

French 215 – Fall 2013

Texts as Keys to French and Francophone Cultures

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Meeting Time: Monday, Wednesday, Friday 11:45-12:55

Location: PPHAC 301

Office Hours: Wednesday, 8:00 - 10:00
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:

- Expand and deepen knowledge of Francophone culture as seen in literary texts from around the world including short stories, autobiography, web blogs, poetry, fables, music, novels (mostly abridged). Some texts are from as recent as 2011; the earliest text dates from the thirteenth century.
- Develop ability to read and analyze original, unedited work in varied registers (i.e.: standard French, the French of an Algerian immigrant teen, le “québécois”)
- Develop active vocabulary for writing and speaking
- Develop oral competencies, especially with respect to engagement with texts in class
- Develop ability to summarize, describe, compare, and respond critically and analytically in writing to these textual cultural representations of different aspects of life

Secondary Objectives:

- Review grammar in context

Required Materials:

- Text with cds: *Sur le vif*. Niveau intermédiaire. Tufts and Jaraus. Cengage Learning. Sixth edition, 2014.
- Student Activity Manual. *Sur le vif*.

Course Academic Honor Policy:

When preparing any work for a grade you are prohibited from using **electronic translation services**. Doing so may be plagiarism and will result in a sanction commensurate with the violation. If I suspect a student has used a translation device for an essay I will ask the student to rewrite the assignment in my presence, with the approved tools only. 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 me. Any other form of academic dishonesty, including copying work done by others, will be dealt with in accordance with the **College Honesty Policy** found in 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

Vocabulary Quizzes and Reading Assessments- <i>Contrôles</i> (5)	40%
Devoirs dans le texte :	15%
Essais: (4)	30%
Euros	5%
Projet Final	10%

COURSE POLICIES & CLASSROOM ENVIRONMENT

There are **no make-ups for *Contrôles*** (40%) 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 assessment. Do not schedule appointments on *Contrôle* dates, if at all possible.

Homework (15%), including *essais* (30%), must be prepared for the due date. You are always responsible for assignments and other material, even if you are absent. I will collect homework in the *Student Activity Manual* on a regular basis.

E-mail or phone number of two classmates to contact for work in case of absence:

Name: _____ Contact info: _____

Name: _____ Contact info: _____

Arrive in class on time. Repeated late arrivals will be reflected in a lowered “Euro” 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 in class. Students will get a zero for an exam or quiz if I see a phone during the assessment.

Plan to **stay in class** for the full 50 minutes without taking a break to use the bathroom, check messages, and so forth. Please stay in your seat during class, except in an emergency.

PROGRAMME

Aug	26	M	Introduction au cours
	28	W	Prélude
	30	F	« Les maudits Français » de Lynda Lemay
Sept	2	M	congé
	4	W	Chapitre 1 - <i>Les Etudes</i>
	6	F	« Kiffe Kiffe demain » de Faiza Guène
	9	M	
	11	W	« L'étudiant : J'ai étudié un an à Vancouver »
	13	F	
	16	M	Essai 1a
	18	W	Contrôle Chapitre 1 & <i>Interlude</i>
	20	F	Essai 1b
			Chapitre 4- <i>En route</i>
	23	M	« Le service de vélos en libre-service affiche un bilan mitigé en 2011 » dans <i>Le Figaro</i>
	25	W	
Oct	27	F	“La 2 CV de ma soeur” de Fernand Raynaud
	30	M	
	2	W	Essai 4a
	4	F	Contrôle Chapitre 4 & <i>Interlude</i>

	7	M	Essai 4b Chapitre 5 - <i>Voyages</i>
	9	W	« Le château de ma mère » de Marcel Pagnol
	11	F	
	14	M	congé
	16	W	« Voyage autour du monde : trois ans de vagabondage » de Didier Tilman
	18	F	
	21	M	Essai 5a
	23	W	Contrôle Chapitre 5 and <i>Interlude</i>
	25	F	Essai 5b Chapitre 7 <i>Traditions</i>
	28	M	“La Grenouille qui veut se faire aussi grosse que le boeuf” de Jean de la Fontaine
	30	W	
Nov	1	F	“La fleur, le miroir et le cheval” Un conte corse
	4	M	
	6	W	Essai 6a
	8	F	Contrôle Chapitre 6 & <i>Interlude</i>
	11	M	Essai 6b Chapitre 8 <i>En famille</i>
	13	W	« 'Génération Tanguy' ou l'indépendance tardive » dans <i>Femme Magazine</i>
	15	F	

	18	M	“Mémoires d’une jeune fille rangée” de Simone de Beauvoir
	20	W	
	22	F	Essai 8a
	25	M	Contrôle Chapitre 8 & <i>Interlude</i>
	27	W	congé de Thanksgiving
	29	F	congé de Thanksgiving
Dec	2	M	Essai 8b
	4	W	Projets finaux
	6	F	Projets finaux

DATES IMPORTANTES

Final Day for Course Changes:	Tuesday, Sept. 3
Mid-term grades due:	Friday, Oct. 4
Registration for Spring:	Late October, early November
Last Day for Withdrawal with W:	Friday, Nov. 1



Stay-tuned for announcements about activities of the French Club, organized by upper-class French students

Vous serez les bien venus aux activités du club

Organization of Course

Each chapter begins with the presentation of vocabulary relevant to its theme and readings. Relevant grammar review will be done at home. Each chapter will conclude with a written reflection (essai) applying the theme's vocabulary, grammar and readings. Each essai will be submitted twice to provide students the opportunity to revise their work (i.e. "essai 1a & 1b") (please see final page for a sample rubric for essays). Each chapter concludes with a *Contrôle*, or written assessment of both vocabulary and reading comprehension. More analytical responses to readings will be applied and assessed in class discussion and in the essays. The theme of each chapter will also be interpreted musically in a musical *Interlude*. For a final project, students will choose and prepare a musical selection for one of the chapter themes to be analyzed by the class in the style of the *Interludes*.



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 "euro payment" corresponds to points for a grade for language use in class (*Euros on grade distribution*); 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.



Composition

Sample Rubrique

Nom _____

Première Version à 55 % (this version counts more heavily on the last two compositions)

Vocabulaire	10%	_____
Expression (grammaire)	15%	_____
Format	5%	_____
Thèse	5%	_____
Développement de la thèse	15%	_____
Conclusion	5%	_____

Notes :

Version Finale à 45 %

Intégration des recommandations _____

Note Finale