

WINTHROP UNIVERSITY
FREN 313-600: Advanced French Conversation
Fall 2023



Professeur: Anna Igou, Ph.D.
Email: igoua@winthrop.edu
Office Hours: MW 12:30-1:30 p.m.; TR 2-3p.m. and
by appointment
Office: 221 Kinard

Class Hours: Tues/Thurs: 12:30-1:45 p.m., Kin 315
LLC: Mon/Wed: 12:30-1:45 p.m., Kin 307
Credit Hours: 3
CRN: 12052

Course Description:

The main goal of this course is to offer students opportunities for communication at the individual level, in pairs, and with the whole class at the intermediate-mid through advanced levels according to the ACTFL Proficiency Guidelines. Students will hone their communicative and critical thinking skills through conversations centered around current event topics presented from a variety of perspectives. They will in turn be challenged to engage in discussions in which they will think through and practice expressing their own ideas on complex issues in our world today, making valuable cultural comparisons between Francophone and American culture. Through course readings and discussions, students will be presented with new vocabulary and strategies for thinking through a wide variety of topics and situations. All course readings, discussions, supplemental short films, written activities, grammar reviews, etc., will help students to build and strengthen their communication skills in French as well as their knowledge of Francophone cultures.

Course Goals and Student Learning Outcomes:

FREN 313 provides opportunities to:

- Increase vocabulary
- Expand and refine self-expression in French
- Build critical thinking skills and express ideas on a wide variety of topics such as immigration, globalization, censorship, food culture, social media, and the place of the French language in the world today.
- Gain confidence in speaking but also in reading, writing, and listening

Required Materials:

1. *Controverses* (by Solberg, Bertrand, and Dugas) 4th Edition, Cengage, 2022
2. Laptop (<https://www.winthrop.edu/technology/student-laptops.aspx>)
3. Access to Blackboard (<https://bb-winthrop.blackboard.com/>)

Prerequisite:

- A. 5 or higher with no one domain less than a 4 on the STAMP assessment OR a 4 or higher on the AP FREN exam.
- B. High School GPA of a 3.0+

Course Outline:

The course will be taught in the sequence of units within the curriculum. When necessary, the professor will make adjustments to the course calendar.

Course Credit:

FREN 313: Advanced French Conversation is an AP-weighted, dual credit accrual course. Students earn one Carnegie unit of high school credit and three hours of transferrable college credit upon successful completion of the course.

Students at Rock Hill High School receive college credit through Winthrop University. Students complete the Pre-College Application to be registered for the course and will receive a college ID.

The course is a three-hour (credit) course and may be transferred to a college or university either in S.C. or out-of-state. Each college and university have a different protocol for how they will determine how many credits will transfer as well as whether they will count toward your major or general education requirements. Please call your prospective school's advising office for more information on not just whether your Winthrop University language credit will transfer, but also how the credits will be measured and translated for your specific major.

LIFE Scholarship

Grades earned in a high school dual credit course may affect scholarship eligibility. The LIFE Scholarship is a renewable scholarship for residents of South Carolina who are enrolled in college full-time. Awards are made automatically; no scholarship application is required. The amount is \$5,000 per year and may be "enhanced" to \$7,500 per year for upperclassmen in declared science and mathematics related majors. It is important to note to continue a LIFE scholarship in the sophomore year, any credit hours earned before high school graduation will be used toward the student's cumulative GPA. Students must earn a minimum cumulative LIFE GPA of at least a 3.0 on a 4.0 scale. The LIFE GPA must include all grades earned at the college plus all grades attempted (excluding remedial) at all other institutions, both in-state and out-of-state.

Transcript

To be accepted as dual credit, the college course taken for dual credit must be approved by Rock Hill Schools. Approved dual credit courses taken on a Rock Hill Schools campus or as part of a Rock Hill School cohort on the college campus do not require pre-approval. All other dual credit courses require specific permission from the district in order to be completed. Students should see their high school guidance counselors for appropriate permission forms and/or guidance.

While enrolled in a dual credit course, students are completing coursework as a member of the district and as part of their regular high school course loads. Grades earned in dual credit courses must be submitted to the district and counted as part of the student's GPA and ranking, even in a low or failing grade is earned.

