

French 215

Texts as Keys to French and Francophone Cultures

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| Instructor: | Professor Joanne M. McKeown Office: Comenius 407 Phone: 610-861-1396 Email: jmckeown@moravian.edu |
| Meeting Time: | Monday, Wednesday, Friday, 1:10 – 2:00 |
| Location: | Comenius 101 |
| Office Hours: | Tuesday, 10:00 - 12:00 Thursday, 1:00 – 3:00 |

*I encourage you to make use of my **office hours** if you need any help. If you cannot come during my official hours, stop by, or else call or e-mail to find another time.*

Course Description: This course is designed to improve French language skills at the intermediate level to prepare the transition to more advanced coursework. Students will read a variety of texts and media sources from France and the Francophone world. Response to those works will hone skills in reading, writing, speaking, and listening. Class is discussion-based and conducted entirely in French. (Prerequisite: FR110)



Without language, one cannot hope to talk to people and understand them; one cannot share their hopes and aspirations, grasp their history, appreciate their history or savour their songs. Nelson Mandela.

Primary Objectives:

- Broadened knowledge of contemporary Francophone culture, especially regarding opposing points of view on current topics of controversy
- Development of ability to read and analyze original, unedited contemporary texts
- Development of active vocabulary
- Development of oral competencies, especially with respect to issues being debated in class
- Development of ability to summarize different points of view and to respond to them critically in writing

Secondary Objectives:

- Review of grammar in context

Matériaux pour le cours:

Controverses. Oukada, Bertrand and Solberg. Deuxième édition. Texte – isbn : 978-0-495-79777-7

Contextualized French Grammar : A Handbook.* Stacey Katz Bourns. Isbn: 978-1-111-35414-5

*Please note: the same text was required for FR210: *Films as Keys to French and Francophone Cultures*. Students need only one copy.

Course Academic Honor Policy:

When preparing any work for a grade you are prohibited from using electronic translation services. Doing so can be plagiarism. Electronic dictionaries used for single word inquiries or for short idiomatic expressions are acceptable. If ever you are unsure about how you are using an electronic source please contact the professor. Any other form of academic dishonesty, including copying work done by others, will be dealt with in accordance with the College Honesty Policy on pages 51-6 of the Moravian College Student Handbook.

The Department sponsors **a tutoring program** which provides help to you free of charge. You will hear more about this during the early weeks of the semester.

Disability Statement: Students who wish to request accommodations in this class for a disability should contact Elaine Mara, assistant director of learning services for academic and disability support at 1307 Main Street, or by calling 610-861-1510. Accommodations cannot be provided until authorization is received from the Academic Support Center.

RÉPARTITION DE LA NOTE

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|-------------------------|-----|-------------------------|-----|
| Examens (4) | 30% | Devoirs dans le texte : | 10% |
| Quiz de vocabulaire (4) | 15% | Compositions (3) : | 20% |
| Examen final | 15% | Euros : | 5% |
| Attendance : | 5% | | |

COURSE POLICIES

There are **no make-ups for Exams** except in the most serious of situations which I will evaluate on a case by case basis. Please contact me ahead of time if you are too sick to take an exam. Do not schedule appointments on exam dates, if at all possible.

Homework, including compositions, must be prepared for the due date. You are always responsible for assignments and other material, even if you are absent. E-mail or phone number of two classmates to contact for work in case of absence:

Name: _____ Contact info: _____

Name: _____ Contact info: _____

I fully expect all students **to attend class and to participate in work done in class (10%)**. In order to participate well **homework assignments** must be completed carefully and thoughtfully before coming to class (10%). I will collect these on a regular basis.

All absences count as an absence, *even those for which a doctor's note is available*. Therefore, it is best to 1) not schedule doctor's visits during class, and 2) miss class only when absolutely necessary. The student's final attendance grade (5%) is computed as follows: **0 absences = A+ / 1 = A / 2 = A- / 3 = B / 4 = C+ / 5 = C- / 6 = D- / 7 = F**

CLASSROOM ENVIRONMENT

In order to have a **good learning environment** in class I ask that the following conditions be respected:

Arrive in class on time. Repeated late arrivals will be reflected in a lowered class participation grade. Late arrivals of more than 10 minutes will be counted as an absence.

Participate fully in class work. Unsatisfactory classroom behavior, such as little or no verbal response, uncooperative interaction with others for group work and/or a disrespectful attitude will be reflected in a lowered class participation grade.

Turn off cell phones and leave them **out of sight during class**. **I will penalize exams by 5 points** for every time I see a phone out in class. Students will get a zero for an exam or quiz if I see a phone out during the assessment.

Plan to stay in class for the full 50 minutes *without taking a break to use the bathroom, check messages, etc.*

Stay in your seat during class, except in the case of an emergency.

PROGRAMME

This calendar is subject to change. All changes will be made in writing.

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| August | 27 | M | Introductions |
| | 29 | W | Sélections de sujets / Faisons connaissance |
| | 31 | F | Ch. 1 – <u>L’Amitié</u> Point : <i>L’amitié chez les Français est trop exigeante</i> |
| September | 3 | M | Labor Day |
| | 5 | W | Lecture «Un courriel » |
| | 7 | F | Contre-point : <i>L’amitié occupe une moindre place dans la vie des Américains</i> |
| | 10 | M | Lecture « Une Annonce » |
| | 12 | W | Lecture, Liens interdisciplinaires, « Le Couple » |
| | 14 | F | Quiz de vocabulaire |
| | 17 | M | Examen |
| | 19 | W | Ch. 3: <u>Parité entre les sexes</u> – Point : <i>La parité, fait presque accompli</i> |
| | 21 | F | Lecture « Pour un nouveau contrat entre les femmes et les hommes » |
| | 24 | M | Contre-point : <i>La parité, fait à accomplir</i> |
| | 26 | W | Lecture « Il faut changer la situation de la femme face à la nouvelle réalité » |
| | 28 | F | Lecture, Liens interdisciplinaires, <u>Le Deuxième Sexe</u> , extraits |
| October | 1 | M | Quiz de vocabulaire |
| | 3 | W | Composition 1: Première version |
| | 5 | F | Examen |

