

FREN 375
Spring 2014

INTERMEDIATE FRENCH CONVERSATION

Professor: Dr. Romain Chareyron

Office: Wescoe 2059-B

Office hours: Monday 2.00-3.00/Wednesday 2.00-3.00, or by appointment

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Online component

Most of the information related to the films discussed in class, as well vocabulary and grammar documents, are located on a website designed for the class. **This website constitutes your main tool for working on your assignments for this class and you must consult it prior to each class.**

Address: <http://intermediatefrenchconversation.weebly.com>

Class hours: MWF: 9.00 – 9.50

Location: Wescoe 2066

Additional material

Additional material will be distributed in class.

Films studied

Ressources humaines (Laurent Cantet, 1999)

La Haine (Mathieu Kassovitz, 1996)

Entre les murs (Laurent Cantet, 2008)

L'Auberge espagnole (Cédric Klapisch, 2002)

Les Glaneurs et la glaneuse (Agnes Varda, 2000)

Internet resources

- *Presse quotidienne:* www.lemonde.fr, www.liberation.fr, www.lefigaro.fr
- *Magazines d'actualité:* www.lexpress.fr, www.nouvelobs.com, www.lepoint.fr, www.courrierinternational.com, www.lactualite.com (presse québécoise)
- *Télévision:* www.tv5.org (programmes internationaux en français)

Course description and objectives

This course is designed to provide students with meaningful conversational skills through the study of social and cultural trends of contemporary France. We will also use class periods to review some of the most important aspects of French grammar (the present tense, past tenses, the adjective, etc.). The viewing of a film, in connection with the topic studied, will contextualize most of our discussions. We will discuss a broad range of topics such as (but not limited to) immigration, education, family and French society.

Goals for students:

- To improve their knowledge of oral French and to gain an understanding of certain social and cultural events pertaining to French society.
- To develop their communication skills in French.
- To gain knowledge of target vocabulary in connection with the topics studied.
- To improve their knowledge of French grammar.

Grade distribution

Attendance/Participation	10%
Homework/Preparation	20%
Lesson projects (3 – 10% each)	30%
Final project	10%
Mid-term oral exam	10%
Final oral exam	20%

Departmental and course grading system

100-98 A+, 97-94 A, 93-90 A-, 89-88 B+, 87-84 B, 83-80 B-, 79-78 C+, 77-74 C, 73-70 C-, 69-68 D+, 67-64 D, 63-60 D-, below 60 F.

Important dates: TBA

ATTENDANCE AND PARTICIPATION

Presence and participation in class are essential. You are allowed 2 unexcused absences (although any assignment due must still be turned in that day – electronic submissions will be accepted in certain cases to be determined by both the student and the professor). Tardiness will also lower the participation portion of your final grade. Please contact me if you have a valid reason for missing class (emergency, religious observance, etc.); you may be allowed to make up work if you have corresponding documentation. **If absent, it is your responsibility to find out what was done in class and what you need to prepare for the next meeting. Exchange your e-mail address with another person in the class so you can correspond with them.**

Number of classes missed	Effect on participation grade
1-3	None
4-6	Your participation grade will be lowered 5% for EACH unexcused absence. For example, if you are absent 4 times and you began with 100% participation, your grade would be lowered to 95%, etc.
7	Your participation grade will be reduced by 50%.
8	You will receive a failing grade in the course.

Your participation is crucial in order for you to have interesting and productive discussions. You are expected to contribute in meaningful ways, and you will be assessed both on quantity and quality of your contributions. You need to come prepared to each class, which means that the assigned homework needs to be done prior to class. Remember that it is a conversation course and that the only way for you to make progress – and enjoy this class – is to be prepared and ready to participate in class.

HOMEWORK AND PREPARATION

For each film we study, you will be asked to take notes and read short texts about French culture and society. These documents are here to contextualize our discussions on the films and to give you specific insights into contemporary France. You must **read the texts, watch the videos and fill out the worksheets for each film** at home. It is essential that you do this work at home, so that the in-class time is dedicated to discussions/questions on the given topics. The quality of our discussions and the overall significance of the course highly depend on your interest in the discussed topics and your willingness to come prepared and share your opinions/questions with the rest of the group. This category also includes **the preparedness for the 3 debates** we will have during the semester.

Using *Blackboard*, you will also be asked to **record 3 different critiques/comments** on 3 of the films we will watch in this course. These recordings will each have to be 5 minute-long and you will have to discuss the film regarding its main social and cultural topics, your own appreciation of the film (what you liked but also did not like). You will be assessed regarding (a) the overall quality of your French (grammar and purposeful use of target vocabulary) (b) the overall quality of your pronunciation and fluency.

