### COURSE DESCRIPTION

In FREN 3060/4060, you will improve your French by speaking French in the classroom and by further developing proficiency in three other basic communicative skills—listening, reading and writing in the target language. The emphasis in this class is on speaking and understanding French. Using the textbook *Controverses*, 3rd edition (2016), we will discuss a broad range of topics including friendship, media and privacy, gender equality, globalization, immigration, bilingualism, film and education, the status of the French language, and others. In this class, participation is crucial and will make up a big part of your final grade. You are allowed two unexcused absences; please note that excessive tardiness and absenteeism will result in a lowering of your grade. Attendance and participation are essential in a French language face-to-face classroom. Homework will be posted on Canvas. If you miss a class, check the announcement section and the updated syllabus on Canvas for homework assignments and materials covered in class. Don’t be shy; participate and make an effort to speak French only in the classroom. This syllabus is subject to change. This semester, we will have two French tutors: Logan Thackeray and Kelcie Morris will be tutoring in the language lab (OM 004). You should try to meet with them at least once a week to speak French (you can do grammar exercises from the book, or read and discuss the “Lecture” texts or discussion questions for instance) and get help with your homework or other assignments, such as the reflection paper on one of the films that we viewed in class. Logan’s tutoring schedule is Tuesday and Thursday from 2-3pm in Old Main 004; email: lbthack@gmail.com. Kelcie’s tutoring hours are Tuesday and Thursday from 9 to 11 in Old Main 004; email: morriskelci@comcast.net. Contact either Kelcie or Logan if you have a scheduling conflict to see if you can meet them at a different time. An updated version will be posted on Canvas on a weekly basis.

### COURSE REQUIREMENTS

- **Devoirs/Homework** will be announced on Canvas after class. Homework later than a week will not be accepted.

- **Exposés**: students are expected to give 1 engaging, in-depth 15-minute exposé. A list of dates and topics will be distributed in class. Advanced students’ presentations must contain an interactive, innovative group activity. They should be engaging and not solely be based on a *Powerpoint* presentation read out loud in the classroom. Advanced students are expected to *engage* their peers in a lively discussion on a topic previously discussed and that they researched. Contact me if
you need help finding suitable topics for your presentation or if you need help finding materials or using resources on the French web. If you are using the internet to find sources for your presentations, consult library databases or traditional media sources (for instance Le Monde, Le Figaro, L’Express, Le Monde Diplomatique, Libération, Marianne, L’Observateur), media press releases, company websites, governmental sites, NOT Wikipedia.

- **Tests de vocabulaire**: there will be eight vocabulary tests (one for each chapter).

- **Cinéma**: In this class, we will view and discuss the following films: Entre les murs (réal. Laurent Cantet, 2008); Le Dîner de Cons (réal. Francis Veber, 1988), and Au revoir les enfants (réal. Louis Malle, 1987). As part of the requirements, you will write a two-page reflection paper on one of the three films (your choice 🎥). To ensure that you improve your writing skills, I will ask you to submit a draft (un brouillon) and then you will submit your improved final copy. Please show your paper to one of our French tutors before handing it in (tutoring info below). When writing the paper in French, use Microsoft Office Word, set the language to French and do a French grammar and spelling check (correcteur d’orthographe) before handing in your papers. Don’t forget to insert accents where needed (shortcuts or insert symbol).

- **Oral Exams**: For the midterm exam, we will discuss Le Dîner de Cons in groups of 4-6 students. For the final exam, you will discuss one of the texts (“Lecture” or “Liens Socioculturels”) of your choice of chapters seven or eight that we did NOT discuss in class in groups of 4 to 6 students. Students enrolled in FREN 4060 will be expected to function as mentors and discussion leaders to those enrolled in FREN 3060 during exams as well as during the entire semester. As a student enrolled in Advanced Conversation, you will be expected to take on a leading role in group activities, to guide group discussions, and to help out your classmates. You will also be in charge of helping prepare your peers for both the midterm and final exams. It is your job to help them get ready for the oral exams, answer their questions, help them out with vocabulary and grammar.

### IDEA CENTER COURSE OBJECTIVES

In this class, you will learn to

- communicate effectively in French, to develop skill in expressing yourself orally
- gain a broader understanding and appreciation of intellectual/cultural activity by discussing French articles and films
- to learning to analyze and critically evaluate ideas, arguments, and points of view through class discussions of texts and films, and close readings of texts
- acquire an interest in learning more by asking questions and seeking answers

### REQUIRED TEXTS & MATERIALS

IMPORTANT DATES
Sep 2: last day to add without instructor’s signature
Jan 19: last day to receive tuition refund
Jan 19: last day to add classes (includes audits)
Jan 19: last day to drop without Notation on Transcript
For complete listings, go to Fall 2016 Registration Calendar:
http://catalog.usu.edu/content.php?catoid=12&navoid=3970

GRADING
Attendance, Participation & Preparation: 25%
IDEA CENTER: 5%
Homework: 20%
Vocabulary quizzes: 10%
Short Film paper: 10%
Midterm: 10%
Final exam: 10%
Oral presentation: 10%

GRADING SCALE
A (100-93) A- (92-90) B+ (88-89) B (87-83)
B- (82-80) C+ (79-78) C (77-73) C- (72-70)
D+ (69-68) D (67-60) F represents a grade below 60

ACADEMIC INTEGRITY – “The Honor System”
Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to establish the higher level of conduct expected and required of all Utah State University students. The Honor Pledge: To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge: “I pledge, on my honor, to conduct myself with the foremost level of academic integrity.” A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge espouses academic integrity as an underlying and essential principle of the Utah State University community; understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and is a welcomed and valued member of Utah State University.

