

FREN 350
Spring 2014

APPLIED FRENCH GRAMMAR AND COMPOSITION

Professor: Dr. Romain Chareyron

Office: Wescoe 2059-B

Office hours: Monday 2.00-3.00/Wednesday 2.00-3.00, or by appointment

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Class hours : MWF : 12.00-12.50

Location : Wescoe 1045

Required textbooks

-Siskin, H. Jay, Cheryl L. Krueger & Maryse Fauvel, *Tâches d'encre. French Composition*, Heinle, 2011 (3rd. edition).

-Rochat, Denise, *Contrastes. Grammaire du français courant*, Prentice Hall, 2010.

- _____ & Catherine Bloom, *Workbook for Contrastes*, Prentice Hall, 2010.

A good bilingual dictionary (such as Oxford-Hachette) is also essential for this class.

Internet resources (French and Francophone newspaper)

- *Presse quotidienne:* www.lemonde.fr, www.liberation.fr, www.lefigaro.fr
 - *Magazines d'actualite:* www.lexpress.fr, www.nouvelobs.com, www.lepoint.fr, www.courrierinternational.com, www.lactualite.com (presse québécoise)
 - *Television:* www.tv5.org (programmes internationaux en français)
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Film studied: *Persepolis* (Marjane Satrapi, 2007)

The film is available @ EGARC (Room 4070, Wescoe). For hours of operation, follow this link: <http://www2.ku.edu/~egarc/hours.shtml>

Course description and objectives

During this course, students will focus on some major aspects of French grammar such as (but not limited to): the past tenses, the subjunctive, the articles and the adjectives while honing their writing skills across a variety of genres. We will use the film *Persépolis* to contextualize our work on specific chapters of the book *Tâches d'encre*. Class periods will be divided into 2 distinct tasks: one class will be dedicated to the study of specific grammar aspects, while the other will be based on guided stylistic practice, mainly based on the activities from the book *Tâches d'encre*. You will also be asked to complete a series of compositions in which you should demonstrate control of target structures and the ability to use French to express yourself in extended written contexts.

Goal for students:

- To improve their writing and reading skills.
- To improve their knowledge of French grammar.
- To familiarize themselves with different genres/types of writing.
- To gain knowledge of specific structures and vocabulary regarding different types of writing.
- To be able to express themselves on target topics and issues.

Course evaluation

Attendance/Participation	10%
Quizzes	15% (5 quizzes, 3% each)
Preparation	10%
Compositions (5)	50% (10% each)
Grammar exams (mid-term and final)	15% (mid-term: 5%; final: 10%)

Departmental and course grading system

100-98 A+, 97-94 A, 93-90 A-, 89-88 B+, 87-84 B, 83-80 B-, 79-78 C+, 77-74 C, 73-70 C-, 69-68 D+, 67-64 D, 63-60 D-, below 60 F.

Important dates:

Final grammar exam: Tuesday, May 13th 10.30am-1.00pm (room 1045 – Wescoe)

ATTENDANCE AND PARTICIPATION

Presence and participation in class are essential. You are allowed 2 unexcused absences (although any assignment due must still be turned in that day – electronic submissions will be accepted in certain cases to be determined by both the student and the professor). Tardiness will also lower the participation portion of your final grade. Please contact me if you have a valid reason for missing class (emergency, religious observance, etc.); you may be allowed to make up work if you have corresponding documentation. **If absent, it is your responsibility to find out what was done in class and what you need to prepare for the next meeting. Exchange your e-mail address with another person in the class so you can correspond with them.**

Number of classes missed	Effect on participation grade
1-3	None
4-6	Your participation grade will be lowered 5% for EACH unexcused absence. For example, if you are absent 4 times and you began with 100% participation, your grade would be lowered to 95%, etc.
7	Your participation grade will be reduced by 50%.
8	You will receive a failing grade in the course.

QUIZZES

You will have 5 quizzes during the term, each based on discrete grammar aspects studied in class (see calendar).

