

OXFORD COLLEGE of Emory University
Humanities Division

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Language 111 • MTuWF 10:45-11:45
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French 310W – Écrire en français
Automne 2016 • lun, mer, ven 08h15-09h20 • Language Hall 102

Prerequisites: French 203, a score of 4 or 5 on the AP French exam, or equivalent experience. Please see the instructor if you are unsure of your preparedness for the course.

Introduction and Course Objectives:

French 310 builds on prior study of French to develop students' capacities as writers (especially), readers, and speakers of the language. Its primary concern and goal is clear, correct, and coherent written expression in French that is stylistically appropriate for its genre and audience. By the close reading of several sample texts, students will gain insights into the various tools writers use to create meaning and will apply these insights to their own writing. Furthermore, by carefully critiquing their own and colleagues' work, they will become more astute readers and more precise writers.

Each week of the semester, students will be engaged in a writing assignment and/or will be revising a previous paper. Assignments will be designed to expand the range of subjects about which students can write in French. Furthermore, since writing is itself a significant part of the intellectual content of the course, students will reflect on the process of writing as experienced by authors and the tools of the writerly trade.

French 310 is designated as a "writing-rich" course; its successful completion with a grade of "C" or better meets the College's Continuing Writing Requirement. In addition, French 310 is a core requirement of the major and minor programs in French at Emory College. It is the prerequisite or co-requisite of all further courses and is strongly recommended for students enrolling in Emory's semester and full-year abroad program in Paris ("EDUCO"). This is because the course aims, in brief, to help students discover the tools for the clear, correct, and compelling academic writing that would be expected in a French university or in higher-level French courses.

Of the twelve objectives of higher education identified by the IDEA Center (<www.theideacenter.org>), this course primarily contributes to these: 6) *Developing creative capacities in writing*; 7) *Gaining a broader understanding and appreciation of [French-language] intellectual and cultural activity*; 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; 9) *Learning how to find and use resources for answering questions or solving problems*: addressing grammar or vocabulary questions with appropriate resources; and 11) *Learning to analyze and critically evaluate ideas, arguments, and points of view*: especially with respect to the style and structure of their expression.

Texts to purchase:

- Siskin, H. Jay et al., *Tâches d'encre: French Composition*, 4th ed. Boston: Cengage, 2017.
 - paperbound: ISBN 978-1-305-58028-2.
 - e-book: ISBN 978-1-337-02610-9
- *Le Petit Robert Micro*. Paris: Le Robert. Any edition, newer is better. ISBN for 2015 ed.: 978-2-321-00643-5

In addition, each student will read a novel of her/his choice. This may be purchased or borrowed from the library.

Recommended:

- *Collins-Robert French Unabridged Dictionary*. New York: HarperCollins. Any edition, newer is better. ISBN for 2012 ed.: 978-0-061-96299-8
- Peyrouet, Claude. *Style et rhétorique*. Paris: Nathan (Repères Pratiques), 2013. ISBN 978-2-09-162824-0.
- grammar references or reviews, such as:
 - Abbadie, Christian, et al. *L'Expression française écrite et orale*. Grenoble: Presses Universitaires de Grenoble, 2004. ISBN 978-2-7061-1461-8.
 - Stillman, David M. and Ronni L. Gordon, *Reprise: A French Grammar Review Worktext*. Boston: McGraw-Hill, 2007. ISBN 978-0-07-353541-8.
 - the “Bescherelle,” more formally *La Conjugaison pour tous* (Paris: Hatier, 2012). ISBN 978-2-218-95198-5. Also *L'orthographe pour tous*, and *La Grammaire pour tous*, from the same publisher.

Required texts are available at the Oxford College bookstore, located in Candler Hall. Copies of recommended texts may be on reserve at the library.

Assessment:

Présence, préparation, participation (20%)

While this course focuses primarily on writing, our time together in class will be devoted, in large measure, to the discussion of model texts, of stylistic and rhetorical tools, and to your own works in progress. The course functions best when each student comes to class prepared to carefully engage with the assigned material.

