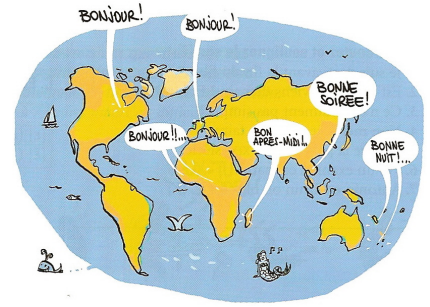




FREN 1102
Introduction à la langue française II
Professeure de Saussure
printemps 2018 | 9h30 à 10h25 | Searles 115



Comment me contacter

Bureau : Sills Hall 210
Téléphone : (207) 798-4242

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Heures de réception
mardi 10h-12 / mercredi 15h-17h
Sur RDV

Bienvenue en français 1102 !

The goals of this course build on those of French 1101 – to help you:

- **develop** an awareness of French and Francophone cultures and discover both similarities and differences between the way French-speaking people live, think, and express themselves as compared to the way our own cultures live, think, and express themselves;
- **cultivate** basic communication skills necessary to function in daily life and to express your needs and interests in the past, present, and future, by study and practice in listening, speaking, reading, and writing;
- **learn** how French functions as a language through study and a variety of activities designed to help you acquire basic grammatical structures and vocabulary, and to understand the relationship between the sounds and spellings of French, all while **having a good time!**

Proficiency objectives for this course are based on the ACTFL Proficiency Guidelines

Proficiency Target

- Enter: Novice Low / Mid
- Exit: Novice High / Intermediate Low

Student Learning Outcomes by Mode of Communication

- Interpersonal Communication
 - I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.
- Presentational Speaking
 - I can present information on most familiar topics using a series of simple sentences.
- Presentational Writing
 - I can write briefly about most familiar topics and present information using a series of simple sentences.
- Interpretive Listening
 - I can understand the main idea in short, simple messages and presentations on familiar topics. I can understand the main idea of simple conversations that I overhear.
- Interpretive Reading
 - I can understand the main idea of short and simple texts when the topic is familiar.

Livres et materiaux

Use of a variety of media featuring real French people and conversation brings you closer to actually experiencing French in context. The emphasis of both your textbook, the iLrn online activities and resources and our class is using what you learn in context to communicate meaningfully and to accomplish a wide variety of communicative tasks.

The course materials are the same as those you used in French 1101 last semester.

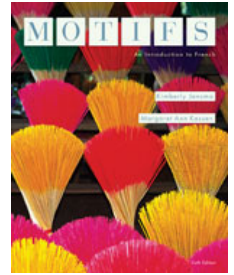
Textbook: Kimberly Jansma and Margaret Ann Kassen, *Motifs*, 6th Edition. (Heinle Cengage Learning)

Online Workstation: *Motifs* 6th Edition iLrn: Heinle Learning Center

To register for this course's iLrn: Go to <http://ilrn.heinle.com> and click LOGIN, then click CREATE ACCOUNT, then create a Username and Password.

Course: FRS 1102

Code: CXG374



Venez me voir !

I am happy to meet with you for questions, concerns, and discussion of course material. Please let me know when you plan on stopping by for office hours. The Teaching Fellows, Manon and Adeline, are also available to help you. They are a wonderful resource in particular for practicing your speaking (as is the French Table!). This second semester of French moves along at a **quick pace** and it is always best to get questions answered sooner rather than later.

Also, if you would like to chat with me informally at any point, I encourage you to invite me to lunch! Professors at Bowdoin can eat for free if a student invites us to lunch. Formidable ! So don't hesitate to take your French prof to lunch ☺ (seriously Bowdoin lunches are delicious).

Le français, notre langue de communication

Class and conversation meetings will be conducted **en français** ! From the time you cross the threshold of the classroom door to the time you pass through it when you leave, please communicate exclusively in French. This may be difficult and even frustrating at times, but it will also be fun. Learning a language involves experimentation and risk taking – all of us will laugh at ourselves throughout the semester. Gestures, movements, and maybe even drawings, to supplement your vocabulary also often go a long way to making yourself understood. Most of you already have a terrific repertoire from French 1101 that you will continue to build on throughout this course.



