

FRENCH 204—INTERMEDIATE FRENCH 2

M, W, F:

Room: TBA

Instructor:

Phone:

Mailbox:

Office: 201 CHIT

Office Hours:

E-mail:

Course Description and Goal:

French 204 is the last in the initial series of French courses (French 101, 102, 203, 204) and is designed as a follow-up to French 203. (If you have already had French in high school or at another institution and have not yet taken the WVU placement exam, this may not be the appropriate course for you. Please consult the information at www.forlang.wvu.edu/pExams or see your instructor.) The goal of this course is real-life language use. The class will be conducted entirely in French, and you will be expected to participate actively using the language skills you are learning.

For more information about majoring in French, visit: <http://www.forlang.wvu.edu/undergrad>

Course Objectives: Upon completion of French 204, you should be able to:

- **Speak** French well enough to make yourself understood and to ask and answer questions in both formal and informal situations, to discuss a variety of topics in the present past and future tenses with reasonable accuracy, and to discuss hypothetical and subjective ideas
- **Comprehend** spoken French with sufficient ability to grasp the main idea and supporting details in short interactions—both spontaneous and recorded, as well as the main idea and key details in longer interactions
- **Read** and understand the main idea and the supporting details of contextualized and decontextualized materials
- **Write** comprehensible sentences, paragraphs, and essays on familiar topics with a relatively high degree of accuracy (particularly for already studied structures) and sensitivity to issues of style and audience
- **Recognize** similarities and differences among Francophone cultures represented in the course, as well as fundamental similarities and differences between these Francophone cultures and your own
- **Analyze** texts, films, images and other materials as they relate to the materials presented in class

This course meets GEC Objectives 4 (Contemporary Society) and 9 (Non-Western Culture) by focusing on contemporary French-speaking societies as one finds not only in France, but also in Africa, Canada, and various islands. Students learn how to communicate within those societies and gain an appreciation of the similarities and differences between American and Francophone cultures. Information about France, French-speaking countries and Francophone culture will be drawn from readings, discussions, movies, music and more.

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Required materials:

- Schofer, Peter and Donald Rice. *Autour de la littérature*. 5^e édition. Thompson & Heinle, 2007.
- Other materials required for this course will be posted on the course website. You as the student are responsible for printing these materials, bringing them with you to class, and keeping them in an organized and accessible manner.

Course website:

<https://ecampus.wvu.edu/webct/logonDisplay.dowebct>

--Select French 204 from the list of courses

Should you need to contact the coordinator of this program, please send an email to Jennifer.Orlikoff@mail.wvu.edu or come in person to 217D Chitwood Hall.

Course Grading Components:

Your grade in French 204 will be calculated as follows:

Course requirements and evaluation:

Participation	15%	Film Project	10%
Informal Writing Journal & Other Assessments	10%	Homework	10%
Quizzes	5%	2 Formal Essays @ 10%	20%
Mid-term exam (IPA*)	15%	Final Exam (IPA*)	15%

*IPA—Integrated Performance Assessment in three parts: Interpretive, Interpersonal and Presentational.

Grade equivalents:

A+ 97-100	A 93-96	A- 90-92
B+ 87-89	B 83-86	B- 80-82
C+ 77-79	C 73-76	C- 70-72
D+ 67-69	D 63-66	D- 60-62
	F 0-59	

*Explanation of grades:

A = Excellent (given only to students of superior ability and attainment)

B = Good (given only to students who are well above average, but not in the highest group)

C = Fair (average for undergraduate students)

D = Poor but passing (cannot be counted for graduate credit)

F = Failure

I = Incomplete

W = Withdrawal from a course before the date specified in the University Calendar

(Additional components of the WVU grading system can be found in the Undergraduate Bulletin.)

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Please note: The grade of incomplete is given only in those instances where an examination has been missed or another major course requirement has not been met as a result of an excused absence. The grade is NOT to be assigned in lieu of an F or when the performance throughout the semester has been generally unsatisfactory.

- Participation: Being prepared for and participating in class activities is one of the most important means of attaining the goals of the course. The quality of your participation in class activities will be assessed every other week according to the attached criteria. Since it is impossible to participate if you are not in class, absences will be reflected in a lowering of your participation grade, the average of which comprises 15% of your final grade.
- Homework Assignments: Your instructor will regularly assign work to be completed outside of class. It is your responsibility to complete all assignments on time. Late work will not be accepted for a grade. At the end of the semester, the lowest homework grade will be dropped. These assignments will account for 10% of your final grade.
- Informal Writing Journal: Throughout the semester, your instructor will assign short writing assignments. These will be graded on comprehensibility and completeness but not grammar. Whether your journal is written in a notebook or on the discussion board of the course web site, you should always bring a copy of your journal with you to class. These are worth 10% of your final grade.
- "Other Assessments:" These assessments are often in-class activities, such as an impromptu debate or other interpersonal activity. If you are absent the day of such an activity, you will not receive credit. Please note that there will be many opportunities for these grades.
- Formal Essays: Twice during the semester, you will write a short essay on a topic presented by your instructor. You will have the opportunity to revise this essay one time. The first draft will be worth 60% of your grade on this project, and the corrected second draft will be worth the remaining 40%. Each essay will be worth 10% of your final grade.
- Quizzes: Frequent short quizzes (either announced or unannounced) will provide you and your instructor with feedback as to your preparedness and understanding of the material you are practicing. Please note that make-up quizzes will not be given. If you miss a quiz, you will receive a grade of zero. At the end of the semester, the lowest quiz grade will be dropped. The average of your quiz grades will constitute 5% of your final grade.
- Film Project: Working with a partner or small group, you will write, act in, and film a project that exemplifies the qualities of the texts presented in the third section of the course. Before filming, you must have your script proofread by your instructor. You will spend one class session learning about software to help you complete your project. Your instructor will post or distribute a grading rubric before preparations for this assignment begin. This project will comprise 10% of your final grade.

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- Exams: One mid-semester exam and one final exam in the form of an integrated performance assessment (IPA) will be given in this course. Each will include three sections (Interpretive, Interpersonal, and Presentational) designed to assess your skills in reading, writing and speaking in a sustained conversation with another person, as well as demonstrating your understanding of cultural information presented during the course. The mid-term and final exams will each comprise 15% of your final grade.

COURSE POLICIES:

Attendance: Regular class attendance is essential for successful completion of this course. Being absent will affect your grade in the following ways:

1. Class participation: If you are not in class, you cannot participate. As a result, points will be deducted from your participation grade (see attached rubric) regardless of the reason for the absence, except for university sanctioned activities* or documented events through the Office of Student Life**.
2. Quizzes: As there will be **no make-up quizzes**, if you're absent on a quiz day, you will receive a grade of zero for that quiz.
3. Homework: In order to receive credit for homework, you need to turn it in **during** class or **before** class. **No late homework will be accepted.** If you are absent, be sure to find out what the assigned homework will be for the next class.
4. Other areas: Being absent the day of an exam will result in a grade of zero. Petitions for an exception to this policy due to catastrophic illness or family emergency must be communicated to your instructor in advance of the exam by calling 304-293-5121. These petitions may or may not be granted depending on the individual circumstances involved.

N.B. Coming to class late, exiting the classroom during the session, or leaving class early will also penalize your participation grade and you will not be allowed to make up any work or activities that you miss during your absence. For example, if you arrive late on the day of a quiz and miss the listening portion, you will have to take a zero on that section of the quiz.

*Absences due to participation in authorized university activities with proper documentation will be considered excused and will not directly affect your participation grade. If you will be absent for a university sanctioned activity on the day of an exam, you may make it up. This does not apply to one of the frequent quizzes. Documentation must be turned in to your instructor at least one week prior to the absence in order to make appropriate arrangements.

In the case of chronic illness or personal emergencies requiring prolonged or frequent absences, it is recommended that you withdraw from this course and repeat it when circumstances allow for fulfillment of course requirements. Consult the university calendar to determine the last day to drop a course.

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**For extreme circumstances that are necessitating your short-term absence, such as a death in the family or hospitalization, you should contact the Office of Student Life at 304-293-5611 to receive documentation to excuse the absences.

Late Work: Work is accepted only on or before the due date specified by your instructor. Even if you are absent from class, it is your responsibility to make arrangements for your work to be handed in before class on the day it is due (you may turn it in to your instructor's mailbox in 217A Chitwood after having it date- and time-stamped by an office worker) and for informing yourself of the material covered in class during your absence and any newly assigned homework.

Interpersonal Assessment Appointments: Prior to your interpersonal assessments, you will sign up for an appointment time. If you will be unable to keep your appointment, you must notify your instructor in advance by calling 304-293-5121 so that you can be rescheduled. Even if you are ill, it is your responsibility to have someone call your instructor on your behalf prior to your assigned time. If you are not present for your appointed time without prior notification, you will not have a chance to make up the interview and will receive a grade of zero for that assessment.

