

Stevens Institute of Technology  
College of Arts and Letters  
**FOREIGN LANGUAGES PROGRAM**  
Spring Semester 2019

**LFR 102/Beginning French II**

**Professor:**

**Office:**

**Office hours:**

**Telephone extension:**

**E-mail address:**

**Course Description:** Beginning French 2. Prerequisites include college-level French 1 or a placement test. Students will expand their knowledge of grammatical structures. They will learn to communicate in the target language both in professional and real-world settings. Using current terminology, students will begin to explore fields such as technology, science, and business. Students will learn to identify major cultural trends in art, music and literature. The course will be conducted almost entirely in French.

**Prerequisites:** Prerequisites include college-level French 1 or a placement test.

**College of Arts and Letters Objectives:**

1. Students will demonstrate an awareness of ethical responsibility and the societal impact of their future professions.
2. Students will demonstrate a fuller understanding of the traditional humanities and social sciences through an understanding of their relation to the study of sciences and technology.
3. Students will demonstrate an awareness of cultures and societies other than their own.
4. Students will demonstrate writing and public speaking skills.
5. Students will demonstrate a love of learning in the liberal arts for its own sake.
6. Students will demonstrate leadership and team skills.

**Course Objectives:**

In French 102, students will:

1. Acquire sufficient listening skills to understand spoken French, and differentiate between a multitude of regional accents and dialects.
2. Obtain reading skills appropriate to comprehend and construct sentences of varying complexity in the declarative, interrogative and imperative modes, identifying and utilizing correct parts of speech.
3. Communicate in French in a variety of situations, including common expressions for personal, family, school, work, neighborhood and everyday situations (e.g., shopping, dining, making plans).
4. Learn and be able to use regular verbs (-er, -ir, -re ending types) and common irregular verbs (e.g., être, avoir, faire, aller) in the present, near-future, past, and imperfect tenses, along with the reflexive form.
5. Explore various French and Francophone cultures and customs, through video interviews and other tools.
6. Develop a strong awareness of French culture, including cuisine, art, literature, and music.

**Course Outcomes:** Upon successful completion of this course, students will show improvement in their ability to:

1. Understand simple spoken French and begin to differentiate between a multitude of regional accents and dialects.
2. Read and write sentences of varying complexity with grammatical correctness.
3. Communicate in a variety of everyday situations.
4. Use regular and irregular verbs in the present, near-future, past, and imperfect tenses, and reflexive form.
5. Recognize variations in French and Francophone cultures and customs.
6. Identify aspects of French culture.

**Required Text:**

Terrell, Tracy D., Mary Rogers, and Betsy Kerr. *Deux Mondes*. 7th ed. New York: McGraw-Hill Higher Education, 2013.

LFR 102 will utilize Connect, the publisher's dynamic online content (\$150 for 24 months). It includes the text in eBook format, with a loose-leaf print version available for \$40 extra.

Here is the link for ordering: <https://www.mheducation.com/highered/product/0073386456.html>

**Assignments:**

The assignments in this course are designed to help students master the skills that are necessary to achieve the above-described levels of proficiency:

**CLASS PREPARATION AND PARTICIPATION:** Involvement in classroom discussions and activities will be evaluated by the instructor. Being prepared for and participating in class activities is one of the most important means of attaining the goals of the course.

**HOMEWORK:** Students will be responsible for the completion of all homework, including workbook exercises, assigned by the instructor.

**QUIZZES:** Quizzes will be given regularly during the semester, and may or may not be announced. Topics will include the content of homework assignments, class discussions, and other activities conducted during class time.

**PROJECT:** Each student will research and present upon one region of France, in English.

**COMPOSITION:** One composition in French will be assigned, with an initial outline, draft and revised final version.

**EXAMINATIONS:** There will be Chapter Tests and one Final Examination.

**ORAL PRESENTATION:** The individual oral presentation will unify several conversational themes developed throughout the semester.

**GRADE DETERMINATION:**

CLASS PREPARATION/PARTICIPATION	15 %
CHAPTER TESTS	30
QUIZZES	10
HOMEWORK	20
PROJECT	5
COMPOSITION	5
FINAL PRESENTATION (oral)	5
FINAL EXAM (written)	10

### Grading Scale:

LETTER GRADE	NUMERICAL RANGE	GPA EQUIVALENCY
A	93-100	4
A-	90-92.9	3.7
B+	87-89.9	3.3
B	83-86.9	3
B-	80-82.99	2.7
C+	77-79.9	2.3
C	73-76.9	2
C-	70-72.99	1.7
D+	67-69.9	1.3
D	63-66.9	1
D-	60-62.99	.7
F	<60	0

**Attendance:** Attendance is required for the full scheduled class time. Arriving late and/or leaving before the class is dismissed will count as one-half (½) of an absence. Students accruing more than four (4) full unexcused absences will be subject to academic sanctions.

