

French 313

Automne 2017

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Office: CCC 414

O.H Mon 2:00- 2:50

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

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 and 14

FINAL GRADE

Oral class work	25%
Compositions-rewrite	15%
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.

Learning Outcomes for Global Awareness:

- Identify and explain various components of a culture that is distinct from those found within the United States.
- Analyze how cultural similarities and differences are negotiated in ways that help shape the modern world.

The first two learning outcomes are directly aligned with the Learning Outcomes for Global Awareness. A “comparative approach”, by which students learn by starting with their own language and culture and comparing it with the Francophone speaking world, is used in the course. Many of the literary or cultural topics of discussion compares various aspects of American culture with that of the French and Francophone speakers in Europe, Africa, the Arab and Muslim World, North America, Asia and the Caribbeans, and contribute to develop global awareness.

Topics of discussions, readings, films, presentations and compositions are also designed to help students become aware of cultural differences and learn about the relative notion of “what is normal” in one culture maybe the opposite in another. They also help them learn to analyze, understand and respect cultural

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.

DEPARTMENT OF FOREIGN LANGUAGES
FRENCH, GERMAN AND SPANISH 211 and 212 LEARNING OUTCOMES

GOALS

With diligent effort on their part, students will be able to:

- 1. Communication** **1a.** participate in conversations about a wide variety of everyday topics, social themes and situations, along with culture and literature of countries that speak the target language.
 1b. ask and answer questions in the target language.
 1c. demonstrate an emerging ability to narrate and describe in the major time frames of the present, past, and future tenses.
 1d. demonstrate a developing ability to give instructions and commands.
- 2. Cultures** **2a.** identify common values, viewpoints, social beliefs, along with practices of the target culture.
 2b. demonstrate an awareness and acknowledgement of another people's way of life.
- 3. Connections** **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.
 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.
- 4. Comparisons** **4a.** recognize that learning a foreign language does not simply involve a one to one translation from one's first language.
 4b. recognize that learning a foreign language involves utilizing multiple communication skills in order to address common and specific needs.
 4c. demonstrate an understanding of the concept of culture through comparisons of the target culture(s) and their own.
- 5. Communities** **5a.** use the target language with an appreciation of the target culture beyond the classroom setting.
 5b. appreciate the complexities of intercultural and interpersonal communication between and within languages.
 5c. empathize with target language communities that exist within and outside of areas where the target language is of the majority.