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| | 8 | M | congé |
| | 10 | W | Composition 1: Version finale |
| | | | Chapitre 6 : <u>L'immigration : menace ou enrichissement</u> |
| | | | Point : <i>L'immigration met en péril l'identité nationale : il faut expulser les immigrants</i> |
| | 12 | F | Lecture « Le Front national, un parti politique pour la défense de l'identité nationale française » |
| | 15 | M | Contre-point : <i>L'intégration des immigrants est une réalité nécessaire et préférable à l'expulsion</i> |
| | 17 | W | Lecture « L'intégration vaut mieux que l'expulsion » |
| | 19 | F | Lecture, Liens interdisciplinaires, <u>Un aller simple</u> , extrait. |
| | 22 | M | Quiz de vocabulaire |
| | 24 | W | Examen |
| | 26 | F | Film: <i>Inch'Allah dimanche</i> |
| | 29 | M | Film: suite |
| | 31 | W | Chapitre 5: <u>La mondialisation: réalité inévitable ou cause à éviter</u> |
| | | | Point : <i>La mondialisation – une aubaine</i> |
| November | 2 | F | Lecture « Le monde change, nous devons changer avec lui » |
| | 5 | M | Contre-point : <i>La mondialisation à quel prix ?</i> |
| | 7 | W | Lecture « La mondialisation : à nos risques et périls ! » |
| | 9 | F | Lecture « New York Fantasy » |
| | 12 | M | Quiz de vocabulaire |
| | 14 | W | Composition 2: Première version |
| | 16 | F | Examen |

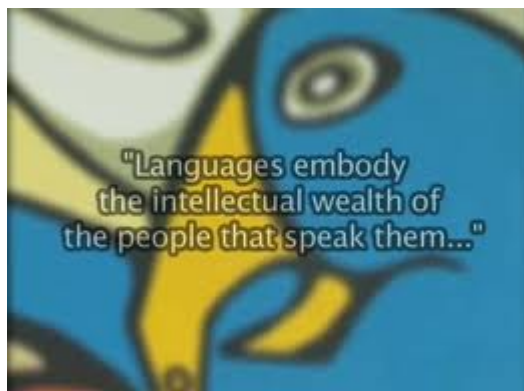
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| 19 | M | Composition 2 : Version finale | |
| | | <u>Chapitre 8 : Langue et société : Le statut de la langue française dans le monde d'aujourd'hui</u> | |
| | | <i>Point : Il faut supprimer le français en Afrique, et revaloriser les langues autochtones</i> | |
| 21 | W | congé | |
| 23 | F | congé | |
| 26 | M | Lecture « Le bilinguisme colonial » | |
| 28 | W | Contre-point : <i>Il faut valoriser et soutenir la langue française pour maintenir l'identité culturelle du Québec</i> | |
| 30 | F | Lecture « Parler français, pour combien de temps ? » | |
| December | 3 | M | Lecture, Liens interdisciplinaires, « Le Testament français » |
| | 5 | W | Composition finale |
| | 7 | F | dernière classe |

Significant Dates:

Sept 4: Final Day for Course Changes

November 2: Last Day for Withdrawal with W

Final Exam: Tuesday, Dec. 11 at 1:30 p.m.



Overall Organization

In studying the calendar, you will note that each chapter in our text is divided into two opposing points of view on subjects of current cultural import in the francophone world: *point* et *contrepoint*. Each of these parts includes vocabulary, readings, and discussion questions. This work is the main emphasis of our course. In addition, we will review grammar with the use of the handbook you purchased for the course. I will supplement these explanations prepared as homework with photocopied exercises and activities, as needed.

Viewing of *Inch' Allah dimanche*

We will view this movie in class between work with Chapters 3 and 6 on the subjects of equality between the sexes and immigration. The film relates directly to both of these issues and will provide an excellent point of reference for both of them.



Euros

Each student will receive a collection of paper euros on the first day of class. For each word of English spoken in class the student will pay me 1 euro. This “payment” corresponds to points for a grade for language use in class; it constitutes 5% of the student’s final grade. I have found this system to be a very effective way of encouraging and facilitating use of French in class and the almost complete absence of English.



Compositions

Students will write three compositions over the course of the semester (subjects yet to be determined). Please see page 6 for sample grading rubric). The first two compositions will be comprised of two versions, a draft and a final copy. I will provide feedback on the draft which the student will utilize in working on the final version. Both parts of the student’s work will count toward the overall composition grade. The last composition will officially consist of only one version, although I will read a student’s draft, if requested and submitted in a timely manner.

Composition

Sample Rubrique

Nom _____

Première Version à 50 % (this version counts more heavily on subsequent compositions)

| | | |
|---------------------------|-----|-------|
| Vocabulaire | 5% | _____ |
| Expression (grammaire) | 15% | _____ |
| Format | 5% | _____ |
| Thèse | 5% | _____ |
| Développement de la thèse | 15% | _____ |
| Conclusion | 5% | _____ |

Version Finale à 50 %

| | | |
|---------------------------|-----|-------|
| Vocabulaire | 5% | _____ |
| Expression (grammaire) | 15% | _____ |
| Format | 5% | _____ |
| Thèse | 5% | _____ |
| Développement de la thèse | 15% | _____ |
| Conclusion | 5% | _____ |

Note Finale

Notes: