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FREN 301-01, Composition and Conversation, Fall 2004

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Authors	Malkin, Shira
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Course description and goals

By the end of French 301 you should know how to write a well-organized and polished paper in French and to be able to communicate (both listen and speak) confidently and competently on a variety of topics in French. You will develop your writing skills through discussion, analysis, and practice of a variety of writing techniques. An important part of this process is self and peer review and frequent revision. (Methods include : work in textbook, grammar exercises, compositions, revisions, peer editing). In conjunction with this you will improve your oral and aural skills by working on grammar review, active vocabulary acquisition, and frequent oral and aural practice. (Methods include : work on *L'Immeuble* global simulation, independent aural work, in-class conversation days). The course will be conducted in French, *bien sûr* !

Grading

The following 5 factors will determine your final grade :

- | | |
|---|------------|
| 1. In-class oral performance, preparation, and participation | 25% |
| a. Daily/ atelier or simulation performance/ participation | [10%] |
| b. Friday discussion/lab | [10%] |
| c. leading Friday discussion | [5%] |
| 2. Quizzes (4) | 20% |
| 3. Compositions, drafts, e-journals | 30% |
| a. Compositions (and their corrections) | [20%] |
| b. Drafts/journals - 5% x 2 for each 7-week period | [10%] |
| 4. Activités de compréhension aurale (hors classe) | 5% |
| 5. Final Exams (comprehensive) | 20% |
| a. Oral Exam | [8%] |
| b. Written Final | [12%] |

Structure of the course

Mondays and Wednesdays : writing workshops, simulation work, grammar review ;
Fridays : group conversation/laboratory exercises. **Please note** : if your group has lab on Friday, you are still responsible for turning in assignments on that day either (a) by noon electronically or (b) in the box on my office door (Rhodes Tower 417) and to come by my office to pick up work.

Grammar : This course is designed to strengthen and refine your knowledge of French grammar. You are expected to review topics independently in order to leave class time for clarification and practice. I have selected several topics to review, but I will tailor grammar coverage to address the specific items that cause problems for our class.

Conversations : Fridays will be set aside for conversation in groups of 5-6, depending on class size. On Mondays I will choose a student leader from each group who will select the activities to be completed before and during class. This student is responsible for contacting me, Tamara Glas (our French T.A.), and the other members of the group via e-mail with the chosen activities by Wednesday (and no later) in order to give everyone enough time to prepare for Friday's discussion. You are expected to look

up and write down relevant vocabulary. This vocabulary will be tested on quizzes. Each student will be required to act as a discussion leader for his or her group twice during the semester. You will receive a separate grade for your work as a leader. While Tamara and I will attend group sessions to assist with vocabulary and grammar and to help you in expressing your ideas in French, it is **primarily your responsibility as the students** to animate and lead these discussions. In order to increase your speaking confidence, you are all strongly encouraged to attend Thursday night's **Table Française** in the Rat (5 :30-6 :30pm), which will be led by Tamara.

Daily oral grade : Starting Monday, August 30, each student will be given a daily participation-preparation-performance grade. Discussion leaders will receive two grades. Absences from class will result in a « 0 » in oral classwork for the day. Your contributions to the class must be done in French. The following grading chart can guide you in your in-class work :

A = Volunteers frequently ; plays an important role in class discussions ; prepares assignments well ; responds to questions about assignments without hesitation and thoughtfully ;

B = Volunteers somewhat frequently ; plays an adequate role in class discussions prepares assignments well ; responds to questions about assigned material without hesitation and thoughtfully ;

C = Volunteers infrequently ; is attentive ; responds to questions about assigned material only if asked ;

D= Physically present in class, attentive, but does not participate

F= Physically present ; wastes the class's time without attempting to answer assigned questions that obviously have not been prepared before class

0= Absent or sleeping.

Note that presence alone does not suffice. For those assigned to the lab on Friday, written work will be graded and weighed like conversation sessions. Unless otherwise specified, this work is due the following Monday in class (at the beginning of class).

Writing assignments : Aside from **writing exercises in the textbook**, this course features two types of assignments sent over the Internet : journal entries and compositions.

Journal entries- You will send me journals (short paragraph entries) several times a week ; they will come to about a page (single-spaced) a week. I will not correct them in detail, but I will give you personal comments for overall improvement. The goal is to make you think and express yourself in French in a natural, informal, and consistent manner. To that end, no accent marks need to be used in this type of writing. Weekly journal topics will be sent to the whole class. They are generally selected to provide a forum to explore vocabulary and ideas about your next composition. Again, journals are scheduled in such a way as to allow feedback from me before the compositions are written, and this will improve your skills and the quantity/quality of your formal writing.

