

OXFORD COLLEGE of Emory University
Humanities Division

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Language 111 • MTuWF 10:45-11:45
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French 203Q – Advanced French
Spring 2018 • 9:30-10:35 MWF • Pierce Hall 239

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.

In so doing, the course aims to contribute to certain core goals of a liberal arts education: For example, responsible citizenship in a globalized, interconnected world is difficult if not impossible without competence in a second language; French study permits careful, perceptive reading and precise oral communication in any language; and the course's primary pedagogy (communicative, inductive) supports students as independent learners and thinkers.

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, 2015. ISBN 978-2-7061-2310-8.
- Popiel, Jennifer, et al. *Rousseau, Burke, and Revolution in France, 1791*. Second Edition. New York: W.W. Norton, 2015. ISBN: 978-0-393-93888-3.
- 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 2015 ed.: 978-2-321-00643-5.

-Recommended: A very good French-English dictionary, e.g. *Collins-Robert College French-English Dictionary* (New York: HarperCollins. Any edition, newer is better. ISBN for 2011 ed.: 978-0-06-223330-1)

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. There are no “free skips.” In addition, at least **2 points** of the possible ten are deducted for arriving late or for leaving class 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. There will be further suggested exercises that I expect you to do (or skip) according to your own needs.

Petits paragraphes: Approximately once per week, you will turn in a short response to assigned or independent reading.

Carnet de vocabulaire: Each week you will note down at least ten vocabulary words that are new to you from your readings. These lists will form the vocabulary sections of unit exams.

Journal de curiosités: You will keep a running journal of questions, observations, oddities, etc., related to French language and French/Francophone cultures. This will be handed in at each unit test.

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
- o (no credit): The assignment is not complete.

A detailed assignment schedule will be posted at 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%):

One-hour *épreuves* (10%) will be given three 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, including structures reviewed independently. The final exam is scheduled for **Wednesday, 9 May, from 9:00-12:00**. College policy prohibits the rescheduling of final exams except in extraordinary circumstances.

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, participate in daily debates (including formal speeches), contribute to partisan newspapers or write open letters 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, as well as active participation in debates and discussions, among other things; written work (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. Please note that “unauthorized assistance” (Honor Code, art. 1, A.3) in this course includes (but is not limited to) the following:

- 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 Accessibility Services (Murphy Hall, <equityandinclusion.emory.edu/access>) to send me a letter detailing any necessary accommodations, then see me to discuss it.

If celebrating religious holidays will pose a conflict with major class activities, please let me know well in advance so that we may make alternate arrangements.

I reserve the right to request that the Dean of Academic Affairs (or designee) remove you from the course for excessive absences or repeated disruptive behavior.

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, music players, tablets, and laptops; 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 (17 jan – 5 fév)	nouvelles structures	médias
unité 2 (7-23 fév)	approfondissement des structures	prose, poèmes, nouvelles
unité 3 (28 fév – 26 mars)	rhétorique	Rousseau, préparation « Reacting to the Past »
unité 4 (28 mars – 23 avr)	révision (indépendante) des structures de base	« Reacting to the Past »

Programme de travail

L'Expression française écrite et orale (EF), Du contrat social (CS), Rousseau, Burke and Revolution in France, 1791 (RTTP), Feuilles à part (FaP -- worksheets or handouts)

date	étudier, s'exercer	lire, réfléchir	compléter, rendre
le mercredi 17 janvier bonjour et bienvenue !			
le vendredi 19 janvier	lexique finance/travail (FaP)	article de presse	(re)read the syllabus buy the books
le lundi 22 janvier	EF, ch. 16 (ex. 1), démonstratifs (FaP)	article de presse	• exercice (FaP) sur le vocabulaire du travail
le mercredi 24 janvier	EF, ch. 9 (ex. 4, 6) mots en –ant (FaP)	regardez journal télévisé	• petit paragraphe • carnet • exercice (FaP) sur les démonstratifs
le vendredi 26 janvier	verbes en –oir (FaP)	article de presse (à votre choix)	• ex. 2, p. 50, EF. • ex. sur les mots en « ant » (FaP)
le lundi 29 janvier exposés	lexique nature/environnement (FaP)	article de presse (à votre choix)	
le mercredi 31 janvier exposés	passé du conditionnel, futur antérieur (FaP)	article de presse (du monde francophone)	• petit paragraphe • carnet • exercice (FaP) sur le vocabulaire de la nature

étudier, s'exercer:

Please study the chapters or pages listed here before class, and do as many exercises as you feel you need to practice the material. Exercises from *L'expression française* in parentheses will have sample answers posted on the course web site so that you may check your work.

lire/réfléchir:

Please read anything listed here before class, as it will in most cases serve as a basis for discussion. Remember to be marking new vocabulary words from your readings; at least ten per week.

compléter/rendre:

In this column are found routine assignments that must be turned in. Unless otherwise noted, these may be handwritten on loose paper. Subjects for the « petits paragraphes » will be posted on the course website.