Use of Tutors: The use of tutors is generally not encouraged in this course, as it is better to receive any help you need directly from your instructor. However, should you choose to seek additional assistance from an outside source, please be aware that tutors may only be consulted for extra practice beyond the course requirements on non-graded assignments, or for explanations of assignments that have already been evaluated and will not be turned in again. Assignments that have been influenced by the help of a tutor prior to being graded will be treated as plagiarized work. (See section below on **Academic Integrity**.)

Academic Integrity Statement: "The integrity of the classes offered by any academic institution solidifies the foundation of its mission and cannot be sacrificed to expediency, ignorance, or blatant fraud. Therefore, I will enforce rigorous standards of academic integrity in all aspects and assignments of this course. For the detailed policy of West Virginia University regarding the definitions of acts considered to fall under academic dishonesty and possible ensuing sanctions, please see the Student Conduct Code at <http://www.arc.wvu.edu/rightsc.htm>. Should you have any questions about possibly improper research citations or references, or any other activity that may be interpreted as an attempt at academic dishonesty, please see me before the assignment is due to discuss the matter."

Learning Environment and Social Justice Statement: It is the intent of the instructor of this class to establish and maintain a positive learning environment based upon open communication and mutual respect.

"West Virginia University is committed to social justice. I concur with that commitment and expect to maintain a positive learning environment based upon open communication, mutual respect, and nondiscrimination. Our University does not discriminate on the basis of race, sex,

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age, disability, veteran status, religion, sexual orientation, color or national origin. Any suggestions as to how to further such an environment will be appreciated and given serious consideration.

If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise me and make appropriate arrangements with Disability Services (293-6700)."

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Calendrier du cours

AL= Autour de la littérature

SEM.	Date	En classe	A rendre
1		Introduction et créons une communauté en français	
		<u>Les outils pour survivre/révisions</u> La narration au présent et au passé Les expressions de chronologie Les associations et stratégies d'interprétation	Lire AL pp. vi-x
		La Poésie : « Le message », Jacques Prévert AL 14	
2		« Chanson d'automne », Paul Verlaine AL 88 « Demain dès l'aube », Victor Hugo AL 93	
		« Le Pont Mirabeau », Guillaume Apollinaire AL 104 « Pluie », Anne Hébert AL 164	
		Introduction au genre littéraire : les contes de fées et les légendes	
3		<i>Pas de classes : Labor Day</i>	
		<i>Le Pagne noir</i> , Bernard Dadié AL 57	
		<i>Le Pagne noir</i> , Bernard Dadié AL 57	
4		<i>Le Pagne noir</i> , Bernard Dadié AL 57 et Atelier d'écriture/Dégageons des idées	
		<i>Le Petit Chaperon Rouge</i> , Charles Perrault	
		<i>Le Petit Chaperon Rouge</i> , Charles Perrault	
5		<i>Le Petit Chaperon Rouge</i> , Charles Perrault	
		Scénarios	Essai 1 à rendre
		Conte du Burkina Faso : « Rien ne sert de surveiller sa femme »	
6		Conte du Gabon: « Ce sont les paroles qui mènent le monde »	
		Préparation à l'examen	
		Examen de mi-semestre : Interpretive	Performance Assessment
7		Examen de mi-semestre : Presentational	Performance Assessment
		Examen de mi-semestre: Interpersonal	Performance Assessment
		Examen de mi-semestre : Interpersonal	Performance Assessment
8		<i>Mélusine</i> , Jean d'Arras AL 30	
		<i>Mélusine</i> , Jean d'Arras AL 30	
		<i>Mélusine</i> , Jean d'Arras AL 30 et Atelier d'écriture	
9		Préparation au film	
		Film : « Manon des sources », Marcel Pagnol	
		Film : « Manon des sources », Marcel Pagnol	
10		Film : « Manon des sources », Marcel Pagnol	Essai 2 à rendre
		Discussion du film	
		Introduction aux histoires fantastiques	
11		« Qui sait? » Guy de Maupassant	
		« Qui sait? » Guy de Maupassant	
		« Qui sait? » Guy de Maupassant	
12		Jour d'expansion et dégageons des idées	
		Travaillons nos films	
		<i>La nuit de temps</i> , René Barjavel	
13		<i>La nuit de temps</i> , René Barjavel	
		Scénarios	
		Regardons les films que vous avez tournés	
		<i>Pas de classes : Vacances de Thanksgiving</i>	
14		Regardons les films que vous avez tournés	
		Préparation à l'examen	
		Examen final : Interpretive	Performance Assessment
15		Examen final : Presentational	Performance Assessment
		Examen final: Interpersonal	Performance Assessment
		Examen final : Interpersonal	Performance Assessment
		Examen final: Interpersonal (remainder)	Performance Assessment Lieu à déterminer