Compositions- Compositions are formal : they must be typed and sent as attachments once a week on average. I will correct them using a code, and you will need to rewrite them based on my corrections. You will send me back your corrections as attachments also. The purpose of using attachments is to allow for the use of diacritical marks (accents, cedillas) and to give a more in-depth and official dimension to your work.

Handwritten accents are discouraged, as it leads to omission. Instruction for accents

can be obtained in the Language Center. **The standard formatting is 1-inch margins in 12 point Times New Roman (using Word.** You are free to choose other fonts, but please do not try to lengthen your papers by using larger fonts and wider margins. Also avoid excessive headers. You should single space between items in the header.

As part of your revision process, you will be asked to **keep a log of your errors** for each draft/composition. Keeping track of common mistakes will help you avoid them in future assignments. I will check these logs periodically.

Composition topics will be tied to the creation of the global simulation in which the whole class will participate throughout the semester : *l'Immeuble*.

Global simulation : A global simulation means creating an environment which can bring about virtual situations where life, love and death may occur. *L'Immeuble*, the Building, provides such an environment. Each one of you will become a tenant in our virtual building and will choose every aspect of a person's identity : male or female, age, nationality, ethnic and cultural background, profession, family and friends. The Web will be your main tool to access boundless sources of information to flesh out your character. After choosing the real city or region where the Building is located, you will learn about its style of architecture, the streets, shops, parks of the neighborhood, local atmosphere, climate, population and customs. You will need to locate and become familiar with local news and this news can be used to originate journal topics or incidents. I will provide you with a list of websites that will help you research this real environment and determine how your fictional character best fits in it.

A mystery: As each tenant's character will develop through your compositions and journals, the Building will come to life and intrigues will begin to form. Once the dynamic of the characters is well established, one or several incidents will occur in the Building, paving the way for a mystery to be solved. At this stage, you will stop writing as an individual, and work collectively. The class will be divided into groups who will each write a chapter of a detective story (*un polar*) set in our Building. Chapters will be written in different styles : an episode will be written in dialogue ; another one in journalistic mode ; yet another, in literary fashion. Each student within the group will be graded equally.

Peer work strategies : On the days that drafts/chapters are due to share with your classmates, we will have *ateliers d'écriture* (writing workshops). During our « ateliers » you will be reading and critiquing your peers' work. It is important to keep in mind that this process should be constructive and productive. You should not be afraid to offer suggestions, but neither should you critique destructively and/or be disrespectful.

Late work will not be tolerated (please read this part twice): We will spend several class sessions in these *ateliers* where you will be helping one another improve drafts. Writing assignments such as Compositions/Papers/Chapter drafts will need to be turned in on time to avoid causing delays for the entire class. Late or unfinished assignments will not be tolerated. Compositions, drafts, chapters which do not meet the length requirement (see above) will be penalized as well. Please be forewarned that you have to make every effort to ensure that your writing assignments are printed long before the start of class. Any assignment turned in after the beginning of the class in which it is due will be penalized by one full letter grade for every day it is late (not class period). If you fail to turn in a writing assignment (either in paper or electronically), you will be

penalized by three letter grades. Also, make sure you back up your work so it does not « disappear » mysteriously from your hard drive.....

Quizzes : You will take 4 quizzes during the weeks indicated in the syllabus. These are intended to assess your progress in grammar, vocabulary acquisition, and cultural awareness (covered in conversation, labwork, textbook, and *Immeuble* details). These will be take-home quizzes : and remember that you are bound by the Honor Code.

Independent Aural Work : Listening to authentic examples of spoken French is important to developing your language skills. Thus you will be **required to spend a total of 6 hours outside of class listening to French on your own**. This can take the form of watching TV5 in the Language Center ; watching Internet-based streaming video, or attending the French Table, hosted by our T.A. (up to 2 hours of the total 6 hours), on Thursday nights (5 :30-6 :30pm in the Rat). Three of the 6 hours must be completed by midterm (October 11). The other three should be done by December 6. Use the **Logs** I provide you to keep track of your continuous exposure to spoken French. You should plan to **spend approximately 30 minutes a week** on this aural component. Do not wait until the last minute to begin your independent aural work.

Oral Final : You will be given several topics ahead of time to prepare for this exam, and I will choose one of them to discuss with you during the week of November 30. Topics will be the same as those we have dealt with in class. I shall test each student individually for about 10 minutes.

