

**INTERMEDIATE FRENCH CONVERSATION AND COMPOSITION
FRENCH 225**

**Automne 2009
mardi / jeudi 9h30 à10h50 TH310**

Professor E. Nicole Meyer
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courrier électronique:
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courriel de classe:
D2L page.

Heures de bureau:
mardi & jeudi: 8h15-9h15

et par rendez-vous!

Textes:

Entretiens: cours de conversation par H. Jay Siskin & Cheryl L. Krueger (2 ed.)
Paquet de photocopiés du cours, E. Nicole Meyer

Course objectives:

The main goal of this course is to improve your self-expression (both oral and written) in French. It is my belief that a focus on the processes of knowing helps students to learn with understanding and to more successfully use French. Rather than memorize fixed phrases, grammar rules or vocabulary, students *actively* use French in this course. For this reason, your role in this class is extremely important: you must very actively participate in your learning process. You will be speaking and writing French. All of us will be collaborating together. In order to arrive at our goals, we will focus on the creative process of a student-created book.

This course is not a grammar course—this is a composition and conversation course. While we may review some grammar points on occasion, it will be with the goal of improving our written and spoken French and in conjunction with the exercises designed to do so.

The class-created book

The student-created book is central to the learning in this course. Each student will contribute a section of the student-created course book. All the students will work together to help determine the book's content and structure as well as participate in the establishment of the criteria for inclusion in the book. In other words, part of our creative process will be to determine how your part (short section/chapter) plays an essential part in making the final product (the book) produced by the class. Your oral exposé will be on a topic related to your written section. In addition, in order to produce the best book possible, two rough drafts in which you demonstrate a sincere effort to improve both form and content will be required. In order to be fair to your fellow students, the rough drafts (*les brouillons*) and the final paper (*la rédaction finale*) must be typed and handed in by the due date. No exceptions to these rules. You will receive a personal copy of the class book.

Participation

Active and daily participation is essential to this course. You must prepare your readings and other homework. No late written or oral assignments are permitted. Your oral participation grade will suffer after your second absence.

(A) Study Expectations and Class Participation Expectations

Students are **required** to read the material assigned for each class. Class participation consists of (1) answering questions the instructor asks each day in class on the daily reading material, (2) offering comments, making remarks, (3) participating in class discussions, and (4) asking questions which show an understanding of the material in the daily reading assignments. Quality, insight, depth, and quantity of contributions are graded, but quantity alone will count for nothing. Class participation is an essential part of this course. Attendance itself doesn't count as participation, but missing classes will count against class participation.

(B) Attendance Policy

The University Attendance Policy is "Students are expected to attend all class sessions in the courses in which they are enrolled."

(C) Academic Dishonesty Policy

Dishonesty in academic matters undermines student intellectual development and the goal of UWGB to develop the critically thinking, and writing, and problem-solving skills of the student. Further, dishonesty undermines the foundations of the search for the true and the right in philosophical matters. Academic dishonesty, includes, but is not restricted to, copying, sharing answers or questions, collaborating with others on work to be presented in written form except where expressly permitted by the instructor, submitting work or a part of work previously submitted in another course, and plagiarizing others' work in papers. Academic dishonesty will not be tolerated and will result in an F for the course grade.

(D) Policy on Disruptive Behaviors

No disruptive behaviors are allowed. To foster intellectual development and civil discourse, no behavior that disrupts the learning atmosphere of classroom will be tolerated. Examples of disruptive behavior include, but are not exhausted by:

Text messaging or **taking phone calls** in class: Cell phones must be turned off at the beginning

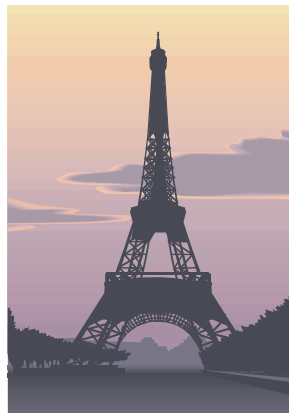
of class. This includes vibration and visual settings. No text messaging. If you must text message, do not come to class.

