

**Français 2010-02, Printemps 2015**

Lundi, Mercredi, Vendredi de 11h15-12h10

Heures de bureau:

Professor :

E-mail:

Salle de Classe :

***Bienvenue au cours de FR 2010 !***

**Description du cours:** Ce cours a pour but de réviser et d'approfondir la grammaire et le vocabulaire, tout en améliorant votre lecture, écriture, conversation et votre culture des pays francophones. Votre participation est très importante parce qu'elle vous donnera la confiance nécessaire pour progresser dans l'étude du français.

**Objectif du cours:** In this class, students will continue to advance their skills in reading, writing, and speaking French and broaden their repertoire of vocabulary and grammatical structures. Students will also work towards a more advanced understanding of written and spoken French and an enhanced cultural awareness through the incorporation of culturally authentic texts and videos related to French culture, politics, art, and literature.

**Learning Outcomes:**

1. **Interpersonal Communication:** You will create with language in various timeframes to initiate, maintain, and end conversations on a greater variety of familiar topics and handle short, social interactions in culturally appropriate ways using contextualized words, phrases, sentences, and series of sentences while continuing to build your repertoire of common idiomatic expressions.
  - a.  I be able to ask and answer a greater variety of questions;
  - b. You will be able to satisfy basic needs and/or handle simple transactions;
  - c. You will be able to make simple requests, apologies, and excuses;
  - d. You will be able to state simple contradictions;
  - e. You will be able to give simple advice and recommendations;
  - f. You will be able to give short explanations or stating what people, places, and things are like with many details.
  - g. You will be able to communicate about more than the "here and now," making very simple predictions and hypotheses.
  - h. You will be able to recognize and use some culturally appropriate vocabulary, expressions, and gestures when participating in everyday interactions and can conform to cultural behaviors in familiar situations.
2. **Interpretive Listening/Viewing:** You will be able to demonstrate understanding of the main idea, as well as many details and idiomatic expressions, on a greater selection of familiar topics with or without visual support in a variety of oral texts and media.
  - a. You will be able to use context to figure out overall meaning.
  - b. You will be able to use increasing knowledge of the target language culture(s) to interpret texts.
3. **Interpretive Reading:** You will be able to demonstrate understanding of the main idea, as well as many details and idiomatic expressions, on a greater selection of familiar topics in a variety of texts.
  - a. You will be able to use context to guess the meaning of unfamiliar words and idiomatic expressions.
  - b. You will be able to use increasing knowledge of the target language culture(s) to interpret texts.
4. **Presentational Speaking:** You will be able to create with language in various timeframes to make simple presentations on familiar topics using phrases and sentences that you have practiced.

- a. You will be able to give simple explanations or advice and tell why one should do or say something;
- b. You will be able to present short comparisons and contrasts;
- c. You will be able to make very simple predictions and hypotheses;
- d. You will be able to give short explanations or stating what people, places, and things are like with some details.
- e. You will be able to use some culturally appropriate vocabulary, expressions, and gestures in your presentations to reflect some knowledge of cultural differences related to spoken communication.

5. **Presentational Writing:** You will be able to write guided texts and you will create with language in various timeframes to write about a greater variety of familiar topics in a series of sentences using some culturally appropriate vocabulary and expressions

- a. You will be able to write short narratives, summaries, or apologies;
- b. You will be able to make simple requests for information and state satisfaction or dissatisfaction with someone or something;
- c. You will be able to present simple comparisons and contrasts;
- d. You will be able to give short explanations or stating what people, places, and things are like with some details.
- d. You will be able to reflect in your writing some knowledge of cultural differences related to written communication.