LESSON PROJECTS

Students will be asked to do **3 lesson projects** connected to the films and topics discussed in class. In groups of 2, students will choose to develop one or more social/cultural aspects raised by the film by doing some background research on the topic(s) and present them in class. (See grading criteria on the website)

FINAL PROJECT

For the final project, students will have to choose from a series of possible topics connected to the films discussed in class. Each student will be asked to prepare and present individually on the chosen topic for 7-8 minutes. The series of possible topics will be handed in in class. The grading criteria will be the same as those used for the lesson projects.

MID-TERM AND FINAL ORAL EXAMS

There will be both a mid-term and a final oral exam, focused on the topics discussed in class. For each exam, **you will have to prepare a 7-8 minute presentation (for the mid-term) and a 10-minute presentation (for the final exam)**. You will be allowed to bring notes with you, but you will not be allowed to read the entire presentation. Failure to do so will result in an “F” for this assignment. For each exam, you will be graded regarding (a) the quality of your pronunciation (b) the correctness of your grammar (c) the appropriate choice of vocabulary and (d) your ability to answer promptly some of the professor’s questions.

DEPARTMENTAL INFORMATION

PLAGIARISM AND CHEATING:

"Plagiarism and cheating are serious academic offenses that should be brought to the attention of the Chairperson or Language Coordinator. Whenever a student is caught cheating (whether copying from another student's paper or plagiarizing printed or electronic sources) the instructor will assign a grade of F for the quiz, exam, or paper in question and will inform the Chairperson of the Department, who-upon concurring with the instructor-will forward a 'CHARGE OF ACADEMIC MISCONDUCT FORM' to the student. In addition, the Department of French and Italian will review the case to determine whether or not to recommend to the Dean of the College that more serious sanctions be imposed."

ASSISTANCE WITH ASSIGNMENTS:

Students may use their textbooks, dictionaries, and grammar references in preparing any assignments. However, with the exception of help from the student's instructor and/or in-class activities such as peer editing, **any outside assistance** (that is, tutors, friends, native speakers, computer/internet translation programs, assignments submitted in previous courses, etc.) **is NOT allowed** on homework/assignments being turned in for a grade. **These things are considered cheating and will result in a grade of zero on the assignment, as well as a charge of academic misconduct, which may entail further sanctions.** The student should be certain that all of the work submitted in this course his/her own.

ABOUT THE USE OF TRANSLATION PROGRAMS:

The use of computer or on-line translation programs is **NOT permitted** in any French or Italian course and is considered cheating. As opposed to dictionaries and grammar references, these programs are not a learning tool because they simply provide a translation, rather than allowing you to choose among various words/tenses/etc. to come up with the best translation on your own. Moreover, translation programs produce bizarre and incorrect translations that are **notoriously easy to identify**. Students will learn far more by doing their own work than by risking serious academic consequences.

GRADE DEFINITIONS ACCORDING TO THE UNIVERSITY SENATE RULES AND REGULATIONS:

- 2.2.1.1. The grade of A will be reported for achievement of outstanding quality.
- 2.2.1.2. The grade of B will be reported for achievement of high quality.
- 2.2.1.3. The grade of C will be reported for achievement of acceptable quality.
- 2.2.1.4. The grade of D will be reported for achievement that is minimally passing but at less than an acceptable quality.

Consult with individual teachers concerning the calculation of grades.

STUDY TIME ACCORDING TO THE UNIVERSITY SENATE RULES AND REGULATIONS:

"One semester hour means course work normally represented by an hour of class instruction and two hours of study a week for one semester, or an equivalent amount of work. The concept may vary according to the level at which instruction is offered."

STUDENTS WITH DISABILITIES:

"Any student in this course who has a disability that may prevent him/her from fully demonstrating his/her abilities should contact me personally as soon as possible so that we can discuss class accommodations necessary to ensure full participation and facilitate the educational opportunity."

RELIGIOUS OBSERVANCES

"Where examinations and tests other than final examinations conflict with religious observations of a generally recognized nature, a student under obligation to participate in such religious observances shall, upon request to the instructor involved, which shall be made at least a week in advance of the scheduled examination or test, be accorded the opportunity to take the examination or test at some other time not in conflict with his (or her) religious obligations."

ATTENDANCE:

Attendance in language, literature, and culture classes is essential for mastering materials, improving communication skills, and participating in discussions. Consult with individual teachers for their specific policy on attendance and make-up work.

FREN 375 CALENDAR

Please note that this calendar is subject to change, depending on our progress. If need be, I will issue an updated version.

