

FREN 3303-001
Advanced French Conversation
M W F 9 am - 9:50 am
23 Trimble Hall

Instructor: Pauline Domingo
Email: pdomingo@uta.edu
Office: Trimble Hall # 12
Hours: M & W 12pm -1pm

Advanced French Conversation Syllabus – spring 2014

Course Objectives: In this class, students will practice spoken French in a variety of contexts and will develop communicative tactics and vocabulary to improve oral expression and conversation. The class will be conducted in French. Credit will not be granted to native speakers of French.

Prerequisite: FREN 2314 with a grade of C or better.

Recommended Course Materials:

Text: Natalie Schorr, Tune Up Your French, Second Edition, McGraw-Hill, 2009

Grade Categories and Percentages:

Attendance and Participation	25%
Debate	10%
Role-Play Sketch	10%
Fooding	10%
Chat Sessions	5%
Journal	15%
Written Quizzes	10%
Final Exam	10%
Diagnostic & Final Interviews	10%

Letter Grade Calculation:

90 – 100%	A
80 – 89	B
70 – 79	C
60 – 69	D
50 – 59	F

Participation: Students are expected to participate exclusively in FRENCH during each session. A weekly Participation grade of A, B, C, D, or F will be given based on your attendance and level of participation in classroom activities. Participation will be evaluated based on creativity, flexibility, clarity, and willingness/ability to talk and interact with others. Grammatical correctness will not be a primary factor in one's participation grade but will come into play in debates, exams, and other formal grades.

Attendance policy: Regular and punctual class attendance is essential in this course. You will be allowed one (1) excused absence. Any further absences, whether excused or not, will result in a reduction of your weekly A/P grade by averaging it in as a zero, effectively lowering it that week by half. Authorized absences include those due to participation in university-sponsored activities (these must be approved by the instructor in advance), observance of officially recognized religious holidays (these must be submitted in writing to the instructor within the first 15 days of the semester), military assignments (these must be submitted in writing to the instructor in advance), or due to illness, death in the family, or other emergencies (written proof in the form of a physician's statement, accident report, or other appropriate documentation must be provided within 3 days of absence.)

Punctuality: Students who are tardy are likely to miss quizzes, announcements, warm-up activities that count towards their participation grade. They are also a distraction to other students and the instructor. Please plan to arrive on time, prepared and ready to participate in classroom activities.

Makeup Policy: Due to the fact that pre-scheduled group activities such as the debate or sketch cannot be performed if a member is absent, students should make every effort to make it to these events. In the case of an unforeseeable emergency, the student should notify the professor via e-mail as early as possible regarding the impending absence. If adequate notice and appropriate documentation are provided, the student and his /her group may reschedule a missed debate or sketch. However, the number of absences stands and will be figured into the Attendance and Participation grade as described above. The Interviews and Final Exam can only be made up in cases of extreme emergency with proper documentation provided. Quizzes cannot be made up.

Drop Policy: Students at risk of failing or who are unable to continue class for whatever reason must initiate the drop procedure prior to the final drop date. The professor cannot initiate the drop procedure on your behalf. If you stop attending class but do not drop, a grade will be assigned – most likely an F.

Oral Debate (*Débat oral*): Students will prepare and take part in one debate in front of the class. Topic selection and sides of each debate (proposition or opposition) will be given in advance. The debate begins with formal presentation of arguments, a period of rebuttal and defense, and concluding summaries. The debate will be followed by a class discussion to be led by the debaters. Students will be graded based on delivery, pronunciation, vocabulary, grammar, persuasiveness, and research conducted. Debaters

may use note cards for statistics and images or charts to guide them in their presentations but may not read arguments directly from note cards or other prepared materials.

Role-Play Sketch (*Jeux de rôle*): Students will write and perform in one (1) role-play session in front of the class. The purpose of the sketch is to demonstrate use of vocabulary appropriate to the scenario. No notes, textbooks, or other reference aids will be permitted. Students will be evaluated individually based on their use of vocabulary, level of interaction/participation, pronunciation, and to a lesser degree, correct grammatical structures.

Fooding: Students will bring a dish and will dine together in class while discussing current events, personal interests, and other appropriate topics. Individuals will be graded on communicative abilities, appropriateness of discussion, proper use of vocabulary, engagement of others, and appropriate gestures and manners.

Chat Sessions (*Bavardage/Tchat*) : Students are required to participate in five (5) 1-hour French chat sessions outside of class. A number of chat sessions will be scheduled at various times on various days over the course of the semester. You will need to keep a log of chat session attendance to be turned in at the end of the semester. Students receive 1 percentage point for each hour attended per week for a total of 5 percentage points.

Journal (*Journal intime*): Students will record daily reflections in French in a personal journal twice weekly beginning in the second week of class in order to demonstrate proper use of vocabulary, idiomatic expressions, the familiar register, and, to a lesser extent, French syntax and grammar. The journal will be collected for a grade on four (4) occasions over the course of the semester.