### **Vous parlez Français ? OUI !**

#### **Oral Proficiency Can do's! By the end of this course, you will be able to**

- Express yourself and participates in conversations on familiar topics using sentences and series of sentences. Handle short social interactions in everyday situations by asking and answering a variety of questions. Can communicate about yourself, others, and everyday life
- Understand straightforward language that contains mostly familiar structures
- Understand main ideas and some supporting details on familiar topics from a variety of texts
- Communicate information and expresses own thoughts about familiar topics using sentences and series of sentences

**Required texts:** Imaginez : le français sans frontières, 2<sup>nd</sup> édition

**Online Workbook :** <http://imaginez.vhlcentral.com>

**Recommended:** A good French-English dictionary, such as Harper-Collins  
An online dictionary such as [www.wordreference.com](http://www.wordreference.com)  
Bescherelle: livre de conjugaison  
Morton, Jacqueline. English Grammar for Students of French.

One set of required texts are on two-hour reserve in the Dunbar Library. MP3 files for the lab manual are located on the Imaginez website: <http://imaginez.vhlcentral.com>

**Wright.edu access:** PILOT on Academics tab—class documents will be posted.

#### **Important Dates and Reminders:**

30 janvier	Last day to withdraw from classes and receive 100% refund.
8 février	Last day to drop classes or withdraw without a grade.
22 mars	Last day to drop classes with a grade of W
25 avril	Last day of classes

### Programme du cours

L	12 SEPTEMBRE	Introduction du cours <b>Leçon 1:</b> Ressentir et vivre Vocabulaire p.4-5 <b>Devoirs :</b> Vocabulaire page 4, 1ère colonne, <i>Les relations</i> + Lire <i>Les États-Unis</i> p.12-13
M	14	Discussion de la lecture <i>Les États-Unis</i> . Qu'avez-vous appris p.14 <b>Devoirs :</b> Vocabulaire page 4, 2ème colonne <i>Les sentiments</i>
V	16	Activité : La galerie des créateurs p.16 <b>Devoirs :</b> Vocabulaire page 4, 3ème et 4ème colonne <i>L'État civil</i> ET <i>La personnalité</i>
L	19	<b>Congé: MLK</b>
M	21	<b>Quiz 1 :</b> Vocabulaire de la leçon 1 <b>Grammaire p.22-23 Verbes irréguliers</b> <b>Devoirs:</b> Lire <i>Le pont Mirabeau</i> p.36-37
V	23	Discussion sur la lecture <i>Le pont Mirabeau</i> <b>P.26-27 Comment poser des questions</b>
L	26	<b>P. 394 Comment donner des ordres</b> Révision du test 1
M	28	<b>Test 1 – LES DEVOIRS SUR LE SUPERSITE DOIVENT AVOIR ÉTÉ ENVOYÉS AVANT LA CLASSE.</b>
V	30	<b>Leçon 2:</b> Habiter en ville Vocabulaire p.42-43 <b>Devoirs :</b> Vocabulaire page 42, 1ere colonne, <i>Les lieux</i> + Regarder le court métrage <i>J'attendrai le suivant...</i>
L	2 FEVRIER	Discussion du court métrage, Analyse p.48-49 + Activité sur le « speed dating » <b>Devoirs :</b> Vocabulaire page 42, 2ème colonne, <i>Les Indications</i>
M	4	Activité : Le zapping p.53 <b>P.56-57 Verbes réfléchis et réciproques</b> <b>Devoirs :</b> Vocabulaire page 42, 3ème ET 4ème colonne, <i>Les gens</i> ET <i>Les activités</i>
V	6	Activité : La fête de la musique <b>Devoirs :</b> Vocabulaire page 42, 5ème colonne, <i>Pour décrire</i> + Lire <i>La fête de la musique</i> p.70 pour la 1ère composition
L	9	<b>Quiz 2 :</b> Vocabulaire de la leçon 2 Discussion de la lecture <i>La fête de la musique</i> <b>P. 64-65 Qu'est-ce qui décrit un verbe ?</b>
M	11	<b>COMPOSITION 1 EN CLASSE – UTILISEZ LE VOCABULAIRE DU CHAPITRE</b> <b>Sujet : Que pensez-vous de « la fête de la musique », pourquoi, à votre avis cette fête est-elle importante ?</b>
V	13	<b>P. 398 Il est/C'est</b> Révision du test 2
L	16	<b>Test 2 – LES DEVOIRS SUR LE SUPERSITE DOIVENT AVOIR ÉTÉ ENVOYÉS AVANT LA CLASSE.</b>
M	18	<b>Leçon 3 :</b> L'influence des médias Vocabulaire p.82-83 <b>P.402 Parler au passé avec L'imparfait</b> <b>Devoirs :</b> Vocabulaire page 82, 1ère colonne, <i>Les médias</i> + Regarder le court métrage <i>Émilie Muller</i>

