

**French 102 – Elementary French II**  
**Spring 2017 • 12:00-12:50 MTuWF • Language Hall 202**

**Prerequisites:** French 101 or equivalent experience, normally two years of high school 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](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; 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, and Annabelle Dolidon. *En avant! Beginning French*. Second Edition. New York: McGraw-Hill, 2016.
  - You **must** purchase an access code for “Connect French” (<http://connect.mheducation.com/class/m-moyle-fren-102-12a1-s2017>), which contains a digital edition of the textbook as well as the online workbook that accompanies it. You **may** also purchase a printed copy of *En avant!*
    - ISBN 978-1-25960-486-7: *En avant!* hardback bundled with Connect access code
    - ISBN 978-1-25963-146-7: *En avant!* looseleaf bundled with Connect access code
    - ISBN 978-1-25927-885-3: Connect access code only

-Recommended: *Collins-Robert College French-English Dictionary*. New York: HarperCollins. Any edition, newer is better. (2011 ed.: ISBN 978-0-06223-330-1)

**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 (Connect French), 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.

*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](http://fren102.matthewmoyle.com). Connect assignments must be completed by 11:59pm on the day they are due to earn credit. Extensions may be considered in extraordinary circumstances.

Contrôles (17.5%): *Contrôles* will be given at the end of each chapter (except 12) and will be 30-minute checks of vocabulary, structures, listening comprehension and cultural knowledge. The lowest of the seven quiz scores will be dropped.

Examens (20%): A cumulative *midterm exam* (one hour; 7.5%) and *final exam* (2 hours, 12.5%) will test grammar and vocabulary in a more integrative manner, and will include a short essay as well as a reading comprehension section. The midterm exam is scheduled for **Friday, 24 February** in class, and the final exam will be given **Wednesday, 3 May**, from **9:00-12:00**.

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+; 83-87: B; 80-82: B-; 77-79: C+; 73-76: C; 70-72: C-; 67-69: D+; 60-66: 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.

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 (Murphy 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.

Français 102 – Moyle

Printemps 2017

En avant!

fren102.matthewmoyle.com

connect.mheducation.com/class/m-moyle-fren-102-12a1-s2017

### Programme de travail

date	read/study	due by 11:59pm (Connect French)
le mardi 10 janvier		
le mercredi 11 janvier	vocabulaire interactif (pp. 252-257)	<ul style="list-style-type: none"><li>• buy the book</li><li>• read the syllabus</li><li>• sign in to Connect</li></ul>
le vendredi 13 janvier	grammaire 9.1 (pp. 257-261)	devoir 9.1, 9.2
le lundi 16 janvier <b>jour férié – fête de Martin Luther King, Jr.</b>		
le mardi 17 janvier	grammaire 9.2 (pp. 261-263)	devoir 9.3, 9.4, 9.5, 9.6
le mercredi 18 janvier	grammaire 9.3 (pp. 264-266)	devoir 9.7, 9.8
le vendredi 20 janvier	grammaire 9.4 (pp. 267-271)	devoir 9.9, 9.10, 9.11, 9.12
le lundi 23 janvier <b>contrôle 1</b>		devoir 9.13, 9.14, 9.15
le mardi 24 janvier	vocab. interactif (pp. 283- 287) Helen Drake, <i>Contemporary France</i> , (chap. 6: « Culture and Identity »), pp. 147-173	
le mercredi 25 janvier <b>composition 1 due in class</b>	grammaire 10.1 (pp. 288-291) grammaire 10.3 (pp. 294-297)	devoir 10.1, 10.2, 10.3
le vendredi 27 janvier	grammaire 10.2 (pp. 291-294)	devoir 10.4, 10.5, 10.6, 10.7
le lundi 30 janvier	grammaire 10.4 (pp. 298-300)	devoir 10.8, 10.9, 10.10
le mardi 31 janvier <b>first reaction paper due in class</b>	« Retrospective: Le quartier latin et la Sorbonne » (p. 330)	devoir 10.11, 10.12
le mercredi 1 <sup>er</sup> février <b>contrôle 2</b>		devoir 10.13, 10.14, 10.15
le vendredi 3 février	vocab. interactif (pp. 311-316)	devoir 11.1
le lundi 6 février	grammaire 11.3 (pp. 323-325) grammaire 11.4 (pp. 326-328)	devoir 11.2, 11.3, 11.4
le mardi 7 février	grammaire 11.1 (pp. 317-320)	devoir 11.5, 11.6, 11.7, 11.8
le mercredi 8 février	grammaire 11.2 (pp. 321-323)	devoir 11.9, 11.10
le vendredi 10 février <b>contrôle 3</b>		devoir 11.11, 11.12
le lundi 13 février		devoir 11.13, 11.14, 11.15