You should **read well**: There will be frequent readings from sample texts in *Tâches d'encre*. You are asked to carefully read, and reread, these works in order to be able to discuss them thoughtfully. Guided by the questions following each one, you should read with attention to comprehension, style, and structure, remembering that these texts are meant to inspire your own writing.

You should **practice well**: I will ask you to read and study sections in *Tâches d'encre* that present useful vocabulary, grammar reviews, and stylistic tools; all of which contribute to the improvement of your writing skills. I will ask you to turn in occasional exercises from these texts, and we will work on others together in class. It is your responsibility to independently work on other exercises where you feel that extra practice would benefit you. Ask any questions you have, even if they feel “basic” to you. You are probably not the only one wondering.

Attentive reading and diligent practice will help you **participate frequently**: Active participation in class discussions (and therefore, regular attendance) is indispensable for

successful completion of the course. In practical terms, 10 points are assigned for in-class participation each day, according to the following approximate scale:

- 10: you are present, fully engaged, well-prepared, and participating willingly in small- and large-group activities.
- 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.

Participation points are also deducted for arriving late, leaving early, or leaving and returning. Please also refer to the separate document *Standards for Mutual Respect*.

Exercices et/ou contrôles (10%)

Most assigned exercises from *Tâches d'encre* will be discussed in class. Some will be collected and will be graded globally according to the following scale:

- + : excellent effort, few mistakes (100%)
- ☒ : adequate effort, some mistakes (80%)
- – : inadequate effort, many avoidable errors, but assignment complete (50%)
- 0 : assignment missing or incomplete

This category also includes any writing assignments (in class or at home) outside of compositions. Quizzes (announced or not) may be given at the instructor's discretion, according to the needs of the class.

Travaux écrits (50%)

The bulk of the work in this course will consist of staged writing assignments. A typical composition might entail a prewriting activity, a first draft shared with a peer group, a second draft that I will correct, and a final version. You may expect to be working on the final version of one paper and an early draft of another paper at the same time. Written work will be graded according to the following approximate rubric:

- A: coherent and compelling essay that closely addresses the assignment parameters, written in clear and correct French, and showing increasing sophistication in style.
- B: the paper only partially addresses the assignment, contains sufficient errors to suggest a rushed composition, or shows little progress with respect to style.
- C: more than one of the issues named under "B;" relevance to the assignment difficult to determine in places, issues in expression that partially interfere with understanding of the paper.
- D: more than one of the issues mentioned under "C."
- F: the paper fails to even remotely address the prompt, shows a complete lack of effort.

Exposés (10%)

Each student will do three oral presentations over the course of the semester. The exposés will ask you to adapt a composition for an audience; adding, subtracting, and reworking as necessary. Exposés will be assessed according to a similar rubric to written work.

Examen final (10%)

The final exam will be an in-class writing exercise where you will be given a choice of two prompts. It will be given on **Friday, December 9th**, from **9:00-12:00**. College policy requires that exams be given as scheduled except in extraordinary circumstances.

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 online or automated translators 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.
- 4) Using the words or ideas of another person without specifically citing the author and work where those ideas are found. Note that secondary sources are not required for any assignment in this course.

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

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.”

If you have a documented disability, please arrange for the office of Access and Disability Resources (Murdy Hall, <ods.emory.edu>) 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.

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 provisoire

genre de travail écrit	dates	premier brouillon à remettre	autre
introduction	24-29 août		
1: la description	31 août – 12 sept	9 sept	
2: le portrait	14-28 septembre	21 sept	exposés 26, 28 sept
3: le récit	30 sept – 12 octobre	7 oct	
4: l'essai	12-26 octobre	19 oct	exposés 24, 26 oct
5: la dissertation	28 oct – 7 nov	4 nov	
6: le commentaire composé	9-21 novembre	16 nov	exposés 18, 21 nov
7: la correspondance commerciale	28-30 novembre	30 nov	
8: le compte-rendu	2-5 décembre	5 déc	examen 9 déc 09h00