PREPARATION

In order for you to gain knowledge and control of the grammar, you will be assigned a series of exercises to practice discrete aspects of French grammar (see calendar). It is essential that you do these exercises prior to class, as the class periods will not be lectures on grammar, nor will it be dedicated to the completion of exercises. Since your manual offers the answers to all exercises, I am assigning them to you mostly for practice, and for you to be aware of what aspect of the grammar you need to work on. Although we won't correct all the exercises in class, we will use this time to clarify what needs to be and to apply the grammar to specific writing activities. That is why you need to come prepared to each class, with specific questions about what aspects of grammar and/or stylistic you don't understand. Failure to do so will result in a significant lowering of your grade. Do

not hesitate to let me know if some aspect of the grammar is not understood and you would like to spend more time on it or have more explanations.

For each composition, we will also have peer-review sessions, where students will exchange the first draft of their composition with another person, and they will make comments regarding grammar and stylistics, following specific guidelines provided in class. It is imperative that you come to class prepared, with the first draft of your composition typed and ready to be exchanged with someone else's. Failure to do so will result in a significant lowering of your grade for this section of the class. (see calendar for the dates of the peer-review sessions.)

COMPOSITIONS

You will have to write 5 compositions during the term, each one based on one genre studied in class (*la description, le portrait*, etc.) Each composition will have to be 2-2 ½ pages long and you will have to follow specific guidelines for each of them. Guidelines will be provided with each composition.

GRAMMAR EXAMS

You will have 2 grammar exams:

- The mid-term will be 50min-long and will consist in a review of the major grammar aspects studied in class up to that point.
- The final will be a review of all the major grammar aspects studied during the term.

More information will be provided in class during the course of the term.

DEPARTMENTAL INFORMATION

PLAGIARISM AND CHEATING:

"Plagiarism and cheating are serious academic offenses that should be brought to the attention of the Chairperson or Language Coordinator. Whenever a student is caught cheating (whether copying from another student's paper or plagiarizing printed or electronic sources) the instructor will assign a grade of F for the quiz, exam, or paper in question and will inform the Chairperson of the Department, who-upon concurring with the instructor-will forward a 'CHARGE OF ACADEMIC MISCONDUCT FORM' to the student. In addition, the Department of French and Italian will review the case to determine whether or not to recommend to the Dean of the College that more serious sanctions be imposed."

ASSISTANCE WITH ASSIGNMENTS:

Students may use their textbooks, dictionaries, and grammar references in preparing any assignments. However, with the exception of help from the student's instructor and/or in-class activities such as peer editing, **any outside assistance** (that is, tutors, friends, native speakers, computer/internet translation programs, assignments submitted in previous courses, etc.) **is NOT allowed** on homework/assignments being turned in for a grade. **These things are considered cheating and will result in a grade of zero on the assignment, as well as a charge of academic misconduct, which may entail further sanctions.** The student should be certain that all of the work submitted in this course his/her own.

ABOUT THE USE OF TRANSLATION PROGRAMS:

The use of computer or on-line translation programs is **NOT permitted** in any French or Italian course and is considered cheating. As opposed to dictionaries and grammar references, these programs are not a learning tool because they simply provide a translation, rather than allowing you to choose among various words/tenses/etc. to come up with the best translation on your own. Moreover, translation programs produce bizarre and incorrect translations that are **notoriously easy to identify**. Students will learn far more by doing their own work than by risking serious academic consequences.

GRADE DEFINITIONS ACCORDING TO THE UNIVERSITY SENATE RULES AND REGULATIONS:

- 2.2.1.1. The grade of A will be reported for achievement of outstanding quality.
- 2.2.1.2. The grade of B will be reported for achievement of high quality.
- 2.2.1.3. The grade of C will be reported for achievement of acceptable quality.
- 2.2.1.4. The grade of D will be reported for achievement that is minimally passing but at less than an acceptable quality.

Consult with individual teachers concerning the calculation of grades.

STUDY TIME ACCORDING TO THE UNIVERSITY SENATE RULES AND REGULATIONS:

"One semester hour means course work normally represented by an hour of class instruction and two hours of study a week for one semester, or an equivalent amount of work. The concept may vary according to the level at which instruction is offered."

STUDENTS WITH DISABILITIES:

"Any student in this course who has a disability that may prevent him/her from fully demonstrating his/her abilities should contact me personally as soon as possible so that we can discuss class accommodations necessary to ensure full participation and facilitate the educational opportunity."