Note that a dual credit course carries one additional quality points in calculation of the student's cumulative GPA.

Grading:

The course grade will be calculated as follows:

Chapter tests (<i>Contrôles</i>)	40%
Vocabulary quizzes (2 per chapter)	10%
Homework	25%
Participation	10%
Final project	15%

Winthrop Grading Scale:

A= 90-100% B+=85-89% B=80-84% C+=75-79%. C=70-74% D+=65-69% D=60-64%
F=0-59%

- Numerical grades will appear on Rock Hill High School report card
- Letter grades will appear on Winthrop University transcript

Participation and Attendance:

In order to gain the most out of class time, please come prepared to talk about current topics using recent grammar and vocabulary. You earn daily participation points by arriving on time, and engaging actively in activities and discussions, forgoing the use of electronic devices unless otherwise specified.

Participation and attendance credit will be earned on Tuesday and Thursday when you meet with me. On Monday, Wednesday and Friday, attendance will also be recorded and count toward your participation grade. Your professor has provided instructions for work to be completed on the lab at WU on Mon/Wed and at the high school on Fridays. On Mondays and Wednesdays in particular, you will spend this time productively working to complete course readings and homework. If you are left with additional time on MWF, you can use this time to converse with your partner en français (conversation starter cards will be provided). Homework completed on M/W/F will be turned in during class time on the following day.

If you miss any class, your participation grade decreases. Each absence decreases your participation grade by approximate 3.5%. Missing any **six days** (Monday – Thursday) results in an FA. If your absences are excused and you provide documentation, participation points may be made up. Please ask me how. Late arrivals and early departures lower your participation grade by approximately 1%.

Attendance/ Tardy Policy: The below policies are set forth by Rock Hill High School and Winthrop University. Each will be strictly observed. Students may not miss more than **6 days** in the class to earn high school and college credit. Please note there are time restrictions at the collegiate level for dropping and withdrawing this class. For example,

- August 25, 2023 3pm: Last day to drop a Winthrop class
- October 25, 2023 by 3pm: Last day to withdraw from Winthrop class

Homework:

Your homework consists of preparing yourself to participate in class, so:

- completing assigned readings and written work (the bulk of which will be completed in the lab during class time on Mondays and Wednesdays)

- watching assigned videos or films, taking notes and being prepared to discuss them
- reviewing grammar concepts included in the book as needed to support homework/class work and discussion
- studying vocabulary connected to readings
- handing in homework in class on the day it is due

Late work: All work is due on the date and time indicated. If you miss a graded in class activity, please provide documentation of your absence. If your absence is excused, you may make up the work within 2 school days of your return.

Chapter Quizzes (Contrôles):

You will take one quiz per chapter. To make the most of our in-person class time together, these quizzes will be administered by Dr. Igou on Mondays or Wednesdays during your lab time at WU. These quizzes will focus on recent vocabulary words and the topics discussed in class. The format of the Contrôles may vary, featuring both written and oral (important for a conversation class!) components. Your professor will always let you know what to expect in advance.

Vocabulary Quizzes:

Through course readings, films, and class discussion, you will acquire new vocabulary over the course of the semester. There will be two short vocabulary quizzes per chapter (5 chapters = 10 vocab quizzes).

Final project:

Your final exam for this class will take the form of a creative project inspired by the topics discussed in class (or perhaps something you feel particularly interested in/passionate about). We will discuss and settle on all of this ahead of time, allowing you the time you need to prepare and do something you can be proud of.

Other Important Information:

Language Learning Center (Kinard 307): The LLC is a service offered by the Department of World Languages and Cultures, open to all language students. Every member of the team has high level language skills in French, Spanish or both. Many are native or heritage speakers. You will be required to attend the Language Learning Center on Monday/Wednesday from 12:30-1:45 p.m. You must swipe your Winthrop ID when you enter and leave for attendance. While in the LLC you will work on grammar, vocabulary, homework, practice for an oral exam, check a presentation before submission or complete conversation activities.