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Grading Rubrics

Participation: Evaluated on a bi-weekly basis

	A: 6 pts.	B: 5 pts.	C: 4 pts.	D: 3 pts.	F: 0-2 pts.
Active participation	Student consistently participates on a voluntary basis and contributes to the class	Student often participates voluntarily and contributes to the class	Student occasionally participates voluntarily and contributes to the class	Student needs to be prompted to participate in class	Student does not participate
Use of French	Student consistently speaks in French, even in unprompted situations such as outside of class or to other students	Student regularly speaks French in class and rarely needs prompting	Student often speaks French in class although occasionally needs prompting	Student rarely speaks French in class	Student does not participate in French
Involvement in Group/paired activities	Student consistently and enthusiastically participates in group or paired activities	Student consistently participates in group or paired activities	Student reluctantly participates in group or paired activities	Student does not contribute to group or paired activities	Student chooses not to participate in group or paired activities
Passive Participation (Engagement)	Student is thoroughly engaged and actively follows class topic and/or discussion	Student is mostly engaged and not distracted	Student is occasionally distracted	Student is often distracted and not engaged	Student is distracted and not engaged
Preparation	Student arrives in class prepared with the assigned reading and questions or other homework	Student mostly arrives in class prepared with the assigned reading and questions or other homework	Student occasionally arrives in class unprepared and without the assigned reading, questions or other homework	Student often arrives in class unprepared and without the assigned reading, questions or other homework	Student consistently arrives in class unprepared and without the assigned reading, questions or other homework

Penalties: -3 for absences x _____ / -1 for arriving late or leaving early x _____

Total: _____/30 pts.

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Journal

	A	B	C	D	F
Compréhensibilité	Entièrement compréhensible: l'idée générale et tous les détails sont compréhensibles 5 pts.	La majorité du texte est compréhensible avec un ou deux problèmes de compréhension 4 pts.	Au moins la moitié est compréhensible— l'idée générale et quelques détails 3 pts.	L'idée générale est compréhensible mais pas les détails spécifiques 1-2 pts.	Incompréhensible ou pas de journal rendu au professeur 0 pts.
Contenu/Complétude	Très complet, bien élaboré avec un bon nombre de détails 5 pts.	Complet—bon travail 4 pts.	Assez complet mais sans élaboration 3 pts.	Pas assez complet 1-2 pts.	Pas de journal rendu au professeur 0 pts.

Total : _____/10 pts.

Evaluation of oral exams or interpersonal assessments

	A : Exceeds expectations	B : Meets expectations	C : Almost there	D & F : Not there yet
Comprehension	You clearly understand what your partner is saying and/or you actively use communication strategies to ensure comprehension 5 pts.	You mostly understand what your partner is saying and you use communication strategies to ensure comprehension 4 pts.	You understand enough of what your partner is saying to be able to respond appropriately. You also use some communication strategies to activate comprehension 3 pts.	You are not understanding what your partner is saying and you are not using any communication strategies to try to understand what is being said 0-2.5 pts.
Comprehensibility	It is easy to understand what you are saying and you are making sure that your partner understands you 5 pts.	It is mostly easy to understand what you are saying and you are using some strategies to make sure that your partner understands you 4 pts.	It is sometimes difficult to follow what you are saying 3 pts.	It is difficult to follow what you are saying 0-2.5 pts.
Text type	Where appropriate, you are responding with strings of sentences to share a lot of information 5 pts.	Where appropriate, you are responding with some strings of sentences to share more information 4 pts.	You are mostly using simple responses without stringing several thoughts together where appropriate 3 pts.	You are relying on simple responses using a few words 0-2.5 pts.
Content	You have thoroughly addressed the topic and asked many questions 9-10 pts.	You have addressed the topic and asked questions 7.5-8.5 pts.	You have mostly addressed the topic however, you have asked few to no questions 6.5-7 pts.	You have not addressed the topic and have not asked questions 0-6 pts.
Accuracy	Your French is accurate enough that it requires little to no "interpretation" 5 pts.	Your French is mostly accurate and requires little "interpretation" 4 pts.	Your French is not always accurate and requires interpretation 3 pts.	Your French is inaccurate enough that is difficult to understand what you are saying 0-2.5 pts.

Total : _____/30 pts.

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Essay Rubric

Draft 1 (1st draft = 60 pts, 2nd draft = 40 pts.)

