

FRE 282 INTERMEDIATE FRENCH II in Pontlevoy, France
UNIVERSITY OF SOUTHERN MISSISSIPPI
Dr. Joanne Burnett

lundi/mercredi 11h05-11h50
mardi/jeudi 10h10-11h40

Specific Course Objectives

- ✓ Students learn French in a manner that is consistent with the *Standards for Foreign Language Learning in the 21st Century* (*American Council on the Teaching of Foreign Languages*). The 5 C's—*Communication, Cultures, Connections, Comparisons, Communities*—are reinforced throughout the course.
- ✓ Students develop an understanding of and increasingly are able to produce French for everyday communication.
- ✓ Students enter the course with basic knowledge of French but are expected to reach the Intermediate (Low, Mid) range according to the ACTFL oral proficiency scale.
- ✓ Students learn French based on *real-life situations* with a focus in FRE 282 on daily routine, travel, youth culture, and health.
- ✓ Students learn about the cultures where French is spoken through dynamic, functional, and practical activities and are exposed to several sociolinguistic varieties of the French language as spoken in metropolitan France, Guadeloupe, Cameroun, and Québec.
- ✓ Students practice French through multimedia applications, including video and audio recordings, the various interactive Internet activities.
- ✓ Students learn the grammar of French in a pedagogically relevant manner and *according to their communicative needs*.
- ✓ Student improvement is assessed via different tools including class participation, written exams, journaling, workbook exercises, and a cultural project.

Required Materials

- Jansma, K., & Kassen, M. A. (2007). *Motifs: An Introduction to French*. (4th ed.) Boston: Thomson Heinle. (including 2 red Text Audio CDs).
- Jansma, K., & Kassen, M.A. (2007) *Motifs: An Introduction to French : Workbook/Lab Manual* (4th ed.) Boston: Thomson Heinle. The answer key should be bundled with the book, along with the lab audio program CDs.

Recommended Materials

A French-English dictionary; www.wordreference.com is very useful for searching unknown words.

Policies and Requirements

- **Attendance is mandatory.** Because of the cumulative nature of language learning and the emphasis of the course on oral proficiency and communicative skills, it is essential that students keep up with the course work on a daily basis and attend all classes. Any student who accumulates more than two absences *for any reason* will have his/her final course grade

lowered by two points for each absence after the second absence. A total of eight or more absences (no matter what the reason) constitutes an automatic F.

- **Three written exams** will be administered to review the vocabulary, grammar, and cultural knowledge studied in class and at home. The specific format of the exam will be explained later in the semester. ***There will be no make-ups for exams.***
- Each chapter (and each section) of *Motifs* has corresponding pages in the combined **workbook and lab manual (cahier)**. The Activités écrites has written exercises; the Activités de compréhension et de prononciation has listening comprehension and pronunciation practice activities. These exercises are to be completed in writing ***before class and corrected using the ANSWER KEY using a different color of pen.*** This will allow your instructor to see the effort you have put into self-correction. The number of errors is not as important as the process of thinking and rewriting that goes into the workbook. You will tear your work book exercises out of the book and hand them in at each written test. Your instructor will check free-response activities. ***No late homework assignments will be accepted.***
- **Culture project:** See description below.
- **Journal activity:** See description below.
- In any language course **participation** is essential. By participating regularly in class discussions and activities, you will have the opportunity to put into practice the vocabulary and structures you are learning, you will be able to receive invaluable feedback from your instructor and classmates, and you will develop your ability to communicate in French. Your participation grade will be based on the following behaviors:
 - Coming to class well prepared: studying the lesson and doing all homework*
 - Being ready to start working when class begins*
 - Attempting to speak only French from the time you enter the room until the time you leave*
 - Contributing to all partner and group activities*
 - Volunteering and participating regularly*
 - Helping your classmates understand/practice the main point of the lesson.*
 - Being courteous and polite with your instructor and classmates in French and in English*

Students will be called upon in class to demonstrate their mastery of all homework assignments.

Doing Well in French

Everybody experiences foreign language anxiety. The first days in France may seem like a barrage of strange sounds, structures, and vocabulary that seem impossible to master. ***Don't panic!*** The different components of the course allow your instructor to evaluate ***more*** than just your French language abilities. If you demonstrate your willingness to ***try hard*** and to ***work regularly***, you may achieve a passing grade. This course is designed to make it possible for you to understand French and to communicate in French. Nevertheless, ***you cannot learn a foreign language with no effort.*** If you establish a serious study routine from Day 1 and make every effort to write in your journal and do your workbook exercises in a consistent manner, you will remember the materials

studied in class and be more able to use them outside of class. In this way, you will become more confident in the French-speaking environment. ***It is imperative that you work on your French every day inside and outside of the classroom.***

<p>Evaluation :</p> <p>3 Examens écrits 30%</p> <p>Projet culturel 10%</p> <p>Cahier 20%</p> <p>Participation 20%</p> <p>Journal 20%</p>	<p>Notes :</p> <p>90 - 100 A</p> <p>80 - 89 B</p> <p>70 - 79 C</p> <p>60 - 69 D</p> <p>0 - 59 F</p>
<p>Calendrier</p> <p><u>16 -19 février</u> Chapitre 10</p> <p><u>23 -26 février</u> Chapitre 10</p> <p><u>2 -5 mars</u> Chapitre 11 Test Ch. 10 Cahier à rendre</p> <p><u>9-12 mars</u> Chapitre 11 Journal à rendre</p> <p><u>16-19 mars</u> Chapitre 12 Test Ch. 11 Cahier à rendre</p>	<p><i>23-27 mars semaine à Paris</i></p> <p><u>13-16 avril</u> Chapitre 12 Brouillon du projet culturel</p> <p><u>20-23 avril</u> Chapitre 12-13</p> <p><u>27-30 avril</u> Chapitre 13 Journal à rendre</p> <p><u>4-9 mai</u> Chapitre 13 Test Ch. 12-13 Cahier à rendre Projet culturel</p>

**THE CULTURE PROJECT
FRE 282 Pontlevoy**

By engaging in research and analysis on a topic studied in class (based on Chapters 10-13: la routine quotidienne, le voyage en France, les jeunes, ou la santé) it is more likely that you will make connections between the topic content and your own lives. In addition, such analyses engender critical thinking and greater awareness of the complexity involved in our multicultural and multiracial world. Throughout the culture-project process you will have opportunities to update and reconstruct you existing knowledge, thus generating a cohesive and multifaceted understanding of your topic.

