

OXFORD COLLEGE of Emory University
Humanities Division

Français 102
Elementary French II

Spring 2014
MTuWF 12:00-12:50pm
Language Hall 102

Matthew Moyle, Ph.D.

office: Language Hall 111
hours: daily 10:45-11:45a
and by appointment or drop-in

phone: (770-78) 4-4673
e-mail: matthew.moyle@emory.edu
twitter: profmoyle
facebook: Oxford College French
web: fren102.matthewmoyle.com

Prerequisites: French 101 or equivalent experience, normally two years of high school level French. Please see the instructor if you think your placement is inappropriate.

Introduction and Course Objectives:

French 102 is a continuation of French 101, which “focuses on all aspects of communicating in French” (*Oxford College Catalog*). Through individual, large- and small-group activities, students will gain further proficiency in reading, writing, listening and speaking. Since a language and the culture or cultures of which it serves as the means of expression cannot be separated, students will also gain insights into traditions and contemporary life in French-speaking countries. Furthermore, students will reflect on what language is and how language learning works.

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; 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 by the close of the semester, students will have attained French skills in speaking, writing, reading, and listening comprehension that fall between “Intermediate Low” and “Intermediate-Mid” on the scales published by the American Council on the Teaching of Foreign Languages. Specifically, students will be able to:

- describe how things were in the past
- describe their current and ideal residence
- give commands and make requests
- describe their future plans and goals
- describe their studies
- ask for and give directions
- discuss hypothetical situations
- ask and give opinions on current events
- indicate wishes, doubts, and needs
- learn more about the French-speaking world
- gain a deeper understanding of French social customs

Texts:

- Anderson, Bruce, et al. *En avant! Beginning French*. First Edition. New York: McGraw-Hill, 2012. ISBN 9780077513641 (paper book); ISBN 9780077513658 (e-book).
- Access code for the electronic version (“Centro”) of Anderson, et al., *Workbook/Lab Manual to accompany En avant!* Should be bundled with the above but can be ordered separately.
- Recommended: *Collins-Robert College French-English Dictionary*. New York: HarperCollins, 2007 or newer ed.; ISBN-10: 0061690236. (Or a bilingual dictionary of similar quality.)

All materials are available at the Oxford College bookstore, located in Candler Hall.

NOTE: Students continuing from French 101 do not need to purchase anything.

Assessment:

Presence and participation (20%): 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, speaking in French as much and as well as you can.
- 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.

Homework (15%):

Devoirs écrits: I will ask you to complete exercises in the online workbook (Centro), which reinforce vocabulary, structures, listening comprehension, and reading comprehension. These may be supplemented by worksheets. I group two to four exercises into an assignment worth 10 points and grade it according to the following scale:

- 10: The assignment is complete and shows evidence of excellent effort (mostly correct answers, or multiple attempts to address problems).
- 8: There are some mistakes but the assignment is complete.
- 5: All exercises are complete, but there enough mistakes to suggest a lack of effort.
- 0: One or more exercises have not been done.

À vous de dire: Periodic speaking exercises will be assigned, usually asking you to answer a free-response question. You may be asked to do this in class or to record it online.

Reflection/response papers: You will write three 1-2 page response papers to assigned readings (in English). Further details about these assignments will be provided later in the term.

A schedule of daily assignments will be posted at <fren102.matthewmoyle.com>. Centro assignments must be completed by 11:59pm on the day they are due. Late assignments will be accepted for half credit until the *contrôle* for that chapter.

Contrôles (12.5%): *Contrôles* will be given at the end of each chapter and will be 30-minute checks of vocabulary, structures, listening comprehension and cultural knowledge.

Examens (25%): A cumulative *midterm exam* (one hour; 10%) and *final exam* (2 hours, 15%) will test grammar and vocabulary in a more integrative manner, and will include a short essay as well as a reading comprehension section.

Activités orales (17.5%): *Activités orales* consist of a semi-prepared conversation with myself and a partner in which you can show me (and yourself) how much you are capable of expressing in French. The first of these is scheduled around mid-semester (7.5%); the second will take place during the final exam period (10%).

Compositions (10%): You will write several short compositions in French on topics to be announced. You will write at least two versions of each, the first of which will be corrected by a peer or by myself; both versions will be graded.

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.

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.

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

14 janvier:	présentation du cours
15-27 janvier:	chapitre 9 (“Chez nous”)
29 janvier – 4 février:	chapitre 10 (“Ça se fête!”)
5-14 février:	chapitre 11 (“Trouver son chemin”)
17-25 février:	chapitre 12 (“Ville et village”)
26 février, 3 mars:	activité orale I
28 février:	EXAMEN de mi-semestre
4-6 mars; 17-19 mars:	chapitre 13 (“Bonnes vacances!”)
21 mars – 1 ^{er} avril:	chapitre 14 (“Ici, on parle français!”)
2-14 avril:	chapitre 15 (“Engagez-vous!”)
15-23 avril:	chapitre 16 (“Une célébration des arts”)
25-28 avril:	révisions, sketch

The last day listed for a given chapter will include a half-hour quiz (**contrôle**) over its material.

le mercredi 30 avril, 9h00-12h00: examen final et activité orale II