Absences and Tardiness are not tolerated (please read this part twice !): Much of the work you will be doing in FR 301 involves your classmates. On days set aside for conversation and *ateliers*, your presence will be an integral part of the success of each member of your group. If you arrive late, you interrupt what others in the group have already begun and you cannot participate fully in the exchange of ideas or in helping your classmates improve their writing. It would be unfair, for example, to ask them to help you with your composition draft if you have not participated in theirs. Thus, tardiness to class will lead to penalties to your oral performance grade, and absences lead to a 0 on oral work for that day. Please note : Every absence will lower your oral grade by 10% per missed class. **After four absences in French 301, you will receive an F for oral work and you will be asked to withdraw from the course.**

E-Mail : Check your e-mail daily. Your classmates will send conversation topics and I will send comments, web links, other assignments and reminders via e-mail too.

A word about the Honor Code : The Honor System applies to all aspects of the course and all work should be pledged accordingly. In 301, you are not permitted to use a French spell-check program. All work should be your own, although you may come to me (or e-mail me) for help on grammar and idiomatic expressions regarding your work. Outside of class workshop sessions, you may not ask anyone else to check over work that is to be presented for a grade. **This includes using on-line translation sites.** Use of these services is a violation of the Honor Code, and it is very easily detected. You may ask our French Teaching Assistant (or any other qualified person) for help **ONLY** with specific vocabulary, grammatical constructions, or idiomatic phrases that you cannot find in a good dictionary or grammar manual. You will be required to cite your « reference » and highlight any words or constructions that are not the product of your own knowledge and textual research. Failure to cite these will be considered a violation of the Honor Code.

Votre niveau:

Si vous êtes dans cette classe, votre niveau est le suivant:

Vous avez vu et compris les éléments les plus importants de la grammaire française, mais ils ne sont pas nécessairement assimilés. Vous hésitez en écrivant parce que vos moyens d'expression sont limités. Vous arrivez à vous faire comprendre, mais en faisant des fautes.

Le but de ce cours:

- Enrichir vos moyens d'expression à l'aide du vocabulaire (éviter les répétitions, employer le mot juste), et des structures grammaticales plus complexes (assouplir votre style)
- Maîtriser les formes verbales (temps et usages)
- Déjouer les pièges du dictionnaire et apprendre à s'en servir intelligemment
- Reconnaître les expressions idiomatiques et éviter les traductions littérales
- Tirer profit des mots apparentés (anglais-français) pour élargir votre vocabulaire
- Organiser vos idées et les présenter sous forme d'essais logiques. Travailler les transitions et les enchaînements d'idées
- Différencier les types d'essais et leurs plans (description, argumentation, compte-rendu, narration, etc...)
- Accepter la réécriture comme un exercice utile et satisfaisant (et non une punition) pour apprendre et améliorer votre style.

Manuels:

- Grammaire: [CM] *French For Oral And Written Review* - CARLUT et MEIDEN Holt Rinehart & Winston (1993 - 5th edition)
- Composition: [TE] *Tâches d'encre* – SISKIN, KRUEGER, FAUVEL, Houghton Mifflin (2004 - 2nd edition)
- Dictionnaires: (Anglais-Français, Français-Anglais et Français-Français) [peuvent être consultés à la bibliothèque]

Heures de bureau: (Rhodes Tower 417)

Lundi/vendredi 2 :30-3 :30pm ; Mardi 11am-12pm ; et sur rendez-vous

Profitez sans crainte et dès le début du semestre de mes heures de bureau. Il n'est pas toujours facile de parler de son écriture ou de poser des questions en classe.

Tel. et voice-mail: x3992

e-mail: malkin@rhodes.edu

CONSEILS PRATIQUES:

Ce cours est un cours d'ECRITURE et de pratique orale. Nous pratiquerons l'écriture intensive, extensive, et par équipe. Un apprentissage de la grammaire avancée et un enrichissement du vocabulaire et des expressions idiomatiques seront nécessaires. Les travaux écrits devront être rendus le jour indiqué pour ne pas retarder (et donc pénaliser) toute la classe. Venez voir votre professeur pendant ses heures de bureau, posez aussi des questions par e-mail, ne vous découragez pas des corrections mais utilisez-les pour

apprendre. Utilisez aussi votre imagination. Les idées originales et les audaces et efforts de style seront récompensés.