Academic Success Center: *“Winthrop University’s Academic Success Center is a free resource for all undergraduate students seeking to perform their best academically. The ASC offers a variety of personalized and structured resources, such as peer tutoring and academic coaching that help students achieve academic excellence. During the 2022-2023 academic year, students will not need to attend an ASC Tutee Seminar to utilize in-person or remote tutoring services. Please contact the ASC at 803-323-3929 /success@winthrop.edu. For more information on ASC services, please visit www.winthrop.edu/success.”*

Students with Disabilities/Need of Accommodations for Access: *“Winthrop University is committed to providing accessible learning experiences and equal access to education for all students. The syllabus is available in alternate formats upon request. If you are a student with a disability (including mental health concerns, chronic or temporary medical conditions, learning disabilities, etc.) and you anticipate or experience academic barriers due to the condition, please contact Rock Hill High School’s Special Education team for information on accommodations, registration, and procedures.*

FERPA: *The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.*

*FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "**eligible students.**"*

- *Eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.*
- *Eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.*
- *Generally, schools must have written permission from the eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):*
 - *School officials with legitimate educational interest;*
 - *Other schools to which a student is transferring;*
 - *Specified officials for audit or evaluation purposes;*
 - *Appropriate parties in connection with financial aid to a student;*
 - *Organizations conducting certain studies for or on behalf of the school;*
 - *Accrediting organizations;*
 - *To comply with a judicial order or lawfully issued subpoena;*
 - *Appropriate officials in cases of health and safety emergencies; and*
 - *State and local authorities, within a juvenile justice system, pursuant to specific State law.*

Read more about your student rights under FERPA at Winthrop University:

<https://www.winthrop.edu/recandreg/ferpa.aspx>

Academic Conduct: *As noted in the Student Conduct Code, “Responsibility for good conduct rests with students as adult individuals.” Cheating, plagiarism, or any other form of academic*

dishonesty will result in a failing grade for the test/quiz/assignment and may result in a failing grade for the course. Some instances of academic misconduct include but are not limited to providing/receiving unauthorized assistance in academic work and presenting someone else's work as your own. The complete policy on student academic misconduct is outlined in the "Student Conduct Code Academic Misconduct Policy" in the online Student Handbook." (<http://www2.winthrop.edu/studentaffairs/handbook/StudentHandbook.pdf>).

Courses in the Department of World Languages and Cultures: Courses in the Department of World Languages and Cultures are based on the conceptual framework of the American Council on the Teaching of Foreign Languages:

Communication: Communicate in Languages Other Than English

Cultures: Gain Knowledge and Understanding of Other Cultures

Connections: Connect with Other Disciplines and Acquire Information

Comparisons: Develop Insight into the Nature of Languages and Culture

Communities: Participate in Multilingual Communities at Home & Around the World

Communicative skills are paramount in the language learning process. See actfl.org for more information

Syllabus change policy: Your professor reserves the right to amend and change the syllabus. You will be notified of any such changes. This course calendar below is a working document and is the part most likely to change to meet your needs or to accommodate for the impact of external factors.

Calendrier du cours

Semaine	Jour	Date	Sujet
1	mardi	août 22	Introduction au cours de conversation. En classe : nous nous présenterons en nous servant des exercices du Ch. Préliminaire. Survol du vocabulaire important pour discuter de ses opinions (pp. 8-9)
	mercredi	23	Ch. 2: Les réseaux sociaux et l'amitié Travail à faire au labo: Lecture : petite intro. au chapitre, p. 61 et pp. 69-70 (le vocab. aux pp. 66-67 facilite la lecture); Devoirs (à rendre en classe demain) : Questions « Avez-vous compris ? » p. 71
	jeudi	24	À faire avant la classe d'aujourd'hui: parcourir le vocabulaire du début du chapitre (pp. 62-63) En classe : discussion de vos réponses aux questions
	vendredi	25	Au lycée : Écrivez un bon paragraphe pour répondre aux questions suivantes : Comment avez-vous rencontré votre meilleur/e ami/e ? Ensuite, pouvez-vous expliquer par écrit un geste d'amitié que votre ami/e a fait pour vous <i>ou</i> parler d'un moment mémorable que vous avez passé ensemble ? (utilisez le passé composé)
2	lundi	28	Devoirs : Questions « Qu'en pensez-vous ? » p. 71