V	20	<b>P.96-97 Parler au passé avec le Passé composé avec « avoir »</b> Discussion du court métrage <i>Émilie Muller</i> , Analyse p.88-89 <b>Devoirs :</b> Vocabulaire page 82, 2ème colonne, <i>Les gens des médias</i>
L	23	<b>RENDRE LA COMPOSITION 1 CORRIGÉE</b> <b>P.100-101 Parler au passé avec le Passé composé avec « être »</b> <b>Les guignols de l'info</b> <b>Devoirs :</b> Vocabulaire page 82, 3ème colonne, <i>Le cinéma et la télévision</i> + Lire <i>Le Québec</i> p. 90-91
M	25	Discussion sur la lecture <i>Le Québec</i> <b>Grammaire p. 104-105 Les différents temps du passé (Passé composé vs imparfait)</b> <b>Devoirs :</b> Vocabulaire page 82, 4ème colonne, <i>La presse</i> + apporter quelque chose de personnelle (une photo, un objet) dont vous voudriez parler (qui vous rappelle quelque chose sur le format du court métrage Emilie Mueller)
V	27	<b>Quiz 3 :</b> Vocabulaire de la leçon 3 Activité de votre objet sur le modèle du court métrage <i>Émilie Muller</i>
L	9 MARS	Révision du test 3 (retard)
M	11	<b>Test 3 – LES DEVOIRS SUR LE SUPERSITE DOIVENT AVOIR ÉTÉ FAITS AVANT LA CLASSE.</b>
V	13	<b>Leçon 4 :</b> La valeur des idées Vocabulaire p.120-121 <b>Devoirs :</b> Vocabulaire page 120, 1ère colonne, <i>Les lois et les droits</i>
L	16	La galerie des créateurs p.132-133 <b>Devoirs :</b> Vocabulaire page 120, 2ème colonne, <i>La politique</i> + Lire <i>Chien maigre et chien gras</i> p.153 pour la 2 <sup>ème</sup> composition
M	18	Discussion de la lecture <i>Chien maigre et chien gras</i> <b>P. 400</b> La possession avec les adjectifs possessifs
V	20	<b>COMPOSITION 2 EN CLASSE - UTILISEZ LE VOCABULAIRE DU CHAPITRE</b> <b>Sujet : Y a-t-il encore aujourd'hui de l'injustice entre les classes sociales, expliquez et donnez des exemples.</b>
L	23	<b>P. 138-139 Négation et Adjectifs indéfinis et pronoms</b> Synthèse p. 146-147 <b>Devoirs :</b> Vocabulaire page 120, 3ème colonne, <i>Les gens</i>
M	25	<b>P.142-143 Verbes irréguliers –IR</b> <b>Devoirs :</b> Vocabulaire page 120, 4ème colonne, <i>La sécurité et le danger</i>
V	27	<b>Quiz 4 :</b> Vocabulaire de la leçon 4 Révision du test 4
L	30	<b>Test 4 – LES DEVOIRS SUR LE SUPERSITE DOIVENT AVOIR ÉTÉ FAITS AVANT LA CLASSE.</b>
M	1 AVRIL	<b>Leçon 5 :</b> La société en évolution Vocabulaire p.158-159 <b>Devoirs :</b> Vocabulaire page 158, 1ère colonne, <i>En mouvement</i>
V	3	<b>RENDRE LA COMPOSITION 2 CORRIGÉE</b> <b>P.172-173 Partitifs</b> La galerie des créateurs p.170 <b>Devoirs :</b> Vocabulaire page 158, 2ème colonne, <i>Les problèmes et les solutions</i> + Lire <i>L'Afrique de l'Ouest</i> p.166-167