Expressions utiles

"Comment dit-on ____ en français?"

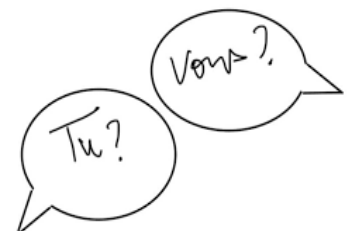
"Que veut dire ____?" (= "What does ____ mean?").

"Répétez s'il vous plaît."

"Je ne comprends pas !"

Vous et tu

As you know, French, like many languages, has two ways of referring to "you" – a more formal "vous" form and a more familiar "tu" form. You should use the "tu" form with your fellow students, as do students in France. I ask that you try to use "vous" with me not because I want to be formal but for reasons of cultural accuracy and, especially, grammatical practice at using that form.



Préparation et devoirs

Class time and weekly conversation groups are meant for real communication. To this end, you will prepare and practice new vocabulary and structures prior to the class session when we will be using them. **You are expected to come to class well prepared and ready for active use of the new material, as well as with any questions you may have from your preparation.**



Below you will find a general outline of the course, including dates for compositions, evaluations and oral presentations. Additions or substitutions may be made as the semester progresses, so always stay informed. For each chapter, I will assign activities on iLrn that you will use to truly test your learning. Daily assignments will appear on the iLrn site and **it is your responsibility** to complete all the assigned work on time. Only your final % score on these counts in my gradebook. Other more open-ended exercises need the instructor's review, so please check back for comments and corrections. The iLrn homework grade is largely an effort grade, as I am primarily interested in knowing that you are using the exercises regularly and effectively to reinforce your learning.

You will occasionally have assignments outside of the iLrn exercises, so please consult the syllabus. I strongly encourage you to work with a partner on your homework to get more practice with speaking and listening.

Forum Blackboard (BB)

In addition to compositions and iLrn homework, you will have periodic, informal writing prompts to answer on our course Blackboard site. The goal of these assignments is to help you practice writing in an informal but structured way. These assignments will be graded for completion, so the stakes are low, and they will be short (around 100-200 words). These forum discussions are meant to replace the "journal des devoirs" from last semester, pushing you to write longer responses than last semester's short journal entries.



Echange Cultura

Additionally, this semester we will conduct an online conversation exchange with students at the University of Toulouse III in France. The goal of this exchange is to foster an authentic, intercultural dialogue with French-speakers. The exchange will be conducted in 4 stages from Feb. 7th – March 7th. Our class will answer a series of questions in English, and the Francophone students will answer the same questions in French. Over the following weeks, our classes will start a conversation about your answers to the prompts. The main idea of the exchange is that you and your Francophone colleagues will be creating a text that hopefully will provide unique insight into French-speaking cultures, as well as cultural differences between France and the U.S. In addition to asking and answering questions on the online forum, each student in our class will pick out one word or phrase that seems particularly important to the conversation. You will add this word or phrase to our class dictionary on blackboard along with a definition and any important cultural connotations the word might have. Specific and more detailed instructions will follow soon. Participation in the exchange will be graded on completion and will count towards your homework grade.

Participation en classe

Active participation in class is essential to the success of the individual and the group as a whole. Communication is what this class is all about. **Your participation grade is based on preparedness and on your ability to show your preparedness by actively raising your hand (versus waiting to be called on) and contributing well in small and large group activities.** Good class participation also means doing everything you can to help create a good learning environment for everyone and helping others participate and learn.

- A You are well prepared for each class, always volunteer participation, provide high-quality contributions, are an active group member, encourage other members of the class in their participation, helps others feel at ease and learn.
- B You usually are well prepared for class, often volunteer participation, provide quality contributions, are an active group member, helps others feel at ease and learn.
- C You are not always well prepared for class, rarely volunteer participation but more often wait to be asked to participate, provide inconsistent contributions, are a relatively passive group member.
- D You occupy a seat.



Your final participation grade will be lowered for each unexcused absence. **It is your responsibility to inform me or your Teaching Fellow ahead of time if you know in advance you will miss class** (whether for an official reason – such as sickness – or not) **and to contact me, your teaching fellow, or a fellow student to find out what you missed or need to prepare for the next class.** Recurrent lateness will also negatively affect your participation grade. Finally, **please make your visits to the rest room before arriving in class,** whenever possible. Students leaving class disrupts us all and is to be avoided.

