

French 215 – Fall 2014

Texts as Keys to French and Francophone Cultures

Professor Joanne M. McKeown

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Meeting Time: Monday, Wednesday, Friday – de 1h10 à 2h00 in Comenius 411

Office Hours: Tuesday, 9:00 – 11:00 & Thursday, 1:00 – 3:00

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. Sixième édition, 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 and Reading Assessments- <i>Contrôles</i> (5)	40%
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Devoirs:	15%
Essais: (4)	30%
Euros	5%
Projet Final	10%

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 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 - I

Aug	25	M	Introduction au cours
	27	W	Prélude
	29	F	« Les maudits Français » de Lynda Lemay
Sept	1	M	Chapitre 1 - Les Etudes
	3	W	
	5	F	« Kiffe Kiffe demain » de Faiza Guène
	8	M	
	10	W	« L'étudiant : J'ai étudié un an à Vancouver »
	12	F	
	15	M	Essai 1a / Video-Clip Révision
	17	W	Quiz de vocabulaire
	19	F	Contrôle - 1
	22	M	Chapitre 4 – <i>En route</i> / Essai 1b
	24	W	
	26	F	« Le service de vélos en libre-service affiche un bilan mitigé en 2011 » dans Le Figaro
	29	M	
Oct.	1	W	“La 2 CV de ma soeur” de Fernand Raynaud
	3	F	

Oct.	6	M	Essai 4 ^a / Révision / Vidéo – Clip
	8	W	Quiz de Vocabulaire
	10	F	Contrôle - 4
	13	M	congé
	15	W	Chapitre 7 Traditions / Essai 4b
	17	F	
	20	M	“La Grenouille qui veut se faire aussi grosse que le boeuf” de Jean de la Fontaine
	22	W	
	24	F	“La fleur, le miroir et le cheval” Un conte corse
	27	M	
	29	W	Essai 6a / Révision / Vidéo-Clip
	31	F	Quiz de vocabulaire
Nov.	3	M	Contrôle Chapitre 6
	5	W	Essai 6b /Chapitre 8 En famille
	7	F	
	10	M	« 'Génération Tanguy' ou l'indépendance tardive » dans Femme Magazine
	12	W	
	14	F	“Mémoires d'une jeune fille rangée” de Simone de Beauvoir Présentation Orale – Introduction
	17	M	
	19	W	Essai 8a / Révision / Vidéo-Clip
	21	F	Quiz de Vocabulaire / Sélections pour le projet final / révisio

	24	M	Contrôle Chapitre 8
	26	W	congé de Thanksgiving
	28	F	congé de Thanksgiving
Dec	2	M	Projets finaux / Essai 8b
	4	W	Projets finaux
	6	F	Projets finaux

DATES IMPORTANTES

Final Day for Course Changes: Tuesday, Sept. 2

Last Day for Withdrawal with W: Friday, Oct. 31



Stay-tuned for announcements about activities of the French Club

Vous serez les bien venus aux activités du club

Molière's *The Miser* – DeSales University – dimanche le 26 octobre, 2014 à 2h00



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. Each chapter concludes with authentic video clips featuring French students who respond to topics raised in readings. These clips are used for review before exams.



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.

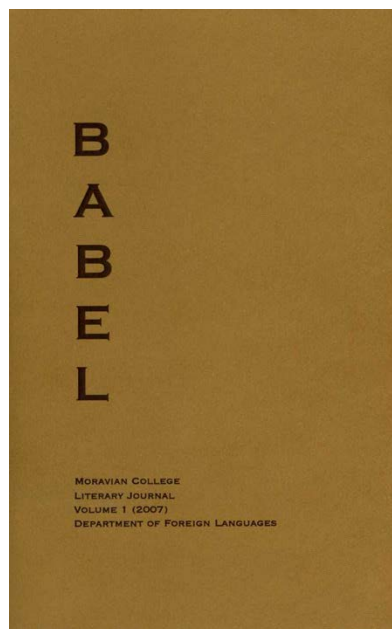


Final projects

Each student will prepare a final project for one of the last days of class. Using as models the organization and presentation of the course content in *Sur le vif*, students will select a short reading (story, poem, fable, article) from another source (something the class has not read). These selections are due on Friday, Nov. 21. When these readings have been approved, students will prepare activities designed to introduce fellow students to their readings and to relevant vocabulary in them; each student will also prepare follow-up activities for the selection. Introductory activities will take place on Monday and Wednesday, Dec. 1 & 3. Homework after these classes will be to read the selections prepared by each student, and to do any follow-up activities. In class on Wednesday and Friday, Dec. 3 & 5, each student will lead classmates through the follow-up activities in an effort to bring to life the reading he/she has selected. More details will follow.



Babel: Interested in poetry? I encourage you to write a poem in French for *Babel*, the literary journal of our department. For more information feel free to talk to me or to send to Dr. Claudia Mesa at: mesac@moravian.edu



PROGRAMME - II

Aug	25	M	Introduction au cours
	27	W	Prélude
	29	F	« Les maudits Français » de Lynda Lemay
Sept	1	M	Chapitre 1 - <i>Les Etudes</i>
	3	W	« Kiffe Kiffe demain » de Faiza Guène
	5	F	
	8	M	« L'étudiant : J'ai étudié un an à Vancouver »
	10	W	
	12	F	Essai 1a / Video-Clip Révision
	15	M	Contrôle Chapitre 1
	17	W	Essai 1b Chapitre 4- <i>En route</i>
	19	F	« Le service de vélos en libre-service affiche un bilan mitigé en 2011 » dans <i>Le Figaro</i>
	22	M	
	24	W	“La 2 CV de ma soeur” de Fernand Raynaud
	26	F	
	29	M	Essai 4a / Révision
Oct.	1	W	Contrôle Chapitre 4
	3	F	Essai 4b Chapitre 5 – <i>Voyages</i>
	6	M	« Le château de ma mère » de Marcel Pagnol
	8	W	
	10	F	« Voyage autour du monde : trois ans de vagabondage » de Didier Tilman

	13	M	congé
	15	W	Essai 5a / Révision
	17	F	Contrôle Chapitre 5
	20	M	Essai 5b <i>Chapitre 7 Traditions</i>
	22	W	“La Grenouille qui veut se faire aussi grosse que le boeuf” de Jean de la Fontaine
	24	F	
	27	M	“La fleur, le miroir et le cheval” Un conte corse
	29	W	
	31	F	Essai 6a / Révision
Nov.	3	M	Contrôle Chapitre 6
	5	W	Essai 6b <i>Chapitre 8 En famille</i>
	7	F	« 'Génération Tanguy' ou l'indépendance tardive » dans <i>Femme Magazine</i>
	10	M	
	12	W	“Mémoires d'une jeune fille rangée” de Simone de Beauvoir
	14	F	
	17	M	Essai 8a / Projets finaux - Préparation
	19	W	
	21	F	Essai 8b / Sélections pour le projet final / révision

	24	M	Contrôle Chapitre 8
	26	W	congé de Thanksgiving
	28	F	congé de Thanksgiving
Dec	2	M	Projets finaux
	4	W	Projets finaux
	6	F	Projets finaux