

French 313

Automne 2019

Prof. Alek Toumi

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Office: CCC 414

O.H Lun 2:00- 2:50

Mar 9:00- 9:50 and by appointment.

(**NO** office hours 11:00-2:00 pm)

Livres: Autour de la littérature, by P Schofer. (rental)

La Grammaire à l'oeuvre John Barson, 5th édition (rental)

What is and is NOT Fr 313

Fr 313 is **NOT** "French for tourists". We will not be making crepes and wearing berets. This is a Culture Conversation and Composition COURSE, in French!

Most of you have had many years of French, many of you speak "well", some of you speak fluently. However, **all** of you make mistakes. The purpose of French 313 is to teach you to express yourselves correctly, address the difficult problem of "fossilization", prepare you for French 340 and/or any literature, civilization and culture course.

Fr 313 is not a grammar course, not a literature course, not a writing course. However, just like a literature course has a conversation component, a writing component and/or a film component, Fr 313 combines **conversation**, **reading** of short texts and articles, watching **videos**, with **writing** (1 page bi-weekly, on average).

Rules:

1 If you decide to remain in this course, you **MUST DO ALL** the work. For instance, you can NOT do only the writing part and not speak in class. You can not only speak in class and not turn in the compositions.

2. Attendance is mandatory. You are allowed two, "2" absences.

At the third your grade will be lowered. If you have to miss, let me know ahead of time. When absent, you are responsible to get notes from your classmates. Please, arrive **ON TIME**.

3. Compositions: **typed; double space; 1 in margin.**

- Do **NOT** email your composition. No late work (you'll be penalized).

- You can **NOT** have someone else correct or proofread you composition. You must do it alone.

4. Rewrites are mandatory. you'll receive credits for doing ALL the rewrites. You'll be penalized for NOT doing them. On the rewrite, your tutor and/or friend may answer your questions. However, he/she cannot do your rewrite.

Exams There will be an exam on or about week 6 and 10.

FINAL GRADE

Oral class work 25%

Compositions-rewrite 15%

2 exams 30%

Final exam 30%

4 FILMS

La gloire de mon père (Le château de ma mère)

Alias Betty et autres histoires

Les battements d'ailes du papillon

Le dîner de cons

GRAMMAIRE

I will review (re-teach) grammar points that need to be mastered at a "superior" level. If you want to improve your oral skills in French, you need to "master" them.

Paraphrase (Rédaction):

Présent-Articles-Prépositions

Imparfait-Passé Composé-Plus que parfait.

Hypothetical situations

Conditionnel/ Futur/ Futur antérieur.

Si clauses.

Since-For-Ago (depuis, pendant, pour, il y a)

Opinion (Essais)

Subjonctif-Indicatif

Pronoms relatifs

Subjonctif-Indicatif-Infinitif.

Generally, by the end of the semester, most students move from a 30-40% to an 80-90% accuracy.

-Why do we write 1 page bi-weekly?

-Because, at this level, you are not able to "hear" your mistakes in French. You write better than you speak. Your composition is a transcript of your speech patterns, especially of the "fossilized" mistakes. In order to improve, you need to become aware of these mistakes.

-You'll receive a detailed bi-weekly syllabus.

Final Exam Fr 313 Thu Dec 19 2:45-4:45 pm

FRENCH, GERMAN AND SPANISH 313 (Intermediate Conversation) and 314 (Intermediate Composition) LEARNING OUTCOMES

GOALS

WITH DILIGENT EFFORT ON THEIR PART, STUDENTS WILL BE ABLE TO

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| 1. Communication | <p>1a. show developing skills in all areas of linguistic acquisition: speaking, listening, reading, and writing in the target language.</p> <p>1b. demonstrate a developing ability to narrate and describe in the major time frames of the present, past, and future tenses as well as to paraphrase and self-correct.</p> <p>1c. handle effectively a variety of simple communicative tasks and express their attitude toward what they are saying through the use of indicative, conditional, subjunctive, and imperative moods.</p> <p>1d. meet a range of practical and academic writing needs by composing texts of up to several paragraphs in length while expressing one’s ideas with some elaboration.</p> <p>1e. show a developing control of common target-language syntactic structures and wide-ranging vocabulary as well as incorporate in their writing noticeable organizational features.</p> |
| 2. Cultures | <p>2a. demonstrate an extended knowledge of cultural practices of the target culture.</p> <p>2b. demonstrate an increased awareness and acknowledgement of another people’s way of life.</p> <p>2c. emulate the way people express themselves, verbally and non-verbally, in the target language.</p> |
| 3. Connections | <p>3a. demonstrate that they can reinforce and further their knowledge of other disciplines through their knowledge of the target language and culture along with acquiring information and learning to recognize distinctive viewpoints.</p> <p>3b. demonstrate an understanding that learning a foreign language is a doorway to a social medium that provides new information and perspectives about other ways of life.</p> |
| 4. Comparisons | <p>4a. recognize that learning a foreign language does not simply involve a one to one translation from one’s first language.</p> <p>4b. recognize that learning a foreign language involves utilizing multiple communication skills in order to address common and specific needs.</p> <p>4c. demonstrate an understanding of the concept of culture through comparisons of the target culture(s) and their own.</p> |
| 5. Communities | <p>5a. use the target language with an appreciation of the target culture beyond the classroom setting.</p> <p>5b. appreciate the complexities of intercultural and interpersonal communication between and within languages.</p> <p>5c. empathize with target language communities that exist within and outside of areas where the target language is of the majority.</p> |

UWSP General Education Program (GEP) Learning Outcomes:

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| Global Awareness | <p>1) Identify and explain various components of a culture that is distinct from those found within the United States.</p> <p>2) Analyze how cultural similarities and differences are negotiated in ways that help shape the modern world.</p> |
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PLACEMENT

Please note that students enrolled in this course must have the appropriate prerequisite (French 102) or placement. Department policy states that students will receive retroactive credits when they complete the first university course into which they placed if they earn a grade of B- or better. If you were not placed into this course, you will not receive retroactive credit.

PLACEMENT EXAM

Please check with the Academic Department Associate, Donna Gear, in the Department of Foreign Languages office (Room 490 CCC) if you need to take the placement exam.

DEPARTMENT ATTENDANCE POLICY:

Regular attendance is essential to your success in learning a foreign language. **If you miss a class, it is your responsibility to complete the assignment and attend the next class fully prepared. Please find out from a classmate what is to be done.** Departmental policy authorizes a deduction of 1 point per absence from the **final exam score**. Excessive absences may lead to a grade F in the class.