During this semester in Pontlevoy (in FRE 282) you will develop a culture presentation using visual media such as photographs, video, object artifacts, or recordings etc. and presentation tools such as Powerpoint or poster board. The presentation will be completed in English and French and is worth 10% of your final grade. The Plan/Outline and Draft (stages one and two of the project process) are worth 35 points and will be **due in April**. The Final Draft Rewrite which may involve an in-depth re-analysis of the issues presented in the draft is worth 40 points and is due on the day of your presentation. Finally, the oral presentation (approx. 10 minutes in length) is worth 25 points. **Presentations will take place during the last day of class.**

STEP I Plan/Outline. This step involves selecting a topic, creating an outline of the project content, finding four sources that relate to your topic (list sources on a separate sheet of paper with a brief description of why you chose the source.) In preparing your outline answer the following questions:

1. What is your current definition of "culture"?
2. The concepts and phrases such as *multiculturalism*, *cross-cultural communication* and *diversity* suggest that every issue can be understood from a variety of perspectives. Give two examples of cultural perspectives relating to your topic that are different from your own.
3. What are some common generalizations or stereotypes held about your topic?
4. Why is an in-depth knowledge of your topic important to you? In other words, how does it affect you as a French culture and language learner?

STEP II The Draft. In this step you will expand on the subtopics you wrote about in the Plan/Outline. This is your chance to be creative and engage in the critical-thinking process. You are encouraged to choose a variety of materials that are useful in describing your topic. For example, your sources may come from articles in newspapers, magazines, poetry, art, collages, short stories, photos you have taken, photocopies, postcards, posters, dvds, music or other object artifacts you deem important.. You are free to use any number of sources as long as you are able to demonstrate why it is relevant to your topic. In other words, you must demonstrate that you have studied and described your sources thoroughly. Plan/Outline and Draft due April 14.

STEP III Revision of the Draft. In addition to addressing the teacher's comments from the Draft you must show in this step that you have thought critically about your topic and that you have been able to make connections between your overall topic, your various subtopics, and your sources. You also need to readdress the comments you made in the Plan/Outline regarding the importance of studying culture.

STEP IV Presentation/Final Draft. Consider the most important and interesting aspects of your overall Project and create a poster or some other form of visual medium to present this information. A well-designed presentation is very important. Posters will be presented during the last day of class. After your presentation you will turn in a 4-5-page Final Draft of your cultural project.

Journal

French 282
Spring 2009

In order to critically reflect upon your cultural experiences and language progress while living in France, you will keep a journal during your time in Europe. This is an opportunity to gain the most of your immersion experience, both linguistically and culturally, by actively processing your experiences in France. You are to use this journal to reflect upon cultural aspects of French life introduced through the textbook and your own personal observations as well as observe and record your language progress throughout the semester.

How to organize your journal:

- ✓ A notebook or binder may be used as a journal

- ✓ You are to divide your journal into the following sections:
 1. *Observations and Free writing (16 pages total)*
 2. *Dictionary (10 entries per week)*
 3. *Language Progress (4 entries total)*
 Include the date for each journal entry.
- ✓ Writing can be done in French or English.
- ✓ Journals may be checked in class without notice prior to due dates, and so it is important to bring your journal to every class and keep it up to date.

1. Observations: 1 page per entry, 2 entries per week (total 16 pages)

In this section you will reflect upon the various images, behaviors and/or practices that strike you as interesting/different. In each unit of *Motifs*, there is a section labeled *Perspectives Culturelles*, you may use these sections as a basis for some of your observations. You may also choose to reflect upon one of the films you have seen during the Abbey film series. You may also write about a commercial, a song, a sign, a place or monument. You may use the following questions as a guideline for your reflections:

- Why? What attracted your interest?
- To what age group/social class/ethnicity/religion is it relevant?
- What is the context?
- What is the circumstance? crisis, mundane, common, infrequent, conventional, unconventional, etc..?
- What is the target audience?
- What was your reaction?
- How would this image/behavior/etc. be received if it took place in your own country?

As part of your observations, if you desire, you are also encouraged to engage in Free creative writing:

You may create, in French or English, a poem, a song, short dialogue, etc on any topic of your choosing related to your experience here in France.

Beyond your Observations include:

2. Dictionary: at least 10 words/phrases per week

Use this section to maintain a log of newly acquired words. You are to list the word and its definition. You may also want to ask a native speaker about the vocabulary. How frequently is it used? Is it outdated (think of the English word 'rad')? Is it colloquial or proper for formal occasions? You can also use an audio device for recording phrases/words that you hear around you.

Beyond your Observations include:

3. Language progress: one 1/2 page entry every other week (4 total entries)

This section's purpose is to allow you a chance to think critically about your progress in the language. Use this section to discuss your strengths, your frustrations and pose any questions you may have about the language. In addition, for these entries, you are to record on your digital recording device, 2 recent phrases you have found most useful. Ask a native speaker to state these phrases for your recorder. Then record yourself saying the same phrases. Listen to both of the recordings and write your observations.