This course meets **four (fois par semaine) times / week**, three times as a large group with me and for a fourth hour in smaller groups for a conversation hour facilitated by a teaching fellow. This conversation hour gives you a much greater opportunity to practice your French and is also a chance to get to know and learn from a native French speaker. **Please remember that your engagement during conversation hours is part of your participation grade for the course, and that missing a conversation hour is equivalent to missing a course meeting.** You are encouraged to attend the French table on a weekly basis as it is a great way to practice your French, especially at this level. Attendance at Bowdoin's French table five (5) adds a bonus to your participation grade.

Compositions

You will write three compositions over the course of the semester. Compositions will help you better learn the grammatical structures and vocabulary by forcing you to apply what you are learning in written form. When you write compositions for this course **use great care in preparing them as the French must be entirely your own, not corrected by or done in consultation with anyone else.** Spell-check on your word processor is allowed, but only in the final stages of writing as a final check. Also, any use of online translation tools such as google translate is strictly forbidden. It is considered as a form of academic dishonesty and you will not receive full credit for this work. Finally, asking a friend to proofread your work is also not acceptable. I want to read *your* French, not someone else's. All work you hand in should be 100% your own. Please see the French Section Academic Honesty document for details.



Évaluations

You will have three evaluations of your learning and skills throughout the semester. These evaluations test your developing French skills: listening comprehension, written production of structures and vocabulary and reading ability. I will always provide you with a format of the specific communicative tasks you will be expected to perform on an evaluation. Also note that while there will be no formal quizzes this semester, you can expect to have a few pop-quizzes from time to time, so it is important to stay on top of the material!

Travail en petits groupes : Présentations à l'oral

This semester you will be asked to prepare two oral presentations with a small group of your fellow students. These are an excellent way for you to build your confidence communicating in French, and a great way to express your creativity! Given the group context, it is essential that the workload be evenly shared among all those in the group and that each student submits his or her own original work. Since group work requires collaboration, I do realize you will be influencing each other's work, but I will not accept work as your own that has been written or corrected by a fellow student. Please refer to the statement of Academic Honesty to which you have agreed.

Calcul de la note

- Devoirs (iLrn, Forum BB, Cultura) 15 %
- Participation en classe 15%
- Compositions (3) 20%
- Évaluations de chapitre (3) 20%
- Présentations à l'oral (2) 15%
- Examen final (écrit et oral) 15%

Please note: Assignments must be completed on time and make-up pop quizzes or evaluations are not possible except under special circumstances (observance of a religious holiday, major injury or sickness, for example). It is your responsibility to inform me ahead of time or as soon as possible if you know you will be unable to complete coursework. If you do choose to hand in an assignment late but do not have an official excuse, your grade on that assignment will be lowered accordingly (for example, a grade of B will become a grade of C+ if two days late).

Echelle de notation

A 100-94

- Travail exemplaire, voire exceptionnel, au niveau de la préparation, des recherches, et de la présentation. Très créatif et original. Montre un très grand effort et beaucoup d'enthousiasme. Excellente dans la forme (la langue) et le fond (les idées et le contenu). A l'heure. *Noter : Un « A » n'est pas donné. Un « A » se mérite !

A- 90-93

- Très bon travail, bien préparé, recherché et présenté. Créatif et original. Montre un bon effort (mais peut-être l'étudiant aurait pu en montrer plus !). Très bon dans la forme et le fond. A l'heure.

B+ 87-89 / B 83-86 / B- 80-82

- Un assez bon travail, mais qui n'est pas nécessairement très créatif ou original. Pourrait être amélioré avec plus d'attention aux détails et / ou plus d'effort et de soin. Pourrait être amélioré dans la forme (la langue) et / ou le fond (les idées). A l'heure ou un peu en retard.

C+ 79-77 / C 76-73 / C- 72-70

- Un travail qui devrait être amélioré. L'étudiant ne répond pas à toutes les consignes ou exigences. La forme et le fond doivent être améliorés. L'étudiant n'a pas mis beaucoup d'effort dans le projet. A l'heure ou en retard.