	A: Exceeds expectations	B: Meets expectations	C: Getting there	D: Not there yet	F: Insufficient
Content	Your essay thoroughly addresses the writing prompt and even goes beyond what is asked for 18-20 pts.	Your essay thoroughly addresses the writing prompt 16-17 pts.	Your essay mostly addresses the writing prompt 14- 15 pts.	Your essay does not address the prompt fully enough 12-13 pts.	Your essay does not address the prompt and is insufficient to grade 0-11 pts.
Comprehensibility	Your essay is completely comprehensible and requires little to no "interpretation" 9-10 pts.	Your essay is very comprehensible and requires little "interpretation" 8 pts.	Your essay is mostly comprehensible but requires some "interpretation" 7 pts.	Your essay is not always comprehensible and requires "interpretation" 6 pts.	Your essay is not comprehensible 0-5 pts.
General Accuracy	Your essay is consistently accurate 9-10 pts.	Your essay is mostly accurate with occasional errors 8 pts.	Your essay is accurate enough, but with a pattern of errors 7 pts.	Your essay is not accurate enough to address the task 6 pts.	Your essay is highly inaccurate 0-5 pts.
Accuracy of targeted element	Your essay demonstrates a thorough assimilation of the targeted grammatical element through consistently accurate use 9-10 pts.	Your essay mostly demonstrates a thorough assimilation of the targeted grammatical element through mostly accurate use 8 pts.	Your essay demonstrates a basic understanding of the targeted grammatical element through occasional accurate use 7 pts.	Based on the type of errors, your essay does not demonstrate an understanding of the targeted grammatical element 6 pts.	Your essay does not reflect an understanding of the targeted grammatical element 0-5 pts.
Vocabulary	You consistently use accurate and appropriate vocabulary drawing from a wide range of vocabulary selections 5 pts.	You mostly use accurate and appropriate vocabulary drawing from a wide range of vocabulary selections 4 pts.	There are occasional errors in vocabulary and you rely on basic or simple vocabulary 3 pts.	There are frequent errors in vocabulary 2 pts.	Insufficient evidence to evaluate 0-1 pts.
Text type and creativity with the language	You demonstrate risk-taking and creativity with the language by varying your sentence structures and expressions 5 pts.	You demonstrate some risk-taking and creativity with the language by varying some of your sentence structures and types of expressions 4 pts.	You are using similar and basic sentence structures with an occasional variation 3 pts.	You are using similar and basic sentence structures without any variations 2 pts.	Insufficient evidence to evaluate 0-1 pts.

Total: _____/60 pts.

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Draft 2

	A: Exceeds expectations	B: Meets expectations	C: Getting there	D: Not there yet	F: Insufficient
Comprehensibility	Your essay is clear and comprehensible 9-10 pts.	Your essay is mostly clear and comprehensible 8 pts.	Your essay is somewhat comprehensible 7 pts.	Your essay is often unclear and difficult to read 6 pts.	Insufficient evidence to evaluate 0-5 pts.
Corrections	You have made all of the necessary corrections to address: <input type="checkbox"/> General Accuracy <input type="checkbox"/> Targeted Structure <input type="checkbox"/> Vocabulary 18-20 pts.	You have made a large number of the necessary corrections to address: <input type="checkbox"/> General Accuracy <input type="checkbox"/> Targeted Structure <input type="checkbox"/> Vocabulary 16-17 pts.	You have made some of the necessary corrections to address: <input type="checkbox"/> General Accuracy <input type="checkbox"/> Targeted Structure <input type="checkbox"/> Vocabulary 14-15 pts.	You have made insufficient corrections to address: <input type="checkbox"/> General Accuracy <input type="checkbox"/> Targeted Structure <input type="checkbox"/> Vocabulary 12-13 pts.	You have not made corrections or there is insufficient evidence to evaluate 0-11 pts.
Overall quality of finished product	This is an excellent project 9-10 pts.	This is a good project 8 pts.	This is a solid project 7 pts.	This project is not where it needs to be 6 pts.	This is an insufficient project 0-5 pts.

Total: _____/40 pts.

Total: Draft 1: _____ + Draft 2 _____ = _____/100 pts.

Extra Credit : You may earn up to extra 2 points towards your bi-weekly participation grade (see rubric above) **per** Table Française that you attend. You may also earn up to 2 points on your final average by participating in the Cabaret Français.

(Découpez et présentez à votre prof. un jour où vous êtes fatigué ou vous n'avez pas envie de participer mais vous ne voulez pas être considéré absent.) Seulement **1** fois par semestre !



Un bon valable pour une classe:

Je veux seulement observer aujourd'hui—Laissez-moi tranquille, s'il vous plaît !

MERCI !

Nom: _____

La date: _____