ARIZONA CHRISTIAN UNIVERSITY

Intermediate French II
FRE 202
Fall 2025

Instructor Information:
Name:
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Sections/Days/Room: Section #, [Meeting days & times], Building # - Room #

Course Description: the aim of this course is to expand on improving the listening, reading, writing and speaking skills, as well as culture in French-speaking world. It provides an overall grammar review with introduction of more advanced structures.

Prerequisites: French 201.

Course Student Learning Goals:

As a result of this class the student will be able to:

1. An increased ability to speak French well enough to describe, narrate, ask and answer questions in both present time, and in a more limited ability, past time, about everyday topics and personal activities and interests, preferences and emotions, studies and future plans, social problems, and media.

2. An increased ability to understand spoken French with sufficient ability to grasp the main idea and most supporting details in short interactions--both live and taped--that relate to the themes of education, future plans, health, and the environment.

3. Read and comprehend the main idea and most of the supporting details of both edited and non-edited material (including short narratives, fairy tales, songs, and plays, advertisements, tourist brochures, and magazine interviews).

4. Write sentences, paragraphs, and short compositions on familiar topics, complete forms, take messages, and write letters that relate to personal interests and practical needs.

5. Recognize basic similarities and differences among Francophone cultures represented in the course, as well as fundamental similarities and differences between these Francophone cultures and your own, and show an emerging awareness of the pitfalls of stereotyping and of the complexities of cultural issues.

6. Use French beyond the walls of your classroom through reading fiction and non fiction, watching movies or TV5, listening to radio online or music, exchanging email messages, etc.

Mission of ACU:

Arizona Christian University provides a biblically-integrated, liberal arts education equipping graduates to serve the Lord Jesus Christ in all aspects of life, as leaders of influence and excellence.

Students will have the benefit of learning conversational French in person. They will become effective in sharing the Gospel in French as well as communicating in the target language.

Texts and Resources:

The resources below are important for your success in this class. Learning occurs both in and out of the classroom and so having access to the required resources will allow you to keep up in class. If you have any questions or difficulties in finding a text, please let me know.

Required resources:

- Siskin, Field, Storme. *Ouvertures*; Cours intermédiaire de français. 4ème edition. Wiley, 2006.
- Siskin, Field, Storme. *Ouvertures*; Cours intermédiaire de français. Cahier d'Exercices et de Laboratoire, 4ème édition. Wiley, 2006.
- Boucher & Mativat. *Anatole le Vampire*
- Companion website http://bcs.wiley.com/he-bcs/Books?action=index&itemId=0471475475&bcsId=2820 to access quizzes, audio, video, and web activities
- French/English pocket dictionary

Course Schedule:

Important dates such as deadlines on withdrawal and when holidays are can be found at https://www.arizonachristian.edu/wp-content/uploads/2023/03/2023-2024-Academic-Calendar-Approved-v.1.pdf

WEEK	PREPARE BEFORE CLASS	CLASSROOM ACTIVITY	ASSIGNMENTS
0			*Read the Syllabus*
1	*Chapitre 5: Révélations audiovisuelles: Les médias et les valeurs pp 127-147*	*Review and discuss material*	*Read next section, do exercises in book and study vocabulary.*
2	*Chapitre 5: Révélations audiovisuelles: Les médias et les valeurs pp 147-159*	*Review and discuss material* *Vocabulary Quiz*	*Read next section, do exercises in book and study vocabulary.*
3	*Chapitre 6: Comment peut-on être français?: Clés de l'identité.pp 160-185*	*Review and discuss material*	*Read next section, do exercises in book and study vocabulary.*
4	*Chapitre 6: Comment peut-on être français?: Clés de l'identité.pp 186-205*	*Review and discuss material* *Vocabulary Quiz*	*Read next section, do exercises in book and study vocabulary.*
5	*Chapitre 7: Regards sur la societé: La diversité culturelle de la France pp 206-216*	*Review and discuss material*	*Read next section, do exercises in book and study vocabulary.*
6	*Chapitre 7: Regards sur la societé: La diversité culturelle de la France pp 217-220*	*Review and discuss material* *Vocabulary Quiz*	*Read next section, do exercises in book and study vocabulary.*
7	*Chapitre 8: Le travail et les loisirs: Entrées dans le monde du travail pp 221-228*	*Review and discuss material*	*Read next section, do exercises in book and study vocabulary.*
8	*Chapitre 8: Le travail et les loisirs: Entrées dans le monde du travail pp 221-228*	*Review and discuss material* *Vocabulary Quiz*	*Read next section, do exercises in book and study vocabulary.*
9	*Chapitre 9: Perspectives sur le passét L'histoire et la memoire pp 229-237*	*Review and discuss material*	*Read next section, do exercises in book and study vocabulary.*
10	*Chapitre 9: Perspectives sur le passét L'histoire et la memoire pp 229-237*	*Review and discuss material* *Vocabulary Quiz*	*Read next section, do exercises in book and study vocabulary.*
11	*Chapitre 10: L'avenir de la France dans l'Europe: Frontières ouvertes pp 238-242*	*Review and discuss material*	*Read next section, do exercises in book and study vocabulary.*
12	*Chapitre 10: L'avenir de la France dans l'Europe: Frontières ouvertes pp 238-242*	*Review and discuss material* *Vocabulary Quiz*	*Read next section, do exercises in book and study vocabulary.*
13		*Review*	
14	*Evaluation Globale 2.1: Interpretation (Ecoute)*		
15	*Evaluation Globale 2.2: Entretien (Expression orale)*		
16	*Evaluation Globale 2.3: Interpretation (Lecture) et Presentation (Expression écrite)*		

Course Assessment:

GRADES	GRADING SCALE %	GRADE POINTS
A	**90%-100%**	**4 points**
B	**80%-89%**	**3 points**
C	**70%-79%**	**2 points**

D	**60%-69%**	**1 point**
F	**Below 60%**	**0 points**

A = 90-100

Excellent: Everything in the Superior category, but showing additional capacity for original thought, outstanding writing skills, and an ability to relate to wider contexts and issues.

