**PATTERNS OF FRENCH CULTURE I**

French 2001F MWF 1:05-1:55 Swann 320

Professor: Michael Wiedorn Office: Swann 222

Office hours: MWF 2-3 PM and by appointment

michael.wiedorn@modlangs.gatech.edu

**Required materials:**

Williams, Grace, and Roche. Bien vu, bien dit. Boston: McGraw Hill, 2008.

The Quia online workbook, for which a book key may be purchased at the bookstore.

*Le chemin du retour*. (This DVD accompanying Bien vu, bien dit is available on E-Reserve at the library. Just go to the Reference Desk and ask for the DVD for French 2001.)

**Expectations and Suggestions:**

Daily class attendance is expected. More than three unexcused absences during the semester will affect your course grade. One point will be subtracted from the final course average for each unexcused absence in excess of three.

Systematically complete your QUIA Online Workbook exercises. They are due before class on the date indicated. These will help you enormously as you prepare for the tests and final exam.

**Grade distribution:**

Classwork (including active participation,

group activities, note-taking etc.) 20%

QUIA Online Workbook Exercises 10%

Tests 20%

Final Project (in groups) 10%

Writing assignments 10%

Midterm exam 15%

Final Exam 15%

**Course Description:**

This course, the third in the language sequence, is designed as an intermediate course for students who have completed French 1001 and French 2001 or for freshmen with extensive prior French instruction.  It is designed to improve oral and written communication skills and further introduce to French-speaking cultures.  Class discussion and questions will take place in French.  Credit Hours: 3. Prerequisite: FREN 1002 (One year of French at the college level or equivalent).

*Le chemin du retour* is a feature-length French film which will provide the context to improve your listening, speaking, reading, and writing skills in French. Expanding on information gleaned from viewing daily segments of the film, you will also enrich your knowledge of France and the francophone world. The film can be viewed outside of class at the Georgia Tech Library via E-Reserve.

**Course objectives:**

A. General Objective: Mastery of the target language at the intermediate level through the critical study of culture, cultural practices, and intercultural comparisons.

B. Specific Objectives: 1. Strengthening grammar skills. 2. Development of communicative strategies through the 5 skills (cultural understanding, listening, speaking, reading, and writing).

By the end of this course, a student should be able to do the following:

1. Participate in simple, direct conversations on topics related to daily activities and personal environment.; initiate, sustain and bring to a close a number of basic, uncomplicated communicative exchanges; satisfy simple personal needs and social demands to survive in the target language; obtain and give information by asking and answering questions

2. Create with the language and communicate personal meaning to sympathetic interlocutors by combining language elements in discrete sentences and strings of sentences. [1-2 adapted from ACTFL OPI Interview Tester Training Manual, 1999)]

3. Develop/practice the use of grammar/syntax in context, with focus on using tenses appropriately (past, future) and expressing one’s subjectivity

4. Identify (and respond to) information in French in various media including the Internet

5. Develop appreciation of French-speaking cultures (incl. through the final project)

6. Last but not least, fulfill his/her own goals in this course or the necessary foundations for the major/minor in French: i.e., general interest, potential professional interest, etc.

**General notes:**

Please note that it is your responsibility to know the content of this syllabus. If you are unsure about these instructions please see me for help; otherwise I will assume that you understand the syllabus and you will be held to the standards explained below.

Students are responsible for noting and remembering deadlines.

It is not the professor’s responsibility to remind students of deadlines.

Please do not use cell phones during the class period.

On late work: work may be submitted late with a university-sanctioned excuse. If you are turning work in late, please be sure to make that clear to me *before* the deadline. If you cannot meet a deadline, we can establish another deadline for you, but do keep in mind that this deadline must be adhered to. Unexcused late work will lose 5 percentage points each day after the deadline.

Compositions:

Students will submit a one-page paper via email before class starts on the day when the paper is due. Topics are up to students’ discretion. Possible ways of going about this include responses to an assigned question (to be provided on request), exegeses, critiques of certain aspects of the texts, extensions of or responses to our discussions in class, etc. On the whole, students are free to write about what they like, as long as they analyze the texts at hand.

Please keep in mind that these are mini-papers designed to ensure that students are well-prepared to write a final paper. Consequently they must be structured as follows: 1.) Thesis and introduction; 2.) Elaboration of arguments with textual evidence; 3.) Conclusion that returns to the thesis. Or, put otherwise: 1.) Say what you will do; 2.) Do it; 3.) Say what you have done.

