

**OXFORD COLLEGE of Emory University**  
**Humanities Division**

**Français 203Q**  
**Advanced French**

Spring 2015  
MWF 9:30-10:35am  
Language Hall 102

**Matthew Moyle, Ph.D.**

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**Prerequisites:** French 201 or equivalent experience (four years of high school French, for example). Please see the instructor if you are unsure of your preparedness for the course.

**Introduction and Course Objectives:**

French 203 builds off of French 201 (or other experience) to further students' mastery of the French language and to deepen their knowledge of French and Francophone literature, history and culture. The course will have three primary subject centers – current events in the French and Francophone world, careful reading of short literary texts, and a culminating unit on the French Revolution. All three will provide the impetus for discussions, presentations, and writing assignments formal and informal.

The College's curriculum is "designed to teach students to read perceptively, think independently, communicate clearly, and embrace responsible citizenship" (*Oxford College Catalog*, p. 2). This course intends to contribute to all of these objectives: responsible citizenship in a globalized, interconnected world is difficult if not impossible without competence in a second language; French study will not only allow students to read more things perceptively and communicate clearly with more people, but second-language study also reinforces first-language skills; finally, the course's primary pedagogy (communicative, inductive) intends to support students as independent learners and thinkers.

Of the twelve objectives of higher education identified by the IDEA Center (<[www.theideacenter.org](http://www.theideacenter.org)>), this course primarily contributes to these: 1) Gaining factual knowledge: words, forms, pronunciations in French as well as facts about French and francophone culture(s); 2) Learning fundamental principles, generalizations, and theories: knowing when to use which form, understanding the reasons behind cultural differences; 7) Gaining a broader understanding and appreciation of [French-language] intellectual and cultural activity, and 8) Developing skill in expressing oneself orally or in writing: both learning how to express yourself in French as well as giving you new insights into English and/or your first language.

It is hoped that the students will, by the close of the semester, have attained French skills in speaking, writing, reading, and listening comprehension that fall between "Advanced-Low" and "Advanced-Mid" on the scales published by the American Council on the Teaching of Foreign Languages. For example, students will be able to speak in paragraph-length discourse about current events, discuss a literary text with nuance, and construct a compelling argument on a historical subject.

### Ways of Inquiry:

This course is part of Oxford College's Ways of Inquiry program. Students taking such courses "understand and question the way knowledge is sought by actively learning and practicing the discipline's approach to inquiry" (INQ vision statement). In this course, you will have the opportunity to reflect on a) the relationship between a language's structure (its grammar) and its use, b) to inquire into the rhetorical strategies employed by journalists and literary creators, and c) to model the translation of theory (political philosophy) into practice (the framing of a government).

### Texts:

- Abbadie, Christian, et al. *L'Expression française écrite et orale*. Grenoble: Presses Universitaires de Grenoble, 2004. ISBN 978-2-7061-1461-8.
- Carnes, Mark C., and Gary Kates, *Rousseau, Burke, and Revolution in France, 1791*. New York: Pearson Longman, 2005. ISBN: 0-321-33229-6
- Rousseau, Jean-Jacques. *Du contrat social* (livres I et II). Paris: Larousse (Petits Classiques), 2013. ISBN: 978-2-03-589309-3
- *Le Petit Robert Micro*. Paris: Le Robert. Any edition, newer is better. ISBN for 2011 ed.: 978-2849028919.

-**Recommended:** A very good French-English dictionary. (My suggestion is *Collins-Robert College French-English Dictionary* [New York: HarperCollins. Any edition, newer is better. ISBN-10 for 2007 ed.: 0061690236])

For *Du contrat social*, PLEASE purchase the edition indicated. It has many features (notes, glosses, study questions, etc.) that will be very helpful to you, and it will help us quite literally "be on the same page" as we work with the text.

Other readings and/or practice activities will occasionally be assigned and posted online.

### Assessment:

Presence et participation (17.5%): The nature of foreign language study is such that daily practice is absolutely essential to your success. Ten points are assigned for in-class participation each day, according to this approximate scale:

- 10: you are present, fully engaged, well-prepared, and participating willingly in small- and large-group activities, almost never speaking in English.
- 8-9: You mostly meet the above standards but there is room for improvement.
- 6-7: Infrequent participation or evidence of poor preparation.
- 5 or less: Infrequent participation AND evidence of poor preparation. Evidence of disengagement (cell phone use, working on other homework, sleeping...).
- 0: absent.

This means that **daily attendance is a requirement of the course**. You are responsible for the course material and for the participation points whether or not you have an excusable reason to miss class. In addition, **one percentage point will be deducted from your final semester average for each unexcused absence beyond three**. Participation points are deducted for arriving late, leaving early, or leaving and returning.