Codes:

H: Handout

Lesson projects

W: Weebly (website)

Mid-term and final oral exams

Final project

Homework/preparation

Week	Monday	Wednesday	Friday
1 (Jan. 20, 22, 24)	Martin Luther King Day No classes	Présentation du cours « <i>Que représente la France pour vous ?</i> » - Introduction générale au cours	« <i>Que représente la France pour vous ?</i> » - suite de la discussion Chaque étudiant doit penser à un aspect distinctif de la culture française
2 (Jan. 27, 29, 31)	La phonétique Exercices de prononciation	La phonétique Exercices de prononciation	1. Le travail Visionnement du film <i>Ressources humaines</i>
3 (Feb. 3, 5, 7)	Visionnement du film <i>Ressources humaines</i>	Discussion sur le film <i>Ressources humaines</i> (H : parties a et b)	Discussion sur le film <i>Ressources humaines</i> (H : parties b et d) (fin)
4 (Feb. 10, 12, 14)	Discussion sur le film <i>Ressources humaines</i> (H : partie c) W : Lire le texte « Le travail n'est plus un marqueur social » et répondre aux questions « Travail et temps libre » (H)	Lesson project Présentations sur les aspects sociaux/culturels du film W : Travail sur les vidéos	2. L'immigration et le racisme <i>Qu'est-ce que la banlieue ?</i> W : Lire « L'évolution des banlieues en France » W : Lire « Petite histoire des banlieues en France » W : Lire « Les émeutes en France »
5 (Feb. 17, 19, 21)	Visionnement du film <i>La Haine</i>	Visionnement du film <i>La Haine</i>	Discussion sur le film <i>La Haine</i> (H : parties a et b)

6 (Feb. 24, 26, 28)	Discussion sur le film <i>La Haine</i> (H : partie c)	Lesson project Présentations sur les aspects sociaux/culturels du film W : Discussion sur l'immigration en France	3. Les médias Activité en laboratoire
7 (Mar. 3, 5, 7)	Suite de l'activité en laboratoire	Débat autour du rôle des médias dans la société Deadline for students to submit their first recorded comment/critique	4. Les problèmes sociaux en France Visionnement du film <i>Les Glaneurs et la glaneuse</i>
8 (Mar.10, 12, 14)	Visionnement du film <i>Les Glaneurs et la glaneuse</i>	Discussion sur le film <i>Les Glaneurs...</i> (H : parties a et b)	Discussion sur le film <i>Les Glaneurs...</i> (H : partie c)
9 (Mar. 17, 19, 21)	Spring Break No classes	Spring Break No classes	Spring Break No classes
10 (Mar. 24, 26, 28)	Lesson project Présentations sur les aspects sociaux/culturels du film <i>S'il reste du temps, préparation pour les mid-term exams</i>	Mid-term oral exams	Mid-term oral exams
11 (Mar. 31, Apr. 2, 4)	5. L'éducation <i>Les fondements du système éducatif français</i> W : Voir le tableau et le texte « L'éducation et le système éducatif français » <i>Qu'est-ce que la laïcité ?</i> W : Lire les 2 textes sur la laïcité	<u>Students need to have watched the film <i>Entre les murs</i> prior to this class !!!</u> Discussion sur le film <i>Entre les murs</i> (H : parties a et b)	Discussion sur le film <i>Entre les murs</i> (H : partie c)

<p>12 (Apr. 7, 9, 11)</p>	<p>Lesson project Présentations sur les aspects sociaux/culturels du film</p> <p>W : Discussion sur la représentation du système éducatif au cinéma</p>	<p>Débat sur la question de la laïcité en France</p> <p>Deadline for students to submit their second recorded comment/critique</p>	<p>6.Le multiculturalisme Visionnement du film <i>L'Auberge espagnole</i></p>
<p>13 (Apr. 14, 16, 18)</p>	<p>Visionnement du film <i>L'Auberge espagnole</i></p>	<p>Discussion sur le film <i>L'Auberge...</i> (H : parties a et b)</p>	<p>Discussion sur le film <i>L'Auberge...</i> (H : partie e)</p>
<p>14 (Apr. 21, 23, 25)</p>	<p>Lesson project Présentations sur les aspects sociaux/culturels du film</p>	<p>7. Les différences culturelles entre la France et les É.U Activité en laboratoire</p>	<p>Suite de l'activité en laboratoire</p>
<p>15 (Apr. 28, 30, May 2)</p>	<p>Discussion sur les différences culturelles entre la Fr. et les É.U</p> <p>Deadline for students to submit their last recorded comment/critique</p>	<p>Final project</p>	<p>Final project</p>
<p>16 (May 5, 7, 9)</p>	<p>TBA : In case we need to catch up on some aspects of the course</p>	<p>TBA : In case we need to catch up on some aspects of the course</p>	<p>Stop Day No classes</p>