B = 80-89

Good to very good: Displays substantial grasp of relevant issues, as well as the ability to analyze and apply these issues.

C = 70-79

Satisfactory: Work that meets basic requirements in all the relevant areas, but does not go much beyond this.

D = 60-69

Below average: Work at this level does not meet minimum requirements.

F = 59 or below

Not acceptable: Work was not completed according to the assignment or at all.

Note: "A" does not mean "average.

Late Work:

1. Any late work submitted will be marked down 10% per day.

2. Students may not submit any assignments or papers, which were assigned during the first part of the semester **after Friday of Week 8**.

3. All assignments, quizzes, papers, and exams assigned during the second half of the semester must be completed **and submitted by the Friday of Week 15** of class to receive credit.

Expectations for students and faculty:

Campus policies for students can be found at Student Handbook; the ACU catalog can be found at ACU Catalog.

Attendance:

My goal is to foster your growth as an academic scholar. However, it is essential that you take stewardship of your education. Your feedback and participation are important to me and to your classmates. Make sure you attend class on time and are ready to participate in the tasks assigned for the session.

A student may miss up to two weeks' worth of classes during a semester (for classes that meet 2x per week up to four classes can be missed in the term; for classes that meet once a week, two classes can be missed in a term). If a student misses between two-three weeks of class, her final grade may be deducted by one letter. If the student misses more than three weeks' worth of classes during a semester (for classes that meet 2x per week, that is more than six classes), the student may fail the course.

There are no excused or unexcused absences; the two weeks' worth of absences is yours to use wisely. If you are struggling with attendance, then please contact me so that we can discuss options such as an incomplete or withdrawal.

If you are absent for a University Sanctioned Event then the absence is not counted towards the above totals. Note, you are responsible though for making up all the work you miss when gone. I encourage you to work with your classmates on getting notes and other important information you may have missed. Contact me for procedures to make up any in-class assignments.

Academic Integrity:
We want you to learn and grow to become men and women of integrity and excellence. To that end all assignments in this class are expected to be done in a way that is honest and reflects your effort and understanding. It can be confusing to know what is allowed or not allowed on an assignment. Here are some general guidelines, more specific instructions will be included with assignments.

Citation: Any assignment (for example a power point, speech, discussion post, paper, etc.) should be cited accurately in a way appropriate for the type of assignment.

Working with others: Sometimes you will be encouraged to work in groups to complete an assessment, other times you will be asked to work alone. In general, while you should work with your classmates to learn material, assessments should be completed by yourself unless otherwise stated.

Use of technology and artificial intelligence: There are several ways that technology and artificial intelligence can be used to enhance our learning and productivity. Sometimes I will encourage you to use technology in the completion of an assignment. Other times use of technology, such as having a chatbot generate part of a paper, will be forbidden as it will be important to see you work through the process without those aids. It is considered academically dishonest to use technology that is ruled out by the assignment.

New work: It is assumed that the work you do for the class is new and has not been submitted in another class. If you do want to use work that you created for another class in the current class, please speak with me first and get permission. I likely will ask that you significantly revise or expand on previous work. It is considered academically dishonest to submit a work for credit in multiple classes.

Consequences: If I determine that academic dishonesty has occurred, I will contact you directly about it. Potential consequences include having to redo the assignment to receive credit or receiving no credit on the assignment. If needed, I may refer the incident to the dean or vice president of academic affairs for further action.

Use of technology in the classroom:

Tech Support Services
For Populi support, please email populi@arizonachristian.edu
For Canvas support, please email canvas@arizonachristian.edu
For help with any other IT concerns, please email IThelpdesk@arizonachristan.edu

Read about Netiquette Expectations

Semester Dates:
Please review the current Campus Calendar for important dates, including the following:
1. Withdrawal deadlines
2. Tuition Refund Policies
3. Academic Symposium
4. Finals Schedule (Students are required to attend all classes, even during finals week.)

Accommodations and Special Needs:
Your instructor is willing to make any reasonable adaptations for limitations due to any disability, including a learning disability, in keeping with ACU policies and the Student Handbook. Any student with documented certifiable special needs should contact the office of the Associate Director of Academic Services on campus, and they will inform your instructor of the proper accommodations you require. If you have a special need, even on a temporary basis, it is your responsibility to contact this office as soon as possible to disclose your disability information and

discuss your accommodation needs. Students are required to make their requests in writing using the Accommodation Request and Documentation Form and document their disability in accordance with ACU policies and procedures. Documentation of the disability must be current (not older than 1 year) and provided by a qualified healthcare professional such as a diagnosing or current physician, psychiatrist or psychologist. It must comply with the requirements for documentation outlined on the Accommodation Request and Documentation Form. Accommodations are not retroactive. ACU reserves the right to verify all professional documentation and determine reasonable accommodation for any disability, including learning disability. Please see the Student Handbook for current detailed information regarding accommodation and special needs.

Final Note:

We need to be flexible as items outside our control or anticipation can change the best way to move through the material. This syllabus is subject to modification and I will communicate with you any changes that occur. In addition, I will use my best judgement in evaluating exceptional cases with regards to assigning grades and implementing these policies.