	mardi	29	Quiz de vocabulaire 1 En classe : discussion de vos réponses aux questions « Qu'en pensez-vous ? »
	mercredi	30	Au labo. Lecture : Contre-point pp. 75-77 ; Devoirs : questions « Avez-vous compris ? » p. 77
	jeudi	31	En classe : nous parlerons de votre lecture du Contre-point et de vos idées là-dessus en nous servant des questions « Qu'en pensez-vous ? » pp. 78-79; nous réviserons l'imparfait en classe.
	vendredi	1	Au lycée : Visionnez le court-métrage <i>Best Friend</i> et écrivez votre propre mini-critique du film. Employez l'imparfait pour parler de vos impressions du personnage principal et du film en général. Apportez-le en classe mardi prochain.
3	lundi	4	<i>Pas de classe: Fête du travail</i>
	mardi	5	Quiz de vocabulaire 2 En classe : avec votre camarade de classe, développez un sujet de débat basé sur la question de l'amitié et les réseaux sociaux. Décidez du côté que vous allez prendre au débat.
	mercredi	6	Au labo : faites des recherches pour soutenir votre perspective. Apportez une liste de sources en classe demain. Comment allez-vous nous convaincre ?
	jeudi	7	En classe : Mini-débat et Révisions Ch. 2
	vendredi	8	Au lycée : étudiez le Ch. 2
4	lundi	11	Contrôle Ch. 2
	mardi	12	Ch. 4: À la table moderne: L'alimentation d'aujourd'hui est-elle meilleure ou pire que celle d'hier? Avant de venir en classe aujourd'hui : lisez la petite intro. au chapitre (p. 141) et regardez le vocab « Premières pensées » pp. 142-43
	mercredi	13	Au labo : Lecture pp. 146-47 et étudiez le vocab qui l'accompagne p. 144 ; Devoirs : Questions « Qu'en pensez-vous ? » p. 148
	jeudi	14	En classe : Nous parlerons de la lecture que vous avez faite et nous ferons de connexions avec la culture américaine.
	vendredi	15	Au lycée : 1) petit exercice de grammaire, p. 146 ; 2) recherchez la gastronomie française en ligne (toutes les infos seront affichées sur BB)
5	lundi	18	Au labo : Lecture pp. 148-149 Liens socioculturels ; Devoirs : Questions de discussion p. 149
	mardi	19	Quiz de vocabulaire 1 ; En classe : Nous parlerons de vos questions/lecture, et ferons la comparaison avec la culture américaine
	mercredi	20	Au labo : Lecture pp. 154-155 ; Devoirs : Questions « Avez-vous compris ? » p. 155
	jeudi	21	En classe : discussion du contre-point et de vos propres idées à ce sujet ; choix de région/recette pour le petit projet qui servira de Contrôle pour le Ch. 4 (nous devons aussi nous mettre d'accord sur le sujet du petit débat et décider du côté que vous allez prendre)