L	6	Discussion de la lecture <i>L'Afrique de l'Ouest</i> Alpha Blondy <b>P.176 Les pronoms y et en</b> <b>Devoirs :</b> Vocabulaire page 158, 3ème colonne, <i>Les changements</i> + Lire <i>La Synthèse</i> p.184
M	8	Discussion : Synthèse p. 184-185
V	10	<b>Quiz 5 :</b> Vocabulaire de la leçon 5 Discussion avec des étudiants francophones
L	13	<b>Travailler sur le projet : Créer une Vidéos sur les chansons, les films, les médias (Réserver LAB)</b>
M	15	<b>Le projet : Créer une Vidéo sur les chansons, les films,</b> les médias (discussion du projet en classe) <b>(Réserver LAB)</b>
V	17	<b>PRÉSENTATIONS DES PROJETS</b>
L	20	<b>ENTRETIENS</b>
M	22	<b>ENTRETIENS</b>
V	24	<b>PRÉSENTATIONS DES PROJETS (SUITE)</b> <b>RÉVISION DE L'EXAMEN FINAL</b>

**EXAMEN FINAL :****FR-2010-02 VENDREDI 1<sup>ER</sup> MAI 10H15-12H15****Répartition de la note:**

15% Participation, Projet 10% devoirs, quiz 5% présentation 15% 2 compositions 10% Entretien 25% Tests 20% Examen final
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**Important Notices Regarding this Course**

- Clarification: French 1010 is the beginning course; If you have NEVER taken French, you should be in French 1010.

**Le cours :** Nous étudierons les chapitres 1, 2, 3,4 et 5 du livre *Imaginez*. Pour chaque chapitre nous aurons des devoirs (livre et website) et un test. Il y aura aussi 3 compositions. Nous aurons un entretien oral (avec le prof) et un examen final à la fin du semestre.

**Devoirs:** N'oubliez pas de vous inscrire pour la classe sur le site web (please register for the proper class on the *Imaginez* Website) @ <http://imaginez.vhlcentral.com>

- Du livre : donnés en classe (Presque chaque jour) (due next meeting class)
- Du Site web <http://imaginez.vhlcentral.com>: pour tout le chapitre (due on Test day).  
(**Web work:** Homework from the *Imaginez* website is due by 8am on the due dates. Details will be discussed in class.)

**Entretien :** You will choose something from the 5 Imaginez chapter. Choose something we have not studied in class. You should prepare a short monologue on why you chose that subject and what you learned from it. Be sure to use interesting vocabulary and accurate grammar. The entretien final should be about 10 minutes in length and will take place in my office. Details will be given in class.

**Préparation / participation:** basé sur votre participation en classe, en groupe ou individuellement. Basé sur les quizzes et votre présence (attendance) (see policy, below).

**Examen final:** Sur tous les chapitres: 1,2,3,4 et 5.

**Contrôles:** Il y aura 4 tests sur les chapitres 1,2,3 et 4. Le chapitre 5 sera inclut dans l'examen final. No make-ups.

**Compositions:** first version written in class, from prepared outline and notes. This will be double-spaced, one page long. Revision/final copy, should be double-spaced, typed, 12 fonts, one-inch margins. Do your very best. A partial grade (50%) will be assigned when papers are turned in, with a final grade assigned after they have been revised. **Look at the syllabus for when you have to turn your revisions. First version (draft) should be stapled** to your first copy along with your final paper. Please follow directions carefully. Each composition should have a short & separate introduction, a development and a conclusion. You also need a cover sheet with your name, the professor's name, the class and the subject of the composition. Topics are on the syllabus.

Grading for the composition:

- 20% Grammaire
- 20% Vocabulaire (from the chapter)
- 20% Corrections (from rough draft)
- 20% Longueur (1 full page)
- 20% Composition

**Turning in your composition means that you are the author and writer of it. Translation program use is not allowed** (I can tell right away if you have used a translator program). You may use [www.wordreference.com](http://www.wordreference.com) as an on-line dictionary source.