Disrespect shown openly toward the professor or other students: It includes **(1)** talking with others when the instructor is speaking to the class or students are involved in discussion, **(2)** physical behavior or language that creates an uncomfortable situation that could be construed as harassment or discrimination (sex, race, ethnicity, sexual orientation, physical appearance, etc.), **(3)** inappropriate or off-topic monopolization of discussions to the exclusion of other students, **(4)** irrelevant questions and comments, **(5)** reading material (newspapers, etc.) other than assigned course material during class time, **(6)** listening to anything through headphones, headsets, ear buds, etc., during class time, and **(7)** distracting or inappropriate expressions, gestures, or body language that hamper the conduct of the class.

Anyone who disrupts the learning atmosphere in such a manner will first be warned. If the behavior does not stop, the student will be asked to leave and the final grade for the course will be substantially lowered. If he/she does not comply, campus security will remove the student. Repeat offenders will be referred to the Dean of Students. Continued disruptive behavior may result in removal from the class and a failing grade.

(E) Policy on Computers

No laptop computers in operation during class time. Studies show that laptop computers interfere with student learning and are distracting to other students.



Resources

The most valuable resource for both the writing and speaking tasks of this course is your own knowledge of French and your abilities to write and speak in your native tongue as well as in French. Please do not underestimate the abilities you bring to our learning process. You already express many advanced-level concepts. Do not expect, however, to write and speak with equal depth of expression and ease as in your native language. These abilities will develop in time. Please also try to compose your thoughts and express yourself directly into French (translation from English to French will slow down your learning process and decrease your improvement).

For these reasons and for many more, **class will be taught in French** and **you will be expected to use French**. At times, you may have to resort to using synonyms or paraphrases for the expressions you seek. Please feel free to ask me for help!

- ❖ Dictionary
A French-English dictionary can help you when you don't know a word (I can recommend a good dictionary)
A French-French dictionary can prove invaluable. Such a dictionary defines a word in French and gives the parameters of its usage illustrated by meaning. You can thus get a much clearer idea of the range in meaning and usage of these words. I recommend *Le Petit Robert*. While such dictionaries are expensive, they are a good investment if you are thinking of becoming a French major or minor.
The Dictionary of Synonyms can help avoid repetition for the same word or to seek variety in your expression.
- ❖ A Reference Grammar can help you proofread, correct and revise your French. Ideally you have a favorite from your previous study of French. If not, during the first class sessions, I will bring in some grammars that you may have.
- ❖ Système-D is a software program in the lab that is designed to help you correct your grammatical errors and contains a dictionary within it.
- ❖ The Language Resource Center has many tools that may help you in your quest to improve your French expression. We have networked interactive pc's, video tapes, Interactive CD-Rom's, a satellite dish, games, laser disks and a variety of other computer programs.
- ❖ French Film(s). You will be **required** to see at least one French film (whether in class, the resource center or at home). You will write a short review of this film in French.
- ❖ French concert. The Cercle français is sponsoring a French concert or two this term. You are **required** to attend these free concerts. The dates of these concerts will be announced as soon as possible. We will be taking a close look at some of the songs in class in our attempt to determine the qualities of good writing in French.
- ❖ French magazines. You will either consult a magazine provided by me or by the library. The University library subscribes to Paris Match. You can access some press on the web.
- ❖ La liste électronique du cours. You **must** participate in this list in French on a weekly basis (a **minimum** of 12 times). This list is available through the **D2L** page.
- ❖ French web page. Our French web page has many resources designed to help you learn more about French culture and language as well as links to other helpful sites.
- ❖ American Council of Foreign Language Teachers Proficiency Guidelines–Speaking and Writing are provided to you so that you may consult some generally accepted criteria for speaking and writing in French. (In your course packet)
- ❖ each other. Small-group work as well as peer editing will be used in this course.
- ❖ me. Feel free to ask me questions as well as for materials that will help you. For instance, I have French grammars, French magazines and French children's books as well as many other materials. I can recommend reading material (novels, poems, etc., etc.). In addition, I am an experienced and enthusiastic teacher and learner!