	vendredi	22	Au lycée : Regardez sur youtube un magazine télévisé de France 24 intitulé « Le succès de la boulangerie française » ; prenez des notes et répondez aux quelques questions qui se trouvent sur BB
6	lundi	25	Au labo : préparez-vous au petit débat et étudiez le vocabulaire pour le quiz demain
	mardi	26	Quiz de vocabulaire 2 ; En classe : petit atelier de travail (c'est le moment de poser vos questions/demander de l'aide et faire des retouches pour votre petit projet) ; nous parlerons du fromage français pour nous préparer un peu à notre dégustation
	mercredi	27	Contrôle Ch. 4
	jeudi	28	Dégustation de fromage en classe
	vendredi	29	Au lycée: Regardez le film <i>Haute Cuisine</i> (actuellement disponible gratuitement sur Amazon Prime et Tubi)
7	lundi	octobre 2	Regardez le reste du film <i>Haute Cuisine</i> et répondez aux questions (sur BB) **Si vous voulez voir d'autres films qui traitent de la gastronomie française, je vous recommande <i>Entre les Bras (Step up to the Plate)</i> et <i>Le Festin de Babette (Babette's Feast)</i> , entre autres.
	mardi	3	Ch. 5: Le bien collectif et la liberté individuelle En classe : D'abord on discutera du film <i>Haute Cuisine</i> et de vos réponses aux questions ; Ensuite, nous lirons le propos du nouveau chapitre et aborderons le sujet à travers le vocab « Premières pensées » (pp. 179-181)
	mercredi	4	Au labo : Lecture pp. 186-187 ; Devoirs : questions « Avez-vous compris ? » p. 188
	jeudi	5	En classe aujourd'hui, nous discuterons de la lecture et de vos réactions.
	vendredi	6	Au lycée : étudiez le vocabulaire (pp. 182-83) et complétez les exercices A, B, C (pp. 183-84) ; S'il y a du temps qui reste, essayez l'exercice avec le futur simple et le futur antérieur à la p. 185.
8	lundi	9	Teacher Professional Development Day au lycée. Chez vous : Répondez aux questions « Qu'en pensez-vous ? » p. 188 ; Étudiez le vocabulaire de la première partie du chapitre (« Premières pensées » et « Point »)
	mardi	10	Quiz de vocabulaire 1 ; Discussion en classe de la perspective présentée dans l'argument du Point et de vos réponses aux questions ; Nous aborderons les « Liens socioculturels » p. 189 et feront des comparaisons avec la culture américaine
	mercredi	11	Au labo : Lecture pp. 193-95 ; Devoirs : questions « Avez-vous compris ? » p. 196
	jeudi	12	En classe, nous parlerons de la perspective présentée dans le Contre-point.
	vendredi	13	Au lycée : étudiez le vocabulaire pp. 190-91 ; Compléter les exercices A,B,C pp. 191-92
9	lundi	16	<i>Vacances d'automne</i>

	mardi	17	<i>Vacances d'automne</i>
	mercredi	18	Au labo : Lecture du Journal d'Hélène Berr (pp. 197-98) ; Devoirs : Questions p. 200
	jeudi	19	Quiz de vocabulaire 2 ; En classe, nous parlerons de la lecture et aussi de vos propres idées vis-à-vis de ce sujet controversé ; Révisions Ch. 5
	vendredi	20	Au lycée : Exercice C. no. 1, p. 202 : notez l'article que vous avez trouvé/lu et répondez aux questions qui sont posées ici
10	lundi	23	Contrôle Ch. 5
	mardi	24	Ch. 7: Un monde en mouvement: va-t-on pouvoir trouver une place pour les immigrants? En classe, nous lirons l'introduction au nouveau chapitre (p. 255) et nous familiariserons avec son vocabulaire (p.256) afin de faciliter notre discussion de l'immigration
	mercredi	25	Au labo : Lecture (pp. 262-264) et questions « Avez-vous compris ? » p. 264
	jeudi	26	En classe aujourd'hui, nous parlerons de la lecture et de vos réponses.
	vendredi	27	Au lycée : Étudiez le vocab du Point (pp. 258-259) ; répondez aux questions 1, 4, et 9 de la section « Qu'en pensez-vous ? » pp. 264-65
11	lundi	30	Au labo : Lisez le Contre-point (pp. 272-273) et Devoirs : marquez vrai ou faux pour les questions « Avez-vous compris ? » p. 274.
	mardi	31	Quiz de vocabulaire 1 ; En classe : nous allons discuter de vos idées sur le Contre-point. Ensuite, nous allons regarder la première partie du film <i>Bande de filles</i> .
	mercredi	novembre 1	Au labo : explorez le site-web du Musée de l'histoire de l'immigration à Paris (histoire-immigration.fr). Lisez un article (ou deux ! ou trois !) de votre choix, prenez des notes là-dessus et rendez-les à Mme. Igou en classe jeudi.
	jeudi	2	En classe : visionnement du reste du film <i>Bande de filles</i> . N'oubliez pas de prendre des notes en le regardant.
	vendredi	3	Au lycée : Répondez aux questions sur <i>Bande de filles</i> (sur BB)
12	lundi	6	Au labo : Étudiez le vocabulaire du contre-point ; Lecture : liens interdisciplinaires pp. 276-77 ; questions pour la discussion p. 278
	mardi	7	Quiz de vocabulaire 2 ; En classe : discussion de la lecture d'hier et Révisions Ch. 7
	mercredi	8	Contrôle Ch. 7
	jeudi	9	Ch. 8: Quelle est la place du français dans le monde du 21e siècle? En classe : survol du chapitre (p. 295) avec une discussion préliminaire de l'importance du français dans le monde aujourd'hui ; vocabulaire « Premières pensées » p. 296
	vendredi	10	Au lycée : Étudiez le vocabulaire du Point pp. 299-300 et faites les activités A et B (pp. 300-301)