On the rewrites: after submitting a paper, students will receive a corrected version of their paper. Rather than simply penalizing students for mistakes, the correction will show students where they may have made mistakes and indicate the nature of the mistakes (i.e. accords, spelling, gender etc.). Students will correct the mistakes they have made and submit a final version of their paper a week later. The final version of the paper will be accorded the final grade. However, performance on the first paper will influence the final grade. In other words, if students have made a minimal effort on the first paper, expecting the professor to tidy it up for them, they will be penalized. Grades will reflect both form (i.e., use of the French language) and content (structure, ideas, argumentation etc.). *The final version must include my original comments and corrections*. (In other words, please do not erase them.)

Rewrites (i.e., final drafts) must be submitted within one week after corrections are received.

Why rewrites? This approach to writing assignments is intended to help students to find their errors and work on them, in order to ensure that grading takes on a more educative function. Why short papers? Doing frequent, short papers rather than one long paper is intended to help students to make a habit of activities, such as writing and submitting work steadily and frequently, that are a crucial part of college-level work.

Guidelines for papers:

We will be using MS Word, and the “track changes” and “comments” functions in particular. We will strive to use only digital copies via email. If this poses problems for you, please let me know. Papers are to be no more than one page in length, double-spaced in Times New Roman 12pt. font. Please be sure to include your name, section number, the date, and the number of the response (i.e., “Paper # 2”).

Please use the following format to name files: Assignment-title of project or paper-your last name. For example: Midterm paper – Two Conflicting Views on African Philosophy – González.doc

Please turn your spellchecker off in MSWord. If a Francophone friend has reread your text, please make this explicit. Finally, please keep in mind that work that seems “too perfect”—i.e., a product of spellcheck, of babelfish or of google translator—is easy to spot.

On sources: While internet-based texts and resources are in general acceptable, please use your judgment. Primary sources are preferable to secondary ones (i.e., sites citing other sites or texts). Wikipedia, personal web pages (unless the person in question has recognized authority in their field), web pages that do not cite their sources etc. should not be used. On the other hand, you are encouraged to use academic articles, online books, government or NGO web sites, etc. If you are unsure as to whether your source is acceptable please contact me before using it.

On late work: work may be submitted late with a university-sanctioned excuse. If you are turning work in late, please be sure to make that clear to me *before* the deadline. If you cannot meet a deadline, we can establish another deadline for you (again, *before* the original deadline), but do keep in mind that this deadline must be adhered to. Unexcused late work will lose 5 percentage points each day after the deadline.

Everyone has a grace period of two days for one late assignment without losing points. These two days are non-renewable.

Honor Code

Georgia Tech’s Academic Honor Code is to be respected. Should you have any questions, please see me and/or consult: [www.honor.gatech.edu](http://www.honor.gatech.edu).

Final Project (in groups).  To be prepared in groups of 2 or alone, the project will address a particular aspect of French and/or Francophone culture to be determined by the students in each group. Each student will present a section of the group project (5 minutes max.).  Delivery, originality of the material presented, and sources will be subject to peers’ and instructor’s evaluation.  Particular attention will be paid to the coherence of the group project as a whole.  Practice and time yourself to 5 minutes.

Additional notes:   
The work on each of the 6 chapters is task-oriented (see schedule below).  Prepare these tasks well in advance, especially when you have to present in groups.  Visuals are appreciated; use of PowerPoint or web files is welcome.  You may always see me before a presentation to discuss what you plan to do or other issues.  You need up to an hour a day to prepare for each class session.  Read the pages assigned for each day thoroughly.  You will have not only to know the material but also to apply it.  Use your dictionary (-ies) especially at the end of each chapter to look up words and their constructions with prepositions used and/or irregular stems (a good dictionary will give you constructions, stems and examples of sentences). Find a study partner and work with her/him, especially on oral activities and presentations.  However, the written work given to me should be your own (see above).

Preparation for in-class discussions: In-class discussions will closely follow the textbook. It is important to study the material before arriving to class, and not merely to glance over it. You should arrive to class having prepared all activities for the textbook pages assigned and any other assignments indicated on the syllabus. Since you will be doing extensive group work, both you and your partner(s) will benefit if you are well prepared.

*Help is available*

If you experience difficulty in this course for any reason, please consult me. I will do my best to help you address the concerns you have, and I may be able to direct you to other resources in the department or school.

