</b> (pages 38-41)	<b>Chapitre 1</b> Activités sur <b>MINDTAP et/ou CANVAS</b>  <b>(MSV)</b>	<b>Chapitre 1</b> Film et Synthèse (pages 50-53)  Grammaire 3 Verbes pronominaux (pages 46-49)
21 septembre	<b>Chapitre 1</b>  Lecture (pages 54-57)  Activités en groupes (page 58)	<b>Chapitre 2</b> Réflexion culturelle Vocabulaire 1 (pages 60-65)	<b>Analyse 1</b>  Et  Activités sur <b>MINDTAP et/ou CANVAS</b>	Activités orales ou culturelles

28 septembre	<b>Chapitre 2</b> Pp 70-73 Réflexion culturelle Vocabulaire 2  Grammaire 1: Pronom y (pages 66-69)	<b>Chapitre 2</b>  Grammaire 2: Adverbes interrogatifs (pages 74-77)  Grammaire 3: <u>Pronoms interrogatifs</u> <u>Qui/Que</u> (pages 82-85)	<b>Chapitre 2</b>  <b>Activités sur MindTap et/ou CANVAS</b>  <u>(MSV)</u>	<b>Chapitre 2</b> Culture (pages 78-81)  Révision Grammaire 2 et 3
5 octobre	<b>Chapitre 2</b> Film et Synthèse (pages 86-89)	<b>Chapitre 2</b> Lecture (pages 90-93)	<b>Présentation 1</b>  <u>Composition 1</u> <u>(page 94)</u>	<b>Chapitre 3</b> Réflexion culturelle et Vocabulaire 1 (pages 96-101)
12 octobre	<b>Chapitre 3</b>  Grammaire 1 Adjs/prons possessifs (pages 102-105)	<b>Chapitre 3</b>  Réflexion culturelle Vocabulaire 2 (pages 106-109)	<b>Chapitre 3</b>  <b>Activités sur MindTap et/ou CANVAS</b>  <u>(MSV)</u>	<b>Chapitre 3</b>  Culture (pages 114-117)  Grammaire 2 Position des adjectifs (pages 110-115)
19 octobre	<b>Chapitre 3</b>  Grammaire 3 p.c. avoir/être  Lecture (pages 116-121)	<b>Chapitre 3</b>  Film et Synthèse (pages 122-125)	<u>Analyse 2</u>  <b>Activités sur MindTap et/ou CANVAS</b>	<b>Discussion / Débats</b>
26 octobre	<b>Chapitre 4</b> Réflexion culturelle Vocabulaire 1 (pages 132-137)	<b>Chapitre 4</b> Réflexion Culturelle et Vocabulaire 2 (pages 142-145)  Grammaire 1: Pronom en (pages 138-141)	<b>Chapitre 4</b>  <b>Activités sur MindTap et/ou CANVAS</b>  <u>(MSV)</u>	<b>Chapitre 4</b>  Grammaire 2 COI (pages 146-151)  Culture (pages 150-151)

2 novembre	<b>Chapitre 4</b> Grammaire 3 Conditionnel et pronoms objets multiples (pages 154-157)  Culture (pages 152-153)	<b>Chapitre 4</b>  Lecture (pages 162-165)	<b>Chapitre 4</b>  <b>Activités sur MindTap et/ou CANVAS</b>  <u>(MSV)</u>	<b>Chapitre 4</b> Film et Synthèse (pages 158-161)
9 novembre	<b>Chapitre 5</b> Réflexion culturelle et Vocabulaire 1 (pages 168-173)	FÉRIÉ- Veterans' Day	<u>Composition 2</u> (page 166)	<b>Chapitre 5</b>  Pp 174-177 Grammaire 1 (Verbes irrègls; expressions de temps)
16 novembre	<b>Chapitre 5</b>  Réflexion culturelle Vocabulaire 2 (pages 178-181)	FÉRIÉ- Thanksgiving	FÉRIÉ- Thanksgiving	FÉRIÉ- Thanksgiving
23 novembre	<b>Chapitre 5</b>  Grammaire 2 Position des adverbess (pages 182-187)  Lecture (pages 194-197)	<b>Chapitre 5</b>  Grammaire 3 Passé composé/Imparfait (pages 190-193)	<u>Analyse 3</u>  Activités sur MindTap et/ou CANVAS  <u>(MSV)</u>	<b>Chapitre 5</b>  Révision: Grammaire 3  Culture (pages 186-189)
30 novembre	<u>Le Paradis des chats</u>	<u>Le Paradis des chats</u>	<u>Composition 3</u> (page 202)	<b>Chapitre 5</b> Film et Synthèse (pages 198-201)
7 décembre	<u>Présentation 2:</u>	<u>Présentation 2:</u>		