

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 2017 • 9:30-10:35 MWF • Library 230

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), 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.
- 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 2011 ed.: 978-2-849-02891-9.

-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. 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. 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%):

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 (13 jan – 1 ^{er} fév)	nouvelles structures	médias
unité 2 (3-17 fév)	approfondissement des structures	prose, poèmes, nouvelles
unité 3 (20 fév – 22 mars)	rhétorique	Rousseau, préparation « Reacting to the Past »
unité 4 (24 mars – 21 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 11 janvier bonjour et bienvenue !			
le vendredi 13 janvier	lexique finance/travail (FaP)	article de presse	(re)read the syllabus buy the books
le lundi 16 janvier fête de Martin Luther King, Jr.			
le mercredi 18 janvier	EF, ch. 16 (ex. 1), démonstratifs (FaP)	article de presse	<ul style="list-style-type: none"> • petit paragraphe • carnet • exercice (FaP) sur le vocabulaire du travail
le vendredi 20 janvier	EF, ch. 9 (ex. 4, 6) mots en –ant (FaP)	regardez journal télévisé	• exercice (FaP) sur les démonstratifs
le lundi 23 janvier	verbes en –oir (FaP)	article de presse (à votre choix)	<ul style="list-style-type: none"> • ex. 2, p. 50, EF. • ex. sur les mots en « ant » (FaP)
le mercredi 25 janvier exposés	lexique nature/environnement (FaP)	article de presse (à votre choix)	<ul style="list-style-type: none"> • petit paragraphe • carnet
le vendredi 27 janvier exposés	passé du conditionnel, futur antérieur (FaP)	article de presse (du monde francophone)	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 lundi 30 janvier épreuve I			<ul style="list-style-type: none"> exercice (FaP) sur le p.d.c et le f.a. journal de curiosités
le mercredi 1 ^{er} 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"> petit paragraphe carnet
le vendredi 3 février	nominalisation/familles de mots EF, ch. 3 (exs. 1, 2, 3, 4, 6)	<ul style="list-style-type: none"> Apollinaire, « Voyage à Paris » Queneau, « Un poème, c'est bien peu de chose » 	ex. 4, p. 15, EF
le lundi 6 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. 28-33 (FaP)	ex. 5, p. 19, EF.
le mercredi 8 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 10 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 13 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 15 février exposés (17, 24, 29 fév ; 2, 4 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)	ex. sur le subjonctif (FaP) ex. sur le cond. ex. 9, p. 225 <ul style="list-style-type: none"> petit paragraphe carnet
le vendredi 17 février	le discours rapporté EF, ch. 26 (ex. 1, 2, 8, 10)		ex. futur ex. ch 23 ex. 3, p. 132, EF
le lundi 20 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 22 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 24 février	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 27 février	l'expression de la comparaison EF, ch. 30 (ex. 2, 3)	CS, livre II, chs. I-IV (pp. 56-67)	ex. 1, p. 154, EF ex. 5, pp. 161-162, n°s impairs
le mercredi 1 ^{er} 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 3 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 6-10 mars congé de printemps			
le lundi 13 mars	l'expression du but EF, ch. 33 (ex. 4, 5)	RTTP, pp. 15-47	ex. 3, p. 186, EF
le mercredi 15 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 17 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 20 mars épreuve III			<ul style="list-style-type: none"> • ex. 1, p. 208, EF • ex. 10, p. 211, EF • journal de curiosités
le mercredi 22 mars	entre le 25 mars et le 20 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) 	<u>Reacting to the Past</u> <i>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.</i>	
le vendredi 24 mars			
le lundi 27 mars			
le mercredi 29 mars			
le vendredi 31 mars			
le lundi 3 avril			
le mercredi 5 avril			
le vendredi 7 avril			

date	étudier, s'exercer	lire, réfléchir	compléter, rendre
le lundi 10 avril	<ul style="list-style-type: none"> • 11 (ex. 1) • 12 (ex. 1) • 15 (ex. 2, 5, 6, 9, 11) 		
le mercredi 12 avril			
le vendredi 14 avril			
le lundi 17 avril			
le mercredi 19 avril épreuve IV			journal de curiosités
le vendredi 21 avril révisions			
le lundi 24 avril conclusions			

le lundi 1^{er} mai, 09h00-12h00 : **examen final**

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