**TRANSLATION PROGRAM WILL BE CONSIDERED ACADEMIC DISHONESTY.**

Students should abide by the Wright State University Code of Student Conduct in all class work, activities, and assignments related to their language classes. *Plagiarism* is the copying of language and/or ideas from any outside source without proper documentation, including translations. The direct presentation of anyone else's work or of the a computer-based 'translator,' as if the translation were your own, is plagiarism. You are encouraged to use dictionaries and grammar resources to assist you with your writing. **However**, no other person, resource, or electronic entity may compose an essay or an oral presentation for you or contribute to the ideas or substantive expression of individual assignments.

**Tutoring :**

Available in Dunbar Library 023R (x 2280) for beginning and intermediate courses. Freshmen and first quarter transfer students receive one hour of free tutoring per week per course. Otherwise, the charge is \$6/hour. The Student Academic Success Center includes the Writing Center and the Math Learning Center. More information is available at: <http://www.wright.edu/academics/tutor>

**Supplemental Instruction (SI):** Supplemental instruction in this course will be offered by an advanced French major or native speaker, through the Student Academic Success Center and the French section of the Department of Modern Languages. Studies show that students who attend

SI sessions regularly acquire language more successfully and achieve higher grades. **Your SI leader is**

### **Attendance policy:**

The policy adopted by the Department of Modern Languages states that in courses meeting **three times** a week, **eight absences – for whatever reason** – will result in an **F** for the course, regardless of your grade up to that point. In addition, **seven absences** will reduce your final grade by a full letter grade. Please keep in mind that **eight absences constitute 2 ½ weeks** – that is **one fifth** - of the semester. Foreign language acquisition requires active, participatory attendance in class. Students absent for more than **2 ½ weeks** cannot adequately fulfill this requirement.

Any absences will negatively affect your grade, but you can reduce your stress by (1) achieving perfect attendance (2) saving your absences for true emergencies (3) contacting the professor for help (4) asking a fellow student, friend or relative to hand deliver homework assignments on due date (5) keeping up with the syllabus and homework sheet.

### **Language Learning Methodology and Philosophy:**

Learning a language cannot happen in an English-dominant environment, so we use the proficiency approach, aiming for at least 90% French in class. Because this may be a stressful adjustment, be aware that all information about tests and other graded work will be posted on Course Studio and you will receive e-mail updates from your professor about class expectations and administrative matters.

The French your teacher will be using will be slow, cognate laden sentences that focus on current lessons and accumulated vocabulary and grammar structures.

**WSU e-mail accounts:** In accordance with University policy, all students will be required to obtain and regularly check their WSU e-mail account. Since we will be using Course Studio in the course, students will receive e-mail and WINGS announcements only through their WSU accounts. To obtain a WSU UNIX account, go to the basement of the Dunbar Library (030 Library Annex). With this account, you will also have the advantage of being able to check out or cheaply buy all the latest Microsoft/Apple/Adobe software.

### **Le Club de français:**

- The French Club is active and will hold meetings and events. We hope you will join and attend the events.
- French conversation will be held every other Monday at Carmel's in Oakwood from 7pm to 9pm starting first week of September.

**\*\*Attendance and participation in SI and club de français qualifies for a total of 5 extra credits in participation\*\***

**Suggestions for optimal language learning:** Attend class and do the homework every day. Language learning requires a progressive acquisition of skills. You will not be able to “cram” successfully in a language course. You will need to spend 1-2 hours EVERY day or night doing your homework and practicing listening, speaking and reading in French. You will learn only by constant practice. Come to class prepared and ready to participate. Get yourself into a French “mood” by watching your favorite DVD in French (simply change the language track to French if available), listening to French radio ([www.rfi.fr](http://www.rfi.fr)), or visiting French websites, e.g. yahoo.fr, tv5.fr, Youtube, etc. Don't be afraid to make mistakes, open your mind to new ways of thinking and be quick to laugh. On va s'amuser!