13	lundi	13	Au labo : Lecture : pp. 302-304 ; Devoirs : Questions « Avez-vous compris ? » pp. 304-305
	mardi	14	En classe : Nous parlerons des idées représentées dans la lecture du Point et ensuite nous regarderons ensemble le Remue-méninges p. 311
	mercredi	15	Au labo : Lisez « Le bilinguisme colonial » pp. 312-313 et répondez aux 3 questions sur ce texte à la p. 315
	jeudi	16	Quiz de vocabulaire 1 ; Nous parlerons de votre lecture et devoirs d'hier
	vendredi	17	Au lycée : recherchez une partie du monde francophone (en dehors de la France) que vous ne connaissez pas bien. (toutes les infos seront disponibles sur BB)
14	lundi	20	Au labo : Lisez « Mettre sa langue à la première place... » p. 313-314 ; Devoirs : questions sur ce texte à la p. 315
	mardi	21	En classe aujourd'hui, avant de faire une pause pour le Thanksgiving, nous parlerons de l'entretien que vous avez lu hier.
	mercredi	22	<i>pas de classe: Vacances de Thanksgiving</i>
	jeudi	23	<i>pas de classe: Vacances de Thanksgiving</i>
	vendredi	24	<i>pas de classe: Vacances de Thanksgiving</i>
15	lundi	27	Au labo : Étudiez le vocab du Contre-point (p 308) ; Continuez le travail commencé au labo le 17 et soyez prêt/e à parler du pays que vous avez recherché en classe demain. (Nous parlerons de comment préparer tout ça à l'avance.)
	mardi	28	Quiz de vocabulaire 2 ; Vous parlerez du pays de votre choix et nous ferons nos révisions du Ch. 8.
	mercredi	29	Contrôle Ch. 8
	jeudi	30	Dernier jour: Révisions pour le projet final

Examen final: à déterminer

Syllabus Acknowledgement & Information Sheet

Course Title: FREN 313- 600: Intermediate Conversation and Composition

I have read and understand the expectations, rules, and procedures of this course, as described by this syllabus. I realize that I am responsible for abiding by the rules, regulations, procedures, and course requirements therein and I will be held accountable for adhering to the contents of this course syllabus and Winthrop University’s code of conduct. Furthermore, I hereby acknowledge that I:

- received a copy of the FREN 313 syllabus
- know the syllabus is posted to Blackboard
- should read the syllabus carefully so I am not surprised about any assignments
- understand that I can ask questions about anything that is unclear to me on the syllabus
- know what I need to do to succeed in the class and will ask for help when I need it
- have the list of course assignments and their corresponding deadlines
- understand that the professor reserves the right to make changes to the syllabus

Student Name (Print): _____ Date: _____

Student Signature: _____ Date: _____

I have read thoroughly the contents of this syllabus and agree to let my student be responsible for the course.

Parent/Guardian Name (Print): _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

Contact Information

Name of Parent/Guardian: _____

Home Phone Number: _____ Work Number (Parent/Guardian 1) _____

(Parent/Guardian 2) _____

Cell Phone Numbers: (Parent/Guardian 1) _____

(Parent/Guardian 2) _____

(Student) _____

Email Addresses: (Parent/Guardian 1) _____

(Parent/Guardian 2) _____

(Student) _____