Les Notes:

| | |
|--|-----|
| Participation active en classe et dans la discussion D2L (participation, préparation et présence) | 20% |
| Devoirs oraux, débat(s) et récitation(s) [y compris l'examen oral final] | 30% |
| Devoirs écrits | 20% |
| Brouillons pour le livret produit par les étudiants du cours | 10% |
| Rédaction finale (pour le livret final du cours) | 20% |

La version finale est à rendre avant 10h50 le 3 décembre

Examen oral final: 9h30-10h50 le 10 décembre 2009

Originality clause:

ALL written work handed into the professor **must** be the student's own original thought and expression

General Education requirement information:

This course fulfills the Writing Emphasis General Education requirement. "Writing Emphasis courses provide you with the opportunity to improve your writing skills. You must complete four writing emphasis courses. At least two of these courses must be at the upper-level. Courses taken to fulfill writing emphasis requirements may also be used simultaneously to meet other general education requirements, as well as requirements in your major or minor."

This course fulfills the World Cultures General Education requirement. The purpose of this requirement is to ensure that students "have a fundamental understanding of contemporary global issues and problems, through the study of beliefs, values, and ways of life in a country other than the United States."

Accommodations statement:

As required by federal law and UWGB policy for individuals with disabilities, students with a documented disability who need accommodations must contact the Disability Services Office at 465-2841. Reasonable accommodations can be made unless they alter the essential components of the class. Please contact the instructor and Disability Coordinator in a timely fashion to formulate alternative arrangements.

Disclaimer: All dates on the syllabus are subject to change.

pour le 29 septembre:

Entretiens

Préparez oralement quatrième et cinquième parties, p. 18
Par écrit: ex. B. Correspondances (sur grille), pp. 18-19

pour le 1er octobre:

Entretiens

Par écrit: ex. B. Correspondances (sur grille), pp. 18-19. Commencez à préparer votre première rédaction. Il faut suivre de près le modèle, p. 19
Lecture au sujet des CVs, pp. 20-23.

livret du cours

pour le 6 octobre:

Entretiens

***** **rédaction numéro 1:******* Synthèse, C., p. 19 **à rendre!** (faites une description de votre travail idéal suivant les instructions).

Entretiens

Lecture, pp. 20-21; oralement, ex. A à C

livret du cours

Lecture de “comment faire bonne impression,” (p. 28) et exercices **par écrit** Bavardons A & B et oralement “En plus,” Ex. A (1-8), p. 29

pour le 8 octobre:

jour de préparation

Travaillez chez vous et / ou labo. Préparez une liste de critères importantes de bonne écriture. Recherchez des journaux, des livres de voyages, des recueils de poèmes ou des chansons, le www afin de retrouver de bons exemples en français (bien sûr) à partager avec nous en classe jeudi le 13 octobre.

Préparez aussi un brouillon de votre CV (rédaction no. 2)

Il n’y a pas de classe aujourd’hui **mais** il faut aller au concert ce semestre

pour le 13 octobre

venez avec vos exemples (vz. le 8 octobre). Discussion du livre de classe

Entretiens

Lecture, pp. 20-21; oralement, ex. A à C

livret du cours

Lecture de “comment faire bonne impression,” (p. 28) et exercices **par écrit** Bavardons A & B et oralement “En plus,” Ex. A (1-8), p. 29

pour le 15 octobre:

en classe: activités sur notre livre produit en classe—venez préparés à discuter des sujets possibles et / ou des approches possibles

.***** **redaction numéro 2:*******

à rendre (tapé):

Rédigez votre CV: suivez les modèles que je vous ai données *****

pour le 20 octobre:

jour des jeux!

***** ***redaction numéro 3:********

à rendre: Rédaction au sujet de vous: qui suis-je? Passé, présent, futur. (tapez-la, 1 page maximum):

***** ***** ***** ***** ***** ***** ***** ***** ***** ***** ***** *****

pour le 27 octobre

je suggère que vous commencez à considérer notre sujet de livre afin de pouvoir décider nos sujets individuels.

Venez en classe préparés à défendre un sujet du livre. Nous allons nous diviser en petits groupes afin de préparer une défense d'un sujet du livre. Par exemple, nous allons représenter une catégorie telle que **A** (l'actualité) ou **L** (loisirs / distractions) selon les catégories que vous avez établies en classe et nous allons essayer de décider un sujet plus précis. Pour mieux préparer cet exercice, créez une liste de raisons **pour** une telle catégorie et une autre **contre** d'autres catégories. Essayer de convaincre vos camarades de classe que votre choix et le meilleur choix pour tout le monde et ainsi pour le livre de classe.