RELIGIOUS OBSERVANCES

"Where examinations and tests other than final examinations conflict with religious observations of a generally recognized nature, a student under obligation to participate in such religious observances shall, upon request to the instructor involved, which shall be made at least a week in advance of the scheduled examination or test, be accorded the opportunity to take the examination or test at some other time not in conflict with his (or her) religious obligations."

ATTENDANCE:

Attendance in language, literature, and culture classes is essential for mastering materials, improving communication skills, and participating in discussions. Consult with individual teachers for their specific policy on attendance and make-up work.

FREN 350 CALENDAR

Please note that this calendar is subject to change, depending on our progress in this class. If need be, I will provide you with a revised version of the calendar.

Codes:

C = *Contrastes*

Quiz

W = Workbook

Deadline for compositions (first and last draft)

H = Handout

Grammar exams

TE = *Tâches d'encre*

Preparation

Week	Monday	Wednesday	Friday
1 (Jan. 20, 22, 24)	<p>Martin Luther King Day</p> <p>No classes</p>	<p>Présentation du cours et du manuel <i>Tâches d'encre</i></p>	<p>Ch.1 H: les adjectifs – règles générales H : faire exercices sur les adjectifs</p>
2 (Jan. 27, 29, 31)	<p>Ch.1 Les adjectifs – adjectifs irréguliers/la place des adjectifs H : Faire exercice sur les adjectifs</p> <p><i>En classe : Travail sur le vocabulaire (« TE » pp.20-24)</i></p>	<p>Ch.1 La description TE : Lire pp.15-16 H : Répondre aux questions sur le texte H : Lire pp.1-2 « La Description »</p>	<p>Ch.1 TE : <i>Atelier d'écriture 1</i> (p.12) en classe</p>
3 (Feb. 3, 5, 7)	<p>Ch.1 Activité de correction mutuelle en classe First draft must be done</p>	<p>Ch.1 La comparaison TE: Lire pp.25-27 H : Lire le texte « Colline » de Jean Giono et répondre aux questions</p> <p>Comment ajouter des comparaisons dans la description ?</p>	<p>Ch.1 Approfondissement de la description En classe : <i>Atelier d'écriture 2</i> (p.25)</p>

<p>4 (Feb. 10, 12, 14)</p> <p><i>For this chapter, students must be familiar with the construction of the passé composé and the imparfait prior to class.</i></p>	<p>Quiz : Revoir l'adjectif et le comparatif</p> <p>Ch.2 Les temps du passé – imparfait et passé composé C: Lire pp.113-119 (<i>skip 3 p.115</i>) H : Apprendre le tableau sur les différences entre imp. et p.c.</p> <p>H : Apprendre le tableau « La Maison d'être » W: Ex. 9-1 p.79, 9-5 p.81</p>	<p>Ch.2 Les temps du passé (suite) W: Ex. 9-8 p.82, 9-11 p.85, 9-12 p.86</p> <p>Travail en classe sur les temps du passé</p>	<p>Rendre composition 1</p> <p>Ch.2 Le portrait TE: Lire texte pp.37-39 H : Répondre aux questions de la partie « Analyse de la structure du portrait »</p>
<p>5 (Feb. 17, 19, 21)</p>	<p>Ch.2 H : Répondre aux questions de la partie « Analyse stylistique du texte »</p> <p>En classe : <i>Atelier d'écriture 1</i> (H)</p>	<p>Ch.2 Activité de correction mutuelle en classe First draft must be done</p>	<p>Ch.2 Quiz: Revoir les temps du passé</p> <p>En classe : <i>Atelier d'écriture 2</i> (p.49)</p>
<p>6 (Feb. 24, 26, 28)</p>	<p>Ch.3 Les connecteurs logiques et les marqueurs de temps H : Apprendre tableau sur les connecteurs H : Faire les 2 exercices sur les connecteurs H : Apprendre tableau sur les marqueurs de durée TE : Lire pp.67-68</p> <p><i>TE : Ex.B pp.69-70</i></p>	<p>Ch.3 Les connecteurs logiques et les marqueurs de temps (suite)</p>	<p>Rendre composition 2</p> <p>Ch.3 La narration TE: Lire texte pp.62-63 H : Répondre aux questions sur le texte (pp.1-2)</p>
<p>7 (Mar. 3, 5, 7)</p>	<p>Ch.3 En classe : <i>Atelier d'écriture 1</i> (H)</p>	<p>Ch.3 Les temps du passé et la chronologie Travail en classe</p>	<p>Quiz : Revoir les connecteurs logiques et les marqueurs de temps</p> <p>Ch.3 Activité de correction mutuelle en classe First draft must be done</p>
<p>8 (Mar.10, 12, 14)</p>	<p>En classe : <i>Atelier d'écriture 2</i> (H)</p>	<p>Révisions pour le mid-term</p>	<p>Mid-term exam Les révisions seront communiquées aux étudiants durant le cours.</p>