Georgia Tech offers accommodation to students with disabilities: please see [www.adapts.ga.edu](http://www.adapts.ga.edu). If you have specific physical, psychiatric or learning disabilities and require accommodations, please let me know in the first week of the semester so that your learning needs may be appropriately met. Please also contact the ADAPTS office for classroom and academic accommodations. If you need an accommodation, please contact Tameeka Hunter, Disabilities Services Specialist and Program Coordinator, at: tameeka.hunter@vpss.gatech.edu or (404) 894–256.

SCHEDULE:

|  |  |  |
| --- | --- | --- |
| SEMAINE | DATE | ACTIVITES |
| 1 | M: Jan 9 | Overview + introductions |
|  | W: Jan 11 | Read and review syllabus in its entirety.  Ch. 1 |
|  | F: Jan13 | “ |
| 2 | M: Jan 16 | Official school holiday |
|  | W: Jan 18 | Ch. 1 cont. |
|  | F: Jan 20 | “ |
| 3 | M: Jan 23 | “ |
|  | W: Jan 25 | “ |
|  | F: Jan 27 | Test Ch. 1 |
| 4 | M: Jan 30 | Ch. 2 |
|  | W: Feb 1 | “ |
|  | F: Feb 3 | **Composition 1 due** |
| 5 | M: Feb 6 | Ch. 2 cont. |
|  | W: Feb 8 | “ |
|  | F: Feb 10 | “ |
| 6 | M: Feb 13 | Test Ch. 2 |
|  | W: Feb 15 | Ch. 3 |
|  | F: Feb 17 | “ |
| 7 | M: Feb 20 | “ |
|  | W: Feb 22 | “ |
|  | F: Feb 24 | “ |

|  |  |  |
| --- | --- | --- |
| 8 | M: Feb 27 | “ |
|  | W: Feb 29 | **Midterm exam** |
|  | F: Mar 2 | Ch. 4 |
| 9 | M: Mar 5 | “ |
| W: Mar 7 | “ |
|  | F: Mar 9 | “ |
|  | M: Mar 12 | “ |
| 10 | W: Mar 14 | “ |
|  | F: Mar 16 | Test Ch. 4 |
| 11 | M: Mar 19 | Spring break |
|  | W: Mar 21 | Spring break |
|  | F: Mar 23 | Spring break |
| 12 | M: Mar 26 | Ch. 5 |
|  | W: Mar 28 | “ |
|  | F: Mar 30 | **Composition 2 due** |
| 13 | M: Apr 2 | “ |
|  | W: Apr 4 | “ |
|  | F: Apr 6 | “ |
| 14 | M: Apr 9 | Test Ch. 5 |
|  | W: Apr 11 | Ch. 6 |
|  | F: Apr 13 | “ |
| 15 | M: Apr 16 | “ |
| W: Apr 18 | “ |
|  | F: Apr 20 | “ |
| 16 | M: Apr 23 | “ |
| W: Apr 25 | **Review session for final exam** |
|  | F: Apr 27 | Review session for final exam |

The final exam for this course will take place on April 30 from 2:50-5:40 PM in our classroom.

**Final projects are due by 5 PM on Tuesday, May 1** at the latest.

May 7: Deadline - All grades must be entered online by noon.

May 8: Grades available online for students after 6:00pm ET.

|  |  |
| --- | --- |
| **ML PERFORMANCE GOAL #1: PROFESSIONAL COMMUNICATION** | |
| **ML Learning Outcome 1 : Demonstrate oral and aural proficiency in the target language** | Students will demonstrate oral proficiency at the intermediate high level on the ACTFL scale. |
| **ML Learning Outcome 2:** Demonstrate effective presentation skills in the target language | Students will demonstrate the ability to produce a five-minute podcast on a cultural topic. |
| **ML Learning Outcome 3: Demonstrate writing proficiency in the target language** | Students will produce compositions at the intermediate high level on the ACTFL scale. |
| **ML Learning Outcome 4:**  Demonstrate proficiency in comprehension of authentic written texts in the target Language | Students will demonstrate analysis and critique of authentic texts related to familiar topics. |
| **ML PERFORMANCE GOAL #2: INTERCULTURAL SKILLS AND KNOWLEDGE** | |
| **ML Learning Outcome 5: Demonstrate in-depth knowledge of a *specific* target-language country or region** | Students will successfully analyze the cultures and language of France. |
| **ML Learning Outcome 6:**  Demonstrate the ability to analyze an issue from target-culture perspective(s) | Students will display the ability to analyze issues of history and memory from the perspectives of writers from the French culture. |
| **ML Learning Outcome 7:**  Demonstrate critical reflection on cultural complexity and context | Students will analyze how their own background and experiences influence their understanding of issues shared with French culture. |