

OXFORD COLLEGE of Emory University
Humanities Division

Français 201
Intermediate French

Fall 2015
MWF 9:30-10:35am
Language Hall 101

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Prerequisites: French 102, equivalent experience (three years of high school French, for example), or placement recommendation. Please see the instructor if you are unsure of your preparedness for the course.

Introduction and Course Objectives:

The *Oxford College Catalog* describes French 201 as a course whose “emphasis is on developing proficiency in oral and written communication, [including] a thorough review of French grammar, short readings, French movies, and frequent compositions.” Essentially, the 201 course attempts to review and reinforce language skills previously studied, and to expand the contexts in which students are capable of using them. It does so through an exploration of French and francophone cultures, including a core series of short films, portraits of “creators” from varied domains, and cultural and literary readings.

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 “Intermediate” and “Intermediate High” on the scales published by the American Council on the Teaching of Foreign Languages. Specifically, students will build on their prior knowledge to:

- describe themselves and others in detail
- describe a city, its people, its places, and be able to give directions
- discuss and critique films and short literary texts

- discuss current events and social issues: crime, human rights, justice, technology
- discuss family life and family problems
- discuss entertainment preferences, fashion, sport, and leisure.
- write and speak with a firmer control of the structure of the language
- understand more complex written texts and more natural spoken French

Texts to purchase:

- Champeny, Séverine. *Imaginez: le français sans frontières*. Third Edition. Boston: Vista Higher Learning, 2016.
 - You **must** purchase access to the “Supersite Plus,” which includes a digital edition of *Imaginez* and the online workbook that accompanies it. You **may** also purchase a printed copy of *Imaginez*.
 - ISBN 978-1-62680-821-8 : “Supersite Plus” access code
 - ISBN 978-1-62680-847-8: “Supersite Plus” access code and *Imaginez* paperback, bundled
 - ISBN 978-1-62680-854-6: “Supersite Plus” access code and *Imaginez* looseleaf, bundled.
- *Collins-Robert College French-English Dictionary*. New York: HarperCollins. Any edition, newer is better. ISBN for 2011 ed.: 9780062233301. (Or a bilingual dictionary of similar quality.)

Recommended: *Le Petit Robert Micro*. Paris: Le Robert. Any edition, newer is better. ISBN for 2011 ed.: 978-2849028919.

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

Other readings and/or practice activities will occasionally be assigned and posted online.

Assessment:

Presence et 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, 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.

Devoirs écrits et oraux (15%):

I will ask you to complete exercises in the online workbook (the Supersite Plus), which reinforce vocabulary and structures as well as providing practice in listening comprehension, reading comprehension, and speaking. These may be supplemented by worksheets. Many Supersite exercises are auto-graded by the software; I grade free-response items according to this approximate scale:

- 100%: The exercise is complete and shows evidence of excellent effort (correct French, or multiple attempts to address problems).
- 80%: There are some mistakes but good effort has been made.
- 60% or less: The exercise is complete, but shows that the material has not been mastered and/or little effort has gone into the assignment
- 0: The assignment is not complete.

Many Supersite exercises may be submitted up to three times; I only record the highest score. I adjust overall totals so that each chapter's homework carries an equal weight.

A detailed assignment schedule will be posted at <fren201.matthewmoyle.com>. I suggest that assignments be completed according to this schedule, but they may be submitted until 9:30am on the class day before a quiz for full credit; they are not accepted after this time.

Rédactions (15%):

You will write at least four formal essays in French over the course of the semester, on topics to be assigned. In most cases, 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.

Essays will be graded according to the following guide:

- A: clear, coherent, and compelling essay that closely responds to the question posed in the assignment, written with careful attention to expression in French appropriate to the level.
- B: the paper only partially addresses the assignment, OR is written in comprehensible French, but there are sufficient errors to suggest a rushed composition.
- C: Both issues named under "B;" pertinence difficult to determine, OR 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%):

You will also make at least four oral presentations over the course of the semester. Two of these will be spontaneous; that is, you won't know the precise subject until you begin speaking about it. This will allow you to show your growing fluency in French and how your skills allow you to adapt to unexpected situations. You will prepare the other two *exposés* outside of class. *Exposés* will be evaluated on their content as well as on correct expression and overall fluency, according to guidelines similar to those for written work. More detailed information will be provided over the course of the term.

Contrôles (10%):

Contrôles will be given at the end of most *leçons* (chapters) and will be 30-minute checks of vocabulary, structures, cultural information and listening comprehension.

Examens (22.5%):

Cumulative *midterm* (7.5%) and *final* (15%) exams will each test grammar and vocabulary in a more integrative manner, and will also include listening comprehension, reading comprehension, and short answer/essay questions.

Entretien oral (7.5%):

An *entretien oral*, conducted at the end of the semester, will be a conversation 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.

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.

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.

Programme général (provisoire)

26 août:	présentation du cours
28 août – 5 septembre:	leçon 1: “Ressentir et vivre”
2-11 septembre:	leçon 2: “Habiter en ville”
11 septembre (vendredi):	contrôle (leçons 1-2)
14-23 septembre:	leçon 3: “L’influence des médias”
23 septembre (mercredi):	contrôle (leçon 3)
25 septembre – 7 octobre:	leçon 4: “La valeur des idées”
9 octobre (vendredi):	EXAMEN de mi-semestre
14-19 octobre:	leçon 5: “La société en évolution”
21-30 octobre:	leçon 6: “Les générations qui bougent”
2 novembre (lundi)	contrôle (leçons 5-6)
4-16 novembre:	leçon 7: “Les sciences et la technologie”
16 novembre (lundi)	contrôle (leçon 7)
18 novembre – 2 décembre:	leçon 8: “S’évader et s’amuser”
4 décembre	contrôle facultatif (leçon 8)
4-8 décembre:	révisions, conclusions

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

le jeudi 10 décembre de 14h00 à 17h00: **EXAMEN FINAL**