**Cell phone:** May not be used in class. Turn it off before class begins and put it in your backpack.

**Laptop computer:** May be used in class only for pertinent class work, or note taking.

### **Very handy French minor:**

Minor in a language will make you more attractive to potential employers and more confident and knowledgeable about your place in the world. Anyone interested in picking up a quick French minor should meet with me to devise a plan of study. The French minor requires a mere 18 semester hours (just 4 classes beyond the FR 1010-2020 College of Liberal Arts requirement!!!). If you receive A's or solid B's in French 1010-1020, you should really consider the advantages of competency in French.

If you are interested in pursuing your studies in French, please call or stop by the Department of Modern Languages (937-775-2641; 325 Millett Hall) to arrange to take the French placement exam or speak with Dr. Halling or Dr. Abadie, French program advisors.

Sample French minor program of study:

FR 2010	Intermediate French I	3 credits	summer 2015 (fall 2015)
FR 2020	Intermediate French II	3 credits	summer 2015 (spring 2016)
FR 3110	French Conversation	3 credits	fall 2015 (2016)
FR 3510	French Civilization	3 credits	fall 2015 (2016)
FR 3500	Paris Ambassador Prog.	3 credits	summer 2016
FR 3550	Bordeaux Internship	3 credits	summer 2016

Total:            6 classes =                            18 credits            = a minor in French!!

There are many other exciting classes that you could substitute for any of the 3000-levels. Here is a sampling: Writing, Advanced Writing, Business French, Applied Elementary language Instruction, Phonetics, History of French Film, French Cuisine and Film, Cinema of the French Occupation, French Comic Books, Oral Proficiency for French, Intro to French Literature, Francophone African Literature and Culture, etc.

### **Study Abroad:**

WSU has a number of study abroad programs that can speed along your pursuit of a French minor while giving you the experience of a lifetime, not to mention a wonderful résumé builder. Our popular semester or yearlong program to Pau, in the southwest corner of France, is perfect for all levels.

The Ambassador Program to Paris offered during May 2015, led by our own dynamic duo (Parisian Professor Dr. Pascale Abadie and Francophile par excellence Dr. Kirsten Halling) allows you to know Paris like the back of your hand and practice your French in a real world setting. This year, we are again offering an optional internship in Bordeaux (wine country) for those who wish to further their language skills and deepen their understanding of French culture. In order to qualify for the summer course/program, you must complete FR 1020 (by the end of the spring semester). If you are interested in this once in a lifetime class, FOR NEXT YEAR AS THIS YEAR PROGRAM IS CLOSED, please read the brochure at this site: <http://www.wright.edu/ucie/abroad/files/ambassadorFrance-MLSummer2015.pdf>

And check out the student blogs for an inside look at how students grow and benefit from this wonderful overseas program: <https://liberal-arts.wright.edu/modern-languages/programs/student-blogs>

### **Disability services**

If you have a condition or disability that needs special attention and



that is documented with Disability Services on campus, please let your instructor know at the beginning of the semester.

### **HOW TO BUY “BACK CREDITS” TO ADVANCE YOUR COLLEGE CAREER**

1. Take the WEBCAPE placement exam
2. Receive a score of 497 (for example), and place into 2020
3. Finish the course, achieving a 'C' or better and
4. Purchase optional credits for courses below that level at \$50 /credit hour (1010, 1020, 2010 – up to 9 credit hours)
5. Fill out the Credit by Examination Registration Form, available from the Administrative Specialist in 325 Millett.

If you have any questions about which level is appropriate for you, please call or stop by the Department of Modern Languages (937-775-2641; 325 Millett Hall) to arrange to take the French placement exam or speak with Dr. Halling or Dr. Abadie, French program advisors

### **FOR NATIVE, HERITAGE AND ADVANCED SPEAKERS OF FRENCH**

If you score 600 or above on the WEBCAPE Placement test, you are eligible to take the Proficiency Exam (\$25 fee) to receive up to 6 hours of graded credits for \$50/credit hour. Courses awarded are chosen from the following:

**One of 3110, 3120 (Conversation)**

**One of 3210, 3220 (Composition)**

Please note that you may not buy back credits from both the 1000-2000 level AND the 3000-level.