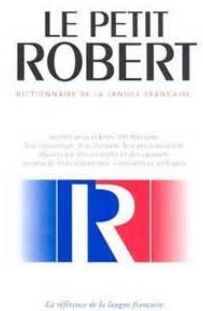
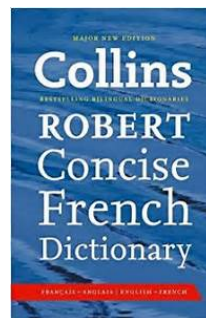
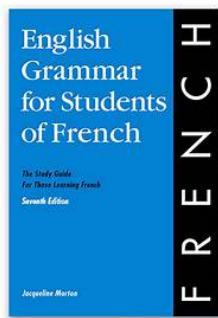
D ≤ 69

- Un travail insatisfaisant, incomplet, ou pas fait du tout. Rendez-vous avec le professeur est obligatoire.

Dictionnaires

Your textbook provides glossaries to use for quick reference to vocabulary presented in *Motifs*. As you progress and want to use vocabulary that may not appear in the textbook (when you write, for example), you will find the need for a good French-English/English-French dictionary. I recommend Le Robert et Collins bilingual dictionary and a conjugation manual such as the *Bescherelle*, which are available in the bookstore or can be ordered. The best of the on-line dictionaries is Word Reference, because it is a collaborative project providing examples and includes a forum where members discuss usage questions in depth.

For those of you who are grammar nerds, or could just use some extra help navigating grammar rules, I highly recommend *English Grammar for Students of French*. It breaks down French grammar very clearly and explains differences and similarities between English and French grammar. It's a great reference tool (and it's at the library!).



Le Français à Bowdoin

Language learning cannot be done in the classroom alone! I encourage you to make use of the many French resources right here on campus by:

- Attending French table (even if you only to listen to others at first) — students of all levels of French, Teaching Fellows, faculty, and staff enjoy casual dinner conversation Wednesday evenings, Pinette Room in Thorne. People come and go from about 5:30-7:30, so stop by anytime!
- Getting to know the Teaching Fellows and attend the French club events!
- Watching French or Québécois news or other television shows online
- Enjoying the extensive (subtitled) French film collection in the Media Commons at Hawthorne Longfellow Library or at Bart and Greg's DVD Explosion in town. There are also many films available to stream in the Kanopy Collection available on the Media Commons website: <https://bowdoin-kanopystreaming-com.ezproxy.bowdoin.edu/>.
- Exploring French web sites (many newspapers, magazines and radio stations are available on the web, as well as a lot of very fun stuff in all areas of interest) — use French search engines google.fr or yahoo.fr

Programme | FRS 1102 | Printemps 2018

Jour	Date	Module en classe - à préparer <i>pour le jour indiqué!</i> (Pages to prepare <u>for the day listed!</u>)
Lundi	22 janvier	Introduction au cours ; révision du passé composé
Mercredi	24 janvier	<i>Souvenirs</i> Module 8 Structures 8.1 pp. 230-234 Devoirs: iLrn
Vendredi	26 janvier	8.2 pp. 235-237 Devoirs: iLrn + Poster sur le Forum BB + Film: <i>Les 400 coups</i>
Lundi	29 janvier	8.3-8.4 pp. 238-242 Devoirs: iLrn
Mercredi	31 janvier	8.5 Devoirs: iLrn
Vendredi	2 février	Lecture - Alceste a été renvoyé Devoirs: iLrn + Composition 1 "Mon souvenir d'enfance" à rendre lundi
Lundi	5 février	<i>A la découverte du monde francophone</i> Module 9, 9.1-9.2 pp. 262-265 Devoirs: iLrn + Rendre Composition I "Mon souvenir d'enfance"
Mercredi	7 février	9.1-9.2 (suite) pp. 262-265 Devoirs: iLrn La table française
		Echange Cultura I Répondre en anglais aux associations de mots, aux situations, et compléter les phrases avant notre cours de mercredi 7 février
Vendredi	9 février	9.3 pp. 266-269 Devoirs: iLrn + Poster sur le Forum BB
Lundi	12 février	9.4-9.5 pp. 270-275 Devoirs: iLrn
Mercredi	14 février	9.5 (suite) pp. 276-279 Devoirs: iLrn La table française
		Echange Cultura II Lire les réponses des étudiants francophones et écrire une réaction aux associations de mots avant notre cours de mercredi 14 février + 1 mot dans le dictionnaire du cours
Vendredi	16 février	Révisions et discussion cultura
Lundi	19 février	Evaluation I Modules 8 et 9
Mercredi	21 février	<i>La maison et la routine quotidienne</i> Module 10 10.1-10.2 pp. 292-298; Devoirs: iLrn La table française