### Préparation et exercices (10%):

*Devoirs quotidiens*: I will ask you to complete grammar and vocabulary exercises, especially in *L'Expression française*, on a daily basis. However, since you have now reached a point

where you have seen most points of French grammar once (if not twice) already, I will ask you to turn in relatively few exercises and will expect you to do (or skip) the others according to your own needs.

*Carnet de vocabulaire/journal de bord*: Approximately once per week, you will turn in a short response to assigned or independent reading. Furthermore, each week you will note down at least ten vocabulary words that are new to you from these readings.

These routine assignments are graded according to the following approximate scale:

- + (full credit): The exercise is complete and shows evidence of excellent effort (correct answers, or clear attempts to address problems).
- ☑ (~80%): There are some mistakes but good effort has been made.
- – (50% or less): The exercise is complete, but shows that the material has not been mastered and/or little effort has gone into the assignment
- 0 (no credit): The assignment is not complete.

A detailed assignment schedule will be posted at [fren203.matthewmoyle.com](http://fren203.matthewmoyle.com).

#### Rédactions (12.5%):

You will write three formal essays in French over the course of the first eleven weeks of semester, on topics to be assigned. In each case, you will be responsible for multiple drafts. Earlier drafts will be peer-edited and/or corrected by the instructor; final drafts will incorporate this feedback. Grades will be based on content as well as form.

#### Exposés (5%):

You will also give at least two oral presentations in French over the first weeks of the semester, solo or with a partner, planned or spontaneous, on topics to be announced.

#### Épreuves et examens (22.5%):

50-minute *épreuves* (10%) will be given four times, at regular intervals throughout the semester, testing vocabulary, of which much will be drawn from the *carnets de vocabulaire* you will keep; grammatical structures; readings, etc. all in an integrative manner. They may include listening comprehension, reading comprehension, short answer and essay questions. A *final exam* (15%) will be structured similarly to an *épreuve* but will cover the entire semester's work.

Entretien oral (7.5%): An *entretien oral* will be scheduled at the end of the term, during which you can show me (and yourself) how much you are now capable of expressing. You will have an idea of the possible subjects of the conversation, but like real exchanges, it may go in unexpected directions. The *entretien* will be graded according to overall discourse (how much can you express?), correctness, pronunciation and general fluency.

#### Reacting to the Past (25%)

The last few weeks of the term will be given over to a simulation game where each student will be given a role to play in a mock-up of the *Assemblée nationale constituante* which met in Paris from 1789-1791 to draft a constitution for the new republic. Students will complete background readings, will participate in daily debates, deliver formal speeches, write two formal essays to be circulated to other delegates, and vote on key matters before the assembly. The grade for this experience will include participation (60%), which includes "routine" presence and engagement, formal speeches, informal participation in debates and discussions, among other things; written work, which involves, for most students,

contributing articles to partisan newspapers (30%) and the attainment of victory objectives (10%).

**Grading Scale:**

93-100%: A; 90-92: A-; 88-89: B+; 84-87: B; 80-83: B-; 78-79: C+; 74-77: C; 70-73: C-; 68-69: D+; 60-67: D; 59 or less: F

**A word on academic integrity:**

Students are expected to be familiar with, and to strictly abide by the Oxford College Honor Code. In the context of this course, please be aware that the following are considered “unauthorized assistance,” and therefore constitute academic misconduct (see Honor Code, art. 1, A.3.):

- 1) The use of computer-assisted translation in ANY written or oral work.
- 2) Having a more advanced student or native speaker correct or complete assignments. (I want to see YOUR French, mistakes and all.)
- 3) The recycling of your own or other people’s work.

However, it is acceptable (and encouraged) to collaborate on routine homework/labwork assignments as long as all parties benefit.

The normal penalty for a first offense of academic misconduct is a grade of ‘F’ in the course.

**If you have** a documented disability, please arrange for the office of Access and Disability Resources (Murphy Hall, <ods.emory.edu>) to send me a letter detailing any necessary accommodations, then see me to discuss it.

**Kindly note the following:** “Student work submitted as part of this course may be reviewed by Oxford College and Emory College faculty and staff for the purposes of improving instruction and enhancing Emory education.”

**Pour le bien-être de tous...** please refrain from eating or chewing gum, silence and stow cell phones, participate with enthusiasm, ask questions when you have them, and do all you can to contribute to the learning experience.

**Programme général**

	<u>langue</u>	<u>lectures, etc.</u>
unité 1 (14 jan – 2 fév)	nouvelles structures	médias
unité 2 (4-18 fév)	approfondissement des structures	prose, poèmes, nouvelles
unité 3 (20 fév – 23 mars)	rhétorique	Rousseau, préparation « Reacting to the Past »
unité 4 (25 mars – 22 avr)	révision (indépendante) des structures de base	« Reacting to the Past »

**épreuves: 2 fév, 23 fév, 23 mars, 22 avr**

**examen final: le mercredi 29 avril, de 9h-12h**