**N.B.** – students who are not fully “present” in class (e.g., are distracted by activities other than curricular, and distracting to other class members), will lose points in their overall Class Participation average.

### Guidelines:

- Class participation is expected;
- students must bring the course textbook to class (eBook and/or loose-leaf version);
- homework may be typed or handwritten as per the specific assignment;
- eating in class is not permitted;
- cell phones shall be turned off at the beginning of each class.

### LEARNING ACCOMODATIONS

Stevens Institute of Technology is dedicated to providing appropriate accommodations to students with documented disabilities. Student Counseling and Disability Services works with undergraduate and graduate students with learning disabilities, attention deficit-hyperactivity disorders, physical disabilities, sensory impairments, and psychiatric disorders in order to help students achieve their academic and personal potential. They facilitate equal access to the educational programs and opportunities offered at Stevens and coordinate reasonable accommodations for eligible students. These services are designed to encourage independence and self-advocacy with support from SCDS staff. The SCDS staff will facilitate the provision of accommodations on a case-by-case basis. These academic accommodations are provided at no cost to the student.

### ***Disability Services Confidentiality Policy***

Student Disability Files are kept separate from academic files and are stored in a secure location within the office of Student Counseling, Psychological & Disability Services. The Family Educational Rights Privacy Act (FERPA, 20 U.S.C. 1232g; 34CFR, Part 99) regulates disclosure of disability documentation and records maintained by Stevens Disability Services. According to this act, prior written consent by the student is required before our Disability Services office may release disability documentation or records to anyone. An exception is made in unusual circumstances, such as the case of health and safety emergencies.

**Special Accommodations:** Students requiring special accommodations of a physical and/or academic nature should contact the Office of Disability Services early in the semester so that the instructor can be officially informed of the student's needs. Send an email to Director Philip Gehman [pgehman@stevens.edu](mailto:pgehman@stevens.edu), call (201) 216-3748, or stop by the 7<sup>th</sup> floor of the Howe Building.

### **INCLUSIVITY STATEMENT**

Stevens Institute of Technology believes that diversity and inclusiveness are essential to excellence in education and innovation. Our community represents a rich variety of backgrounds, experiences, demographics and perspectives and Stevens is committed to fostering a learning environment where every individual is respected and engaged. To facilitate a dynamic and inclusive educational experience, we ask all members of the community to:

- be open to the perspectives of others
- appreciate the uniqueness their colleagues
- take advantage of the opportunity to learn from each other
- exchange experiences, values and beliefs
- communicate in a respectful manner
- be aware of individuals who are marginalized and involve them
- keep confidential discussions private

### **Honor System Policies:**

Undergraduate enrollment at Stevens Institute of Technology entails a student's commitment to the ethics of the Honor System. It is the responsibility of each student to become aware of and to uphold the ideals set forth in the Honor System constitution. Specific student responsibilities include: maintaining honesty and fair play in all aspects of academic life; writing and signing the pledge on all submitted academic work; reporting any suspected violations to an Honor Board member or to the Dean of Student Development; cooperating with Honor Board investigations and hearings. For further details, refer to:

<http://web.stevens.edu/honor/howitworks.shtml>.

The pledge signifies that the work turned in by the student is his or her own: "I pledge my honor that I have abided by the Stevens Honor System." The pledge, always written in full and signed by the student in ink, must appear on all submitted course work.

**Changes to the Syllabus:** This Syllabus is a contract. By taking this course you agree to abide by the rules of the Foreign Languages Program, the College of Arts and Letters, and Stevens Institute of Technology. The instructor and/or the College of Arts and Letters may modify or alter the syllabus to make up for canceled classes, to better attain course goals, or for any similar significant reasons. Students will be given reasonable notice if there are changes made to the Syllabus/Course Schedule/Detailed Program. **Students are responsible for regularly checking their Stevens e-mail accounts and the Canvas course page.**

### **COURSE SCHEDULE/Le programme du semestre**

Semaine/Date	Sujets
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1/le 21 janvier	Bienvenus!
2/le 28 janvier	Chapitre 3 : En ville
3/le 4 février	Chapitre 3
4/le 11 février	Chapitre 3
5/le 18 février	<b>Pas de cours mardi: les cours de lundi ont lieu</b> Chapitre 4 : La maison et le quartier
6/le 25 février	Chapitre 4
7/le 4 mars	Chapitre 4
8/le 11 mars	Chapitre 4; La présentation du projet
9/le 18 mars	<b>En congé</b>
10/le 25mars	Chapitre 5 : Dans le passé
11/le 1 <sup>er</sup> avril	Chapitre 5
12/le 8 avril	Chapitre 5
13/le 15 avril	Chapitre 6: L'enfance et la jeunesse
14/le 22 avril	Chapitre 6
15/le 29 avril	Chapitre 6 Composition Présentation finale (orale)
16/le 6 mai	Révision (la dernière réunion = mardi le 7 mai)
Les examens: du 9 au 20 mai	La date/l'heure/l'endroit – à confirmer