		Echange Cultura III Lire les réponses des étudiants francophones et écrire une réaction aux phrases complétées avant notre cours de mercredi 21 février + 1 mot dans le dictionnaire du cours
Vendredi	23 février	10.2 (suite) pp. 298-302 Devoirs: iLrn + Poster sur le Forum BB Commencez votre travail en groupes de trois (ou deux) pour les auditions de télé réalité (p. 312)
Lundi	26 février	10.3 pp. 302-307 Devoirs: iLrn
Mercredi	28 février	10.4 pp. 308-312 Devoirs: iLrn La table française
Vendredi	2 mars	Travail en groupes: Télé réalité (p. 312) Devoirs: iLrn
Lundi	5 mars	Présentez-vous pour les auditions télé réalité en classe ! Présentation I Rendez Composition II (Ma candidature)
Mercredi	7 mars	<i>Voyager en France</i> Module 11 11.1 pp. 322-330 Devoirs: iLrn La table française
		Echange Cultura IV Lire les réponses des étudiants francophones et écrire une réaction aux situations avant notre cours de mercredi 7 mars + 1 mot dans le dictionnaire du cours
Vendredi	9 mars	11.2 pp. 331-337 Devoirs: iLrn
Bonnes vacances !		
Lundi	26 mars	11.3 pp. 338-340 Devoirs: iLrn
Mercredi	28 mars	11.4 pp. 341-345 Devoirs: iLrn La table française
Vendredi	30 mars	Révision : Modules 10 et 11; Devoirs: iLrn + Poster sur le Forum BB
Lundi	2 avril	Evaluation II Modules 10 et 11
Mercredi	4 avril	<i>Les jeunes face à l'avenir</i> Module 12, 12.1 pp. 356-363 Devoirs: iLrn La table française
Vendredi	6 avril	12.2-12.3 pp. 364-268 Devoirs: iLrn
Lundi	9 avril	12.4 pp. 369-372 Devoirs: iLrn
Mercredi	11 avril	<i>Kiffe Kiffe Demain</i> pp. 373-375

		Devoirs: iLrn La table française
Vendredi	13 avril	<i>La Santé et le bonheur</i> Module 13, 13.1 pp. 384-389 Devoirs: iLrn + Poster sur le Forum BB
Lundi	16 avril	13.1(suite)-13.2 pp. 390-396 Devoirs: iLrn
Mercredi	18 avril	13.3 pp. 396-399 Devoirs: iLrn La table française
Vendredi	20 avril	13.4pp. 400-405 Devoirs: iLrn Rendre Composition III (Campagne santé) en classe
Lundi	23 avril	Campagne d'éducation : la santé pour tous ! Présentation en classe Présentation II
Mercredi	25 avril	Evaluation III Modules 12 et 13
Vendredi	27 avril	<i>La vie sentimentale</i> Module 14 14.1 pp. 418-421 Devoirs: iLrn
Lundi	30 avril	14.2 pp. 422-425 Devoirs: iLrn
Mercredi	2 mai	14.3 pp. 426-430 Devoirs: iLrn La table française
Vendredi	5 mai	14.4 pp. 431-437 Devoirs: iLrn + Poster sur le Forum BB
Lundi	7 mai	Révision globale Devoirs: iLrn
Mercredi	9 mai	Dernier cours !
Examen Final	Examen Oral : date et heure à déterminer	Examen final partie écrite: Mercredi, 16 mai de 9h à 12h
		<i>C'est l'été ! Bonnes vacances !</i>