date	read/study	due by 11:59pm (Connect French)
le mardi 14 février	vocabulaire interactif (pp. 342-346) Siddhartha Mitter, "A Belated triumph for French soccer" ( <i>The New Yorker</i> , 21 November 2013)	devoir 12.1, 12.2
le mercredi 15 février	grammaire 12.1 (pp. 347-351) grammaire 12.2 (pp. 351-354) « Montpellier et Annecy » (p. 363)	devoir 12.3, 12.4
le vendredi 17 février	grammaire 12.3 (pp. 354-358)	devoir 12.5, 12.6, 12.7, 12.8, 12.9
le lundi 20 février	grammaire 12.4 (pp. 358-360)	devoir 12.10, 12.11
le mardi 21 février <b>composition 2 due in class</b>		devoir 12.12, 12.13
le mercredi 22 février <b>activité orale I</b>		devoir 12.14, 12.15, 12.16
le vendredi 24 février <b>examen de mi-semestre</b>		
le lundi 27 février <b>activité orale II</b>		
le mardi 28 février		
le mercredi 1 <sup>er</sup> mars <b>second reaction paper due in class</b>	vocab. interactif (pp. 373- 377) grammaire 13.2 (pp. 382-384)	devoir 13.1
le vendredi 3 mars	grammaire 13.1 (pp. 378-381) « Interview avec Yann-Arthus Bertrand... » (pp. 391-392)	devoir 13.2, 13.3, 13.4
<b>6-10 mars – vacances de printemps</b>		
le lundi 13 mars	grammaire 13.3 (pp. 385-389)	devoir 13.5, 13.6, 13.7
le mardi 14 mars		devoir 13.8, 13.9, 13.10
le mercredi 15 mars <b>contrôle 4</b>		devoir 13.11, 13.12, 13.13
le vendredi 17 mars <b>composition 3 due in class</b>		
le lundi 20 mars	vocab. interactif (pp. 402- 407)	devoir 14.1
le mardi 21 mars	grammaire 14.1 (pp. 408-411)	devoir 14.2, 14.3
le mercredi 22 mars	grammaire 14.2 (pp. 412-415) « Pourquoi les hommes ne mangent pas d'éléphants » (p. 421)	devoir 14.4, 14.5, 14.6
le vendredi 24 mars	grammaire 14.3 (pp. 416-419)	devoir 14.7, 14.8

date	read/study	due by 11:59pm (Connect French)
le lundi 27 mars		devoir 14.9, 14.10
le mardi 28 mars <b>contrôle 5</b>		• extra exs. devoirs 14.11, 14.12, 14.13
le mercredi 29 mars		
le vendredi 31 mars	vocab. interactif (pp. 434-439) « Retrospective: Mai 68 et la tradition des grèves en France » (p. 454)	devoir 15.1
le lundi 3 avril	grammaire 15.1 (pp. 440-443)	devoir 15.2, 15.3
le mardi 4 avril	grammaire 15.2 (pp. 443-446)	devoir 15.4, 15.5, 15.6
le mercredi 5 avril	grammaire 15.3 (pp. 447-449) Tahar Ben Jelloun, <i>Le racisme expliqué à ma fille</i> (extraits, pp. 451-452)	devoir 15.7, 15.8
le vendredi 7 avril	Anne Donadey, “Une certaine idée de la France’: The Algeria Syndrome and Struggles over ‘French’ Identity,” <i>Identity Papers</i> , pp. 215-232.	devoir 15.9, 15.10
le lundi 10 avril <b>contrôle 6</b>		devoir 15.11, 15.12, 15.13
le mardi 11 avril		
le mercredi 12 avril	vocab. interactif (pp. 462-467) • révision: verbes au présent (pp. 468-470)	devoir 16.1, 16.2
le vendredi 14 avril <b>third reaction paper due in class</b>	révision: questions (pp. 471-473)	devoir 16.3, 16.4
le lundi 17 avril <b>composition 4 due in class</b>	révision: pronoms sujet et objet (pp. 474-476)	devoir 16.5
le mardi 18 avril	révision: verbes au passé (pp. 476-479)	devoir 16.6
le mercredi 19 avril <b>contrôle 7 (facultatif)</b>		devoir 16.7
le vendredi 21 avril <b>révisions, conclusions</b>		devoir 16.8, 16.9
le lundi 24 avril <b>sketch</b>		

le mercredi 3 mai, de 09h00-12h00: **examen final**

sur rendez-vous, pendant la semaine des examens: **activité orale II**