Lorsque vous travaillerez sur internet (la toile), utilisez tous les outils à votre portée: dictionnaires, encyclopédies, sites touristiques et culturels, etc... Par exemple :

Outils: Liens utiles pour ce cours à conserver en signet (bookmark)

MOTEURS:

- * <http://www.voila.fr> (Moteur français + infos)
- * <http://fr.yahoo.com/> (Moteur Yahoo! en français + infos)
- * <http://www.google.fr> (Moteur de recherche très rapide et un des plus complets)
- * <http://www.google.com>
- * <http://www.vivisimo.com> (Métamoteur rapide ; organise les résultats par thème)
- * <http://www.kartoo.com> (Métamoteur qui offre une cartographie claire et agréable par thème)
- * [Unimedia](#) (Métamoteur de la toile (web) francophone)

INFORMATION CULTURELLE:

- * <http://www.paris-touristoffice.com/>
- * <http://photos.voila.fr/photo/> (Paris en photos)
- * <http://www.journalfrancais.com> (Concours, infos s/ Paris, canaux, balades)
- * [La Presse francophone](#)
- * <http://www.liberation.com/> (Le quotidien Libé pour les dernières informations)
- * <http://www.lemonde.fr/> (Le quotidien Le Monde pour les dernières informations)
- * <http://www.info-france-usa.org/culture/tv/movies/index.html> Guide des films français du mois à la TV sur toutes les chaînes US.
- * [Liste des filiales françaises implantées aux Etats-Unis](#)
- * [France Pratique](#) - Informations pratiques sur la vie en France
- * http://www.tv5.org/TV5Site/programmes/accueil_continent.php

DICTIONNAIRES:

- * [Dicos d'or](#)
- * [Dictionnaire Anglais-Français \(1\)](#)
- * [Dictionnaire Hachette Francophone](#)
- * [Dictionnaire Anglais-Français \(2\)](#)
- * [Acronymes Informatiques](#)
- * [Glossaire informatique](#)
- * [Alternative French Dictionary](#) - Argot et français non conventionnel.
- * [Le forum de l'argot](#)
- * [DICOVOX](#) – Dict. français/anglais vocal proposé par l'Université de Genève.
- * [Lexique de l'internet](#)
- * <http://www.lgdt.cedrom-sni.qc.ca/> (Dictionnaire terminologique)
- * Liste de mots indiquant des [liens logiques entre les idées](#) - organisée par thème (mots qui introduisent,, insistent, expliquent, comparent, etc.)
- * [Liste des erreurs les plus fréquentes](#) en français avec des exemples

Dictionnaires :

Il est indispensable d'utiliser deux **dictionnaires** de bonne qualité: Anglais-français / français-anglais - (Harrap's par exemple) et Français-français (Robert ou Larousse par exemple). Le coût de ces dictionnaires étant assez élevé, il n'est pas nécessaire de les acheter, mais **il est impératif de les consulter** lorsque vous rédigez ou corrigez vos compositions et lorsque vous ferez vos devoirs. Le travail de vocabulaire constituera une partie importante du cours, et se priver de ces outils serait l'équivalent de jouer un match de tennis avec une raquette de ping-pong ou de faire une compétition de surf sur un couvercle de poubelle. Pourquoi gâcher vos chances avant même de commencer?

Rappel : *Compositions = écrites individuellement au début, puis travail de groupe pour le polar. Une même note sera donnée à chaque membre du groupe pour le travail de groupe. Il est essentiel que chaque membre du groupe se sente responsable du travail dans son intégrité. Il faudra réécrire les compositions pour recevoir une note.

Due : tous les vendredis

****le journal** = sera toujours écrit à la première personne et sera le journal tenu par le/la locataire (*tenant*) – Il faudra enrichir le caractère de votre personnage et toujours donner des détails sur l'environnement, le cadre. Sert aussi à préparer la composition.

Il s'agit d'un travail régulier, qui sera noté en 2 fois: une note pour chaque moitié de semestre. Les sujets sont annoncés chaque semaine et doivent m'être envoyés par email tous les deux jours environ, pour un total d'au moins une page (simple interligne) par semaine. Des sites web sont (ou seront) indiqués pour guider vos recherches.

