

**French 102 – Elementary French II**  
**Spring 2018 • 12:00-12:50 MTuWF • Language Hall 102**

**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.

In so doing, the course aims to contribute to certain core goals of a liberal arts education: For example, responsible citizenship in a globalized, interconnected world is difficult if not impossible without competence in a second language; French study permits careful, perceptive reading and precise oral communication in any language; and the course’s primary pedagogy (communicative, inductive) supports students as independent learners and thinkers.

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-12a1>), 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. There are no “free skips.” In addition, at least **2 points** of the possible ten are deducted for arriving late or for leaving class 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. Late submissions are not accepted.

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 *contrôle* 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, 2 March** in class, and the final exam will be given **Thursday, 3 May**, from **2:00-5:00**.

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. Please note that “unauthorized assistance” (Honor Code, art. 1, A.3) in this course includes (but is not limited to) the following:

- 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.

**If you have** a documented disability, please arrange for the Office of Accessibility Services (Murphy Hall, <[equityandinclusion.emory.edu/access](mailto:equityandinclusion.emory.edu/access)>) 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.

**I reserve the right** to request that the Dean of Academic Affairs (or designee) remove you from the course for excessive absences or repeated disruptive behavior.

**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, 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 2018  
 En avant!  
[fren102.matthewmoyle.com](http://fren102.matthewmoyle.com)  
[connect.mheducation.com/class/m-moyle-12a1](http://connect.mheducation.com/class/m-moyle-12a1)

### Programme de travail

date	read/study	due by 11:59pm (Connect French)
le mercredi 17 janvier		
le vendredi 19 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 lundi 22 janvier	grammaire 9.1 (pp. 257-261)	devoir 9.1, 9.2
le mardi 23 janvier	grammaire 9.2 (pp. 261-263)	devoir 9.3, 9.4, 9.5, 9.6
le mercredi 24 janvier	grammaire 9.3 (pp. 264-266)	devoir 9.7, 9.8
le vendredi 26 janvier	grammaire 9.4 (pp. 267-271)	devoir 9.9, 9.10, 9.11, 9.12
le lundi 29 janvier <b>contrôle 1</b>		devoir 9.13, 9.14, 9.15
le mardi 30 janvier	vocab. interactif (pp. 283-287) Helen Drake, <i>Contemporary France</i> , (chap. 6: « Culture and Identity »), pp. 147-173	
le mercredi 31 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 2 février	grammaire 10.2 (pp. 291-294)	devoir 10.4, 10.5, 10.6, 10.7
le lundi 5 février	grammaire 10.4 (pp. 298-300)	devoir 10.8, 10.9, 10.10
le mardi 6 février <b>first reaction paper due in class</b>	« Retrospective: Le quartier latin et la Sorbonne » (p. 330)	devoir 10.11, 10.12
le mercredi 7 février <b>contrôle 2</b>		devoir 10.13, 10.14, 10.15
le vendredi 9 février	vocab. interactif (pp. 311-316)	devoir 11.1
le lundi 12 février	grammaire 11.3 (pp. 323-325) grammaire 11.4 (pp. 326-328)	devoir 11.2, 11.3, 11.4
le mardi 13 février	grammaire 11.1 (pp. 317-320)	devoir 11.5, 11.6, 11.7, 11.8
le mercredi 14 février	grammaire 11.2 (pp. 321-323)	devoir 11.9, 11.10
le vendredi 16 février <b>contrôle 3</b>		devoir 11.11, 11.12
le lundi 19 février		devoir 11.13, 11.14, 11.15

date	read/study	due by 11:59pm (Connect French)
le mardi 20 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 21 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 23 février	grammaire 12.3 (pp. 354-358)	devoir 12.5, 12.6, 12.7, 12.8, 12.9
le lundi 26 février	grammaire 12.4 (pp. 358-360)	devoir 12.10, 12.11
le mardi 27 février <b>composition 2 due in class</b>		devoir 12.12, 12.13
le mercredi 28 février <b>activité orale I</b>		devoir 12.14, 12.15, 12.16
le vendredi 2 mars <b>examen de mi-semestre</b>		
le lundi 5 mars <b>activité orale II</b>		
le mardi 6 mars <b>second reaction paper due in class</b>		
le mercredi 7 mars	vocab. interactif (pp. 373- 377) grammaire 13.2 (pp. 382-384)	devoir 13.1
le vendredi 9 mars	grammaire 13.1 (pp. 378-381) « Interview avec Yann-Arthus Bertrand... » (pp. 391-392)	devoir 13.2, 13.3, 13.4
<b>12-16 mars – vacances de printemps</b>		
le lundi 19 mars	grammaire 13.3 (pp. 385-389)	devoir 13.5, 13.6, 13.7
le mardi 20 mars		devoir 13.8, 13.9, 13.10
le mercredi 21 mars <b>contrôle 4</b>		devoir 13.11, 13.12, 13.13
le vendredi 23 mars <b>composition 3 due in class</b>		
le lundi 26 mars	vocab. interactif (pp. 402- 407)	devoir 14.1
le mardi 27 mars	grammaire 14.1 (pp. 408-411)	devoir 14.2, 14.3
le mercredi 28 mars	grammaire 14.2 (pp. 412-415) « Pourquoi les hommes ne mangent pas d'éléphants » (p. 421)	devoir 14.4, 14.5, 14.6

date	read/study	due by 11:59pm (Connect French)
le vendredi 30 mars	grammaire 14.3 (pp. 416-419)	devoir 14.7, 14.8
le lundi 2 avril		devoir 14.9, 14.10
le mardi 3 avril <b>contrôle 5</b>		• extra exs. devoirs 14.11, 14.12, 14.13
le mercredi 4 avril		
le vendredi 6 avril	vocab. interactif (pp. 434-439) « Retrospective: Mai 68 et la tradition des grèves en France » (p. 454)	devoir 15.1
le lundi 9 avril	grammaire 15.1 (pp. 440-443)	devoir 15.2, 15.3
le mardi 10 avril	grammaire 15.2 (pp. 443-446)	devoir 15.4, 15.5, 15.6
le mercredi 11 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 13 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 16 avril <b>contrôle 6</b>		devoir 15.11, 15.12, 15.13
le mardi 17 avril		
le mercredi 18 avril	vocab. interactif (pp. 462-467) • révision: verbes au présent (pp. 468-470)	devoir 16.1, 16.2
le vendredi 20 avril <b>third reaction paper due in class</b>	révision: questions (pp. 471-473)	devoir 16.3, 16.4
le lundi 23 avril <b>composition 4 due in class</b>	révision: pronoms sujet et objet (pp. 474-476)	devoir 16.5
le mardi 24 avril	révision: verbes au passé (pp. 476-479)	devoir 16.6
le mercredi 25 avril <b>contrôle 7 (facultatif)</b>		devoir 16.7
le vendredi 27 avril <b>révisions, conclusions</b>		devoir 16.8, 16.9
le lundi 30 avril <b>sketch</b>		

le jeudi 3 mai, de 14h00-17h00: **examen final**

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