9 (Mar. 17, 19, 21)	Spring Break No classes	Spring Break No classes	Spring Break No classes
10 (Mar. 24, 26, 28)	Rendre composition 3 Ch.4 Le subjonctif H: Le subjonctif : Apprendre la construction du subjonctif ; les exceptions (infinitif ou indicatif) ; commencer à voir avec quelles expressions utiliser le subjonctif C: Lire pp.155-157 (we're not doing "subjonctif passé"), pp.158-163 W: Ex. 12-1 p.121, 12-4 p.122, 12-9 p.125	Ch.4 Le subjonctif - suite C: Lire pp.164-167 H: Faire exercice sur le subjonctif	Ch.4 L'essai TE: Lire texte pp.84-86 TE: Faire "Analyse structurelle" pp.88-89 (do not answer question 7) Comment construire un essai ?
11 (Mar. 31, Apr. 2, 4)	Ch.4 H: Faire questions a) et b) de la section <i>Travail préliminaire</i> En classe : Travail sur la structure de l'essai (1) La thèse (H)	Ch.4 En classe : Travail sur la structure de l'essai (2) Le développement, (3) La conclusion	Ch.4 H: Faire l'activité « Mise en pratique » (pp.5-6)
12 (Apr. 7, 9, 11)	Ch.4 En classe : <i>Atelier d'écriture 1</i> (H)	Ch.4 Activité de correction mutuelle en classe First draft must be done	Quiz : Revoir le subjonctif Ch.4 En classe : <i>Atelier d'écriture 2</i> (H)
13 (Apr. 14, 16, 18)	Quiz : Revoir les articles Ch.5 Les articles C: Lire pp.10-17 ; pp.20-22 W: Ex. 2-1 p.9, 2-6 p.11, 2-7 p.11, 2-12 p.13, 2-14 p.15, 2-18 p.17	Ch.5 La dissertation TE : Lire texte pp.108-109 H : Répondre aux questions sur le texte En classe : Travail sur la construction d'une dissertation : l'introduction et le développement (H)	Rendre composition 4 Ch.5 En classe : Travail sur la construction d'une dissertation : le développement (suite) et la conclusion
14 (Apr. 21, 23, 25)	Ch.5 Travail en classe : <i>Atelier d'écriture 1</i> (H)	Ch.5 Activité de correction mutuelle en classe First draft must be done	Ch.5 Travail en classe : <i>Atelier d'écriture 2</i> (H)

<p>15 (Apr. 28, 30, May 2)</p>	<p>Ch.6 Le compte-rendu TE : Lire texte pp.131-132 TE : Répondre aux questions de la partie « Analyse structurelle » (p.134)</p>	<p>Ch.6 Travail en classe : Rédaction d'un compte-rendu</p>	<p>Ch.6 En classe : travail sur le compte-rendu</p>
<p>16 (May 5, 7, 9)</p>	<p>Activité de présentation orale. En utilisant la structure du compte-rendu (H), faites votre propre compte-rendu sur un livre ou un film. Vous présenterez votre compte-rendu en classe.</p>	<p>Grammar review This class will be dedicated to the review of some major grammar aspects studied during the term, or it will allow us to finish discussing some grammar aspects we didn't have time to study during the term.</p>	<p>Stop Day No classes Rendre composition 5</p>