CALENDRIER PARTIEL

(susceptible de changer légèrement)

AOUT

Me 25 - Présentation du cours ; l'Immeuble (emplacement, identité des locataires)

Ve 27 - **TE** Ch. Préliminaire (p.1-9) ; **CM** ch.16 (p.228-232) Les prépositions de lieu
- Conversation groupes XYZ

Le Journal [J] - Envoyez-moi votre journal par courrier électronique (courriel) environ tous les deux jours, avec la mention « journal #1a » ; « journal #1b », « journal #1c »

J 1 = a) fiche d'identité b) autoportrait c) les lieux qui vous entourent

Voici quelques sites pour chercher un appartement à Paris:

[De particulier à Particulier](#) (Cliquer sur *prévisite à 360°*)

[Chez vous](#)

[Paris Appartements Services](#)

[Net 2 L'immobilier online à Paris](#) [immobilier = *real estate*]

[Emménager à Paris - Guide pratique](#)

[France Pratique - Logement](#) - Connaissez vos droits

Lu 30 - **TE** ch.2 Le Portrait (34-37) ; **CM** fin du ch.16 (232-239) Constr. Verbales

SEPTEMBRE

Me 1 - **TE** ch.2 *Le Portrait de Nestor* (37-46) ; **CM** ch.2 Les Adjectifs

Ve 3 - **Due** : Composition 1: Autoportrait (votre identité est celle du locataire)
- Conversation : groupes YZ ; Labo : groupe X

J 2 = Vos voisins dans leur cadre/environnement, leurs habitudes. Le quartier et vos coins préférés (café, magasin, parc, etc...). Vous pouvez aussi découvrir un quartier ethnique (Le quartier asiatique du 13^{ème} Arrondissement par exemple) ou bien un lieu où une activité particulière peut se pratiquer (les berges de la Seine pour se promener en vélo ou roller, ou se bronzer au soleil l'été, ou pêcher)

Voici quelques sites utiles :

<http://www.liberation.fr/page.php?Rubrique=PROFIL> (Les portraits de Libé)

<http://www.bparis.com/> (Bonjour Paris, articles sur la vie à Paris, les sites, etc.)

<http://www.auchan.com> (Grande chaîne de supermarchés - excellentes rubriques sur l'emploi et la vie d'un supermarché)

http://www.onisep.fr/national/fiches_metiers (Répertoire de 400 fiches métiers par ordre alphabétique)

[La Sorbonne - photos - histoire](#)

[Le Jardin du Luxembourg](#)

[Les Quais de la Seine et autres photos de Paris](#)

[Découvrez les quartiers de Paris](#)

<http://www.notre-quartier.com/mabillon>

<http://www.labocachica.com>

<http://www.net-europa.com/gap> (liste du hit parade des bars: les 10 "moins chers", "meilleure ambiance")

Lu 6 - Férié : Fête du Travail (= on se repose !)

Me 8 - **TE** Ch.2 (47- 55) ; **CM** Ch.3 Les Adverbes (32-35) et Ch.4 Le Présent (47-48)

Ve 10 - **Due** : Correction de la Comp. 1 ; Conversation : groupes ZX ; Labo : groupe Y

J 3 = Les sorties le soir (café, boîtes, disco, soirées entre amis etc. - décrire, raconter). Vous pouvez inclure des observations sur vos voisins dans ce journal si vous n'avez pas pu le faire avant.

<http://www.pariscope.fr> (toutes les informations sur ce qu'on peut faire à Paris chaque semaine)

<http://www.voila.fr/> Loisirs - sorties

<http://www.lemonde.fr/statique/>

<http://www.paris-touristoffice.com/>

<http://www.cafeorbital.com/frameindex.html>
<http://www.cybercafelatino.com/>
<http://www.nycbeer.org/paris/guide.html>
<http://www.danse-a-2.com/Paris/> (Clubs et cours de danse)

Lu 13 - **TE** Ch.3 La Narration (58-61) ; **CM** Ch. 6 Les Temps du Passé (77-82)

Me 15 - **TE** Ch.3 *La Prise de conscience* (62-68) ; **CM** Ch. 6 Temps du Passé (77-85)

Ve 17 - **Due** : Composition II : Portrait d'un voisin(e) dans l'immeuble ; ses habitudes
- Conversation : groupes XY ; Labo : groupe Z

J 4 - Un incident dans l'immeuble (description - réactions - rebondissement(s))
ou: découverte d'un document historique.

[La Presse](#)
[Libération](#)
[Le Monde](#)

Lu 20 - **TE** Ch. 3 La Narration (69-74); **CM** Ch. 6 (85-88)

Me 22 - **TE** Ch.3 (75-80); **CM** Quelques mots qui font problème

Ve 24 - **Due** : Correction de la Comp. II et Comp. III : Un souvenir de votre personnage
- Conversation : groupes ZX ; Labo : groupe Y
-*Take home QUIZ*

J5 = Une journée de travail. Décrivez ce que vous faites dans le cadre de votre travail ;
Où et avec qui vous travaillez.