Vous allez travailler en classe sur le livre et surtout sur le sujet du livre

pour le 29 octobre

continuation du travail du 27 octobre

pour le 3 novembre:

livret du cours "décrire une personne" (pp. 36-39 dans votre livret):

Comment décrire une personne?

Considérez où il est, ses aspects physiques, son caractère.

Remplissez la grille avec les adjectifs (p. 37).

Préparez ces pages à discuter.

pour le 5 novembre:

Entretiens lexique et outils, pp. 85 bas-86. Les mots pour le dire, A, B, C & D, oralement (pp. 86-88)

Préparez "Testez-vous A & B" pp. 88-89 et "A vous la parole," pp. 88-89

Quel est votre total sur le test?

Livret du cours vocabulaire et exercices, pp. 41-45

***** ***redaction numéro 4:********

à rendre: *Description d'une personne (2 pages au maximum, tapées)*

***** ***** ***** ***** ***** ***** ***** ***** ***** ***** ***** *****

pour le 10 novembre

***** **brouillon no. 1 de votre contribution au livre du cours** *****

Entretiens Lexique, pp. 90 & 93
Les mots pour le dire A à C, pp. 90-91. "A" par écrit à rendre le 15 novembre (*regardez le modèle!!!!!!*)
"A vous la parole", pp. 91-92

pour le 12 novembre:

rendez la feuille.*******Exercice A** (pp. 90-91, *Entretiens*) par écrit à rendre le 12 novembre (*regardez le modèle!!!!*)*****

jour de conversation: groupes numéro un et deux vont animer la discussion ou le débat: il faut choisir le sujet, nous l'indiquer et puis l'animer aujourd'hui.

pour le 17 novembre:

Livret du cours

lecture: pp. 43-45
vocabulaire, p. 45
à l'oral: Aperçus culturels, p. 44
"Autrement dit," p. 48; "Bavardons" A-E, pp. 49-50
Faites le test, p. 51 et puis faites "Bavardons," p. 51

Par écrit: Renvoyons le vocabulaire, A à D, p. 46

Aujourd'hui nous allons jouer *vos* cassettes et CD de musique française et francophone!!!!!! **Sujet: l'amour**

pour le 19 novembre:

détails à suivre (CD de musique française et francophone). Travaillez sur vos rédactions de la semaine prochaine

pour le 24 novembre:

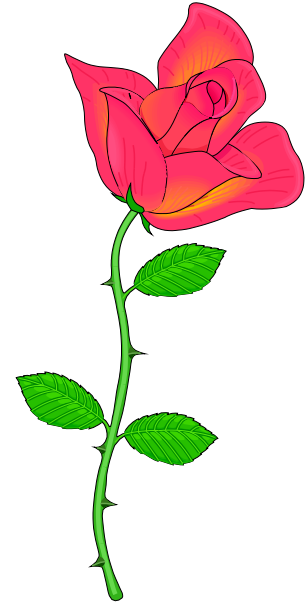
***** **brouillon no. 2 de votre contribution au livre du cours** *****

livret du cours: :

Qu'est-ce que vous aimez faire le soir? Le weekend? Le samedi soir? Aimez-vous sortir?

Par écrit: • ex. A., G., pp. 57-58 & Sports: pp. 59-64

compte rendu du film, p. 122 (voyez cette rubrique et préparez votre compte rendu)



pour le 1er decembre:

détails à suivre. Travaillez sur vos rédactions finales de la semaine prochaine _____

pour le 3 decembre:

Aujourd'hui nous allons réviser le passé composé & l'imparfait afin de pouvoir bien narrer au passé!

dans le livret du cours:

Lecture: étudiez bien les pages 80-98: formation & pratique du passé composé et de l'imparfait

à l'oral: Exercices sur le passé composé, pp. 85-86; 90-98

A RENDRE: REDACTION (version finale)



pour le 8 decembre

jour de conversation: groupe numéro trois et quatre vont animer la discussion ou le débat: il faut choisir le sujet, nous l'indiquer et puis l'animer aujourd'hui.

Nous allons chanter quelques chansons de Noël aujourd'hui.

pour le 10 decembre

Examen oral final: 9h30-10h50 le 10 décembre 2009

date limite pour le compte rendu du film