PLAGIARISM
Plagiarism includes knowingly “representing, by paraphrase or direct quotation, the published or unpublished work of another person as one’s own in any academic exercise or activity without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.” The penalties for plagiarism are severe. They include warning or reprimand, grade adjustment, probation, suspension, expulsion, withholding of transcripts, denial or revocation of degrees, and referral to psychological counseling.
STUDENTS WITH DISABILITIES

The Americans with Disabilities Act states: "Reasonable accommodation will be provided for all persons with disabilities in order to ensure equal participation within the program. If a student has a disability that will likely require some accommodation by the instructor, the student must contact the instructor and document the disability through the Disability Resource Center (797-2444), preferably during the first week of the course. Any request for special consideration relating to attendance, pedagogy, taking of examinations, etc., must be discussed with and approved by the instructor.

LE PROGRAMME

(1) SEMAINE DU 29 AOUT
ma 30/8 : Introduction au cours, syllabus, Faisons connaissance Controverses p. 4-5
je 1/9 : Chapitre préliminaire : Lecture p. 11 ; jeu de rôle : « Le séjour linguistique » p. 14

(2) SEMAINE DU 5 SEPTEMBRE
ma 6/9 : Chapitre 1 : Changer l’éducation ou la société, A, B p. 24 ; devoirs : Lecture p. 29-31
je 8/9 : cinéma Entre les murs (réal. Laurent Cantet, 2008) ; prof en déplacement

(3) SEMAINE DU 12 SEPTEMBRE
ma 13/9 : discussion autour du film ; A, B, C p. 39
je 15/9 : Chapitre 1 : Lecture p. 40-42

(4) SEMAINE DU 19 SEPTEMBRE

(5) SEMAINE DU 26 SEPTEMBRE
ma 27/9 : « De l’Amitié » p. 71 (Michel de Montaigne)
je 29/9 : Test de vocabulaire chap. 2 ; Chapitre 3 : La technologie pour tous : Pouvoir ou vulnérabilité ? p. 79-82 ; Lecture p. 86-88

(6) SEMAINE DU 3 OCTOBRE
ma 4/10 : p. 89-91 Lecture p. 89-91 OU p. 96-100
je 6/10 : cinéma Le dîner de cons (réal. Francis Veber, 1988) ; prof en déplacement

(7) SEMAINE DU 10 OCTOBRE
ma 11/10 : Discussion autour du film
je 13/10 : Examen de mi-semestre (cinéma)
(8) SEMAINE DU 17 OCTOBRE
ma 18/10 : Test de vocabulaire chap. 3 ; Chapitre 4 : La parité entre les sexes p. 109-115 ; Lecture p. 116-117 ; devoirs : Liens socioculturels p. 118-119 ; devoirs : p. 121-127
je 20/10 : Pas de cours [Friday schedule on Thursday]

(9) SEMAINE DU 24 OCTOBRE
ma 25/10 : Réplique et synthèse p. 130-131 ; Conversations p. 132-133
je 27/10 : Test de vocabulaire chap. 4 ; Chapitre 5 : Le bien collectif et la liberté individuelle p. 141-147 ; Lecture p. 148-150 ; devoirs : La religion en statistiques p. 151

(10) SEMAINE DU 31 OCTOBRE
je 3/11 : Réplique et synthèse : p. 164-165

(11) SEMAINE DU 8 NOVEMBRE
ma 8/11 : Test de vocabulaire chap. 5 ; Chapitre 6 : La mondialisation : Est-ce une réalité inévitable ou une cause à combattre ? p. 173-179 ; Lecture p. 180-182
je 10/11 : cinéma Au revoir les enfants (réal. Louis Malle, 1987) ; prof en déplacement

(12) SEMAINE DU 14 NOVEMBRE
ma 15/11 : discussion autour du film
je 17/11 : Mondialisation : Le cas des enfants p. 183-184 ; p. 186-188 ; devoirs : Lecture p. 189-191

(13) SEMAINE DU 21 NOVEMBRE
ma 22/11 : Test de vocabulaire chap. 6 ; Chapitre 7 : L’immigration est-elle une menace ou un enrichissement ? p. 203—209
je 24/11 : Pas de cours (Thanksgiving Break)

(14) SEMAINE DU 28 NOVEMBRE
ma 29/11 : Un aller simple (Didier Van Cauwelaert) p. 223-225
je 1/12 : Test de vocabulaire chap. 7 ; Chapitre 8 : Langue et société : Le statut de la langue française dans le monde p. 233-240 ; Lecture p. 240-243

(15) SEMAINE DU 5 DÉCEMBRE
ma 6/12 : Le Testament français (Andrei Makine) p. 252-255
je 8/12 : Entraînement pour l’examen oral final (en petits groupes)

EXAMEN final : jeudi 15 décembre de 11 h 30 à 13 h 20 dans notre salle de classe

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