date	étudier, s'exercer	lire, réfléchir	compléter, rendre
le vendredi 2 février	pronoms personnels EF, ch. 15 (exs. 2, 5, 7, 9, 11)	<ul style="list-style-type: none"> • Apollinaire, « Voyage à Paris » • Queneau, « Un poème, c'est bien peu de chose » 	<ul style="list-style-type: none"> • exercice (FaP) sur le p.d.c et le f.a.
le lundi 5 février épreuve I			<ul style="list-style-type: none"> • journal de curiosités
le mercredi 7 février rédaction 1 (brouillon)	ponctuation (EF, ch. 1) structure de la phrase EF, ch. 2 (ex. 3)	Desnos, « Rose Sélavy » (sélections, FaP)	<ul style="list-style-type: none"> • ex. 6, p. 76, EF • petit paragraphe • carnet
le vendredi 9 février	nominalisation/familles de mots EF, ch. 3 (exs. 1, 2, 3, 4, 6)	Camus, <i>Journaux de voyage</i> , pp. 28-33 (FaP)	ex. 4, p. 15, EF
le lundi 12 février	nature de la phrase EF, ch. 4 (exs. 1, 2, 3, 4, 7, 8, 9, 10, 11, 12) voix active/passive (FaP)	Camus, <i>Journaux de voyage</i> , pp. 33-36 (FaP)	ex. 5, p. 19, EF.
le mercredi 14 février	temps du passé EF, ch. 21 (exs. 2, 4, 7, 16)	Lafarrière, <i>Chronique de la dérive douce</i> , pp. 11-26.	<ul style="list-style-type: none"> • ex. 13, p. 26, EF, n°s impairs • exercice (FaP) sur la voix passive • petit paragraphe/carnet
le vendredi 16 février	plus-que-parfait EF, ch. 22 (ex. 3, 6)	<i>Chronique de la dérive douce</i> , pp. 26-41.	ex. 16, p. 111
le lundi 19 février rédaction 2 (brouillon)	révision du subjonctif (FaP) rév. du conditionnel (FaP) EF, ch. 37 (ex. 1, 3, 4)		ex. 4, p. 119, n°s impairs
le mercredi 21 février exposés (21, 28 fév ; 5, 7, 9 mars)	rév. du futur (FaP) EF, ch. 23 l'expression du temps EF, ch. 25 (ex. 1, 2, 4, 5, 7, 9)	Rousseau, <i>Du contrat social</i> , livre I, chs. I-IV (pp. 30-40)	<ul style="list-style-type: none"> ex. sur le subjonctif (FaP) ex. sur le cond. ex. 9, p. 225 • petit paragraphe • carnet
le vendredi 23 février	le discours rapporté EF, ch. 26 (ex. 1, 2, 8, 10)		<ul style="list-style-type: none"> ex. futur ex. ch 23 ex. 3, p. 132, EF
le lundi 26 février épreuve II			<ul style="list-style-type: none"> • ex. 3, p. 140, EF • journal de curiosités

date	étudier, s'exercer	lire, réfléchir	compléter, rendre
le mercredi 28 février	l'expression de la pensée EF, ch. 27 (ex. 1, 2, 3, 4, 9)	CS, livre I, chs. V-IX (pp. 42-52)	
le vendredi 2 mars	l'expression de la volonté EF, ch. 28 (2, 3, 7) l'expression de la volonté EF, ch. 29 (ex. 1, 2, 4, 7)		ex. 5, p. 148, EF.
le lundi 5 mars	l'expression de la comparaison EF, ch. 30 (ex. 2, 3)	CS, livre II, chs. I-IV (pp. 56-67)	<ul style="list-style-type: none"> ex. 1, p. 154, EF ex. 5, pp. 161-162, n°s impairs
le mercredi 7 mars	l'expression de la cause EF, ch. 31 (ex. 2, 5, 6, 7)	CS, livre II, chs. VI-VIII (pp. 69-79)	<ul style="list-style-type: none"> petit paragraphe carnet
le vendredi 9 mars	l'expression de la conséquence EF, ch. 32 (ex. 1, 4, 8)	CS, livre II, chs IX-XII (pp. 79-88) RTTP, pp. 3-13	ex. 1, p. 177, EF
les 12-16 mars congé de printemps			
le lundi 19 mars	l'expression du but EF, ch. 33 (ex. 4, 5)	RTTP, pp. 15-47	ex. 3, p. 186, EF
le mercredi 21 mars rédaction 3 (brouillon)	l'expression de la concession, de l'opposition, de la restriction EF, ch. 34 (ex. 1, 2, 5)	RTTP, pp. 49-57 ; 69-84	<ul style="list-style-type: none"> ex. 1, p. 193, EF (n°s pairs) petit paragraphe carnet
le vendredi 23 mars Reacting to the Past, session 1 (game setup)	l'expression de l'hypothèse et de la condition EF, ch. 35 (ex. 2, 3) EF, ch. 36	description de rôle	
le lundi 26 mars épreuve III			<ul style="list-style-type: none"> ex. 1, p. 208, EF ex. 10, p. 211, EF journal de curiosités
le mercredi 28 mars	entre le 28 mars et le 23 avril, étudiez indépendamment les chapitres suivants dans EF. <ul style="list-style-type: none"> 6 (ex. 2, 3, 8) 7 (ex. 1, 5, 7) 8 (ex. 1, 2, 5, 6) 11 (ex. 1) 	<u>Reacting to the Past</u> En collaboration avec le/la Président-e de l'Assemblée (élu-e le 17/3), un calendrier provisoire sera adopté et distribué. Il pourra être modifié par le/la Président-e ou par action de l'Assemblée.	
le vendredi 30 mars			
le lundi 2 avril			
le mercredi 4 avril			
le vendredi 6 avril			
le lundi 9 avril			
le mercredi 11 avril			
le vendredi 13 avril			
le lundi 16 avril			

date	étudier, s'exercer	lire, réfléchir	compléter, rendre
le mercredi 18 avril	• 12 (ex. 1)		
le vendredi 20 avril			
le lundi 23 avril			
le mercredi 25 avril révisions			journal de curiosités
le vendredi 27 avril révisions			
le lundi 30 avril conclusions			

le mercredi 9 mai, 09h00-12h00 : **examen final**

sur rendez-vous, pendant la semaine des examens : **entretien oral**