Written Quizzes (*Contrôles écrits*): Quizzes over vocabulary or other material will be given regularly. Missed quizzes cannot be made up. One make-up quiz opportunity will be offered at the end of the semester.

Diagnostic & Final Interviews (*Diagnostic et Entretien final*) : Each student will participate in an oral proficiency interview with the instructor at the end of the semester. Students will be evaluated based on their ability to speak on various topics in fully developed (i.e. multiple-sentence) form, with correct pronunciation, appropriate vocabulary, and to a lesser extent, correct basic grammatical structures.

Final Exam (*Examen final*): The final exam will cover vocabulary and other material covered in class and will be comprehensive in nature.

Student Learning Outcomes: At the end of the semester, students should be able to do the following:

- Communicate using culturally appropriate vocabulary.
- Describe images of people and activities with appropriate details.
- Comprehend and respond to questions about a variety of everyday topics.
- Share and discuss personal information with others.
- Employ simple communicative techniques to extend informal conversations.
- Find alternative means of communicating a word or concept in the absence of *le mot juste*.
- Demonstrate knowledge and use of scenario vocabulary and idiomatic expressions.
- Present a rational argument supporting or opposing a particular point of view.
- Use the correct level of register and an appropriate lexicon in different situations.

Academic Dishonesty: It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include failure of the course, suspension, or expulsion from the University. Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts (Regents' Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2, Subdivision 3.22).

Please Note: Translation from any other language into French or vice-versa without proper attribution and identification of author and source falls under the rubric of plagiarism. This applies to material found online as well as to books, periodicals, brochures, etc. If you have any doubts or questions pertaining to your research, your writing, or the formalities of citation, do not hesitate to consult your instructor or the Modern Language Guidelines.

E-Culture Policy: The University of Texas at Arlington has adopted the University email address as an official means of communication with students. Through the use of email, UT-Arlington is able to provide students with relevant and timely information, designed to facilitate student success. In particular, important information concerning registration, financial aid, payment of bills, and graduation may be sent to students through email. All students are assigned an email account and information about activating and using it is available at www.uta.edu/email. New students (first semester at UTA) are able to activate their email account 24 hours after registering for courses. There is no additional charge to students for using this account, and it remains active as long as a student is enrolled at UT-Arlington. Students are responsible for checking their email regularly.

Disability Accommodation: The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the Americans with Disabilities Act (ADA). All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Student Support Services Available: The University of Texas at Arlington supports a variety of student success programs to help you connect with the University and achieve academic success. These programs include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals.

EMERGENCY EXIT PROCEDURES: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, **which is located on your left, when you leave the classroom**. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Stairwells are located directly outside of the hall to the left and the right. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

Registre des heures de chat

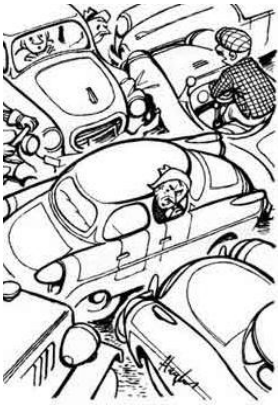
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Scénarios: Jeux de rôle

1. Deux touristes québécois se perdent en cherchant le Musée d'Orsay. Un Parisien essaie de les aider.
Rôles possibles :
 - a. Touriste #1 qui essaie de lire son plan de Paris pour retrouver son chemin
 - b. Touriste #2 qui se plaint d'avoir faim et qui veut manger avant d'aller au musée
 - c. Parisien(ne) qui les aide
2. Un(e) touriste francophone entre dans une pharmacie pour acheter quelques produits.
Rôles possibles :
 - a. Touriste qui a mal à la tête
 - b. Parisien qui lui donne des conseils sur les produits bio et où les acheter.
 - c. Pharmacien(ne) qui les aide tous les deux
3. Une famille veut choisir le bon endroit pour aller en vacances, mais chaque personne a ses propres idées.
Rôles possibles :
 - a. Mari qui aime les sports d'hiver
 - b. Femme qui aime se détendre, nager, et se baigner au soleil
 - c. Enfant(e) qui préfère des vacances remplies d'activités amusantes
4. Un voyageur essaie d'acheter des billets de train mais ne sait pas se servir de la billetterie automatique. Heureusement, le guichet de gare est ouvert.
Rôles possibles :
 - a. Voyageur/Voyageuse étranger(e) qui n'a pas assez de monnaie
 - b. Voyageur/Voyageuse âgé(e) français(e) qui a du mal à porter ses valises
 - c. Vendeur/Vendeuse du guichet SNCF
5. Des jeunes gens se baladent dans un parc ensemble. L'une des personnes tombe et se fait mal.
Rôles possibles :
 - a. Sportif/Sportive qui a apporté un ballon de foot
 - b. Intello coincé qui discute de la philosophie
 - c. Bobo [Bourgeois(e) Bohémien(ne)] qui lit un magazine de mode et se plaint de s'ennuyer
 - d. Infirmière qui aide la victime
6. Une famille veut réserver une chambre dans un hôtel, mais chaque personne ne pense qu'à ses propres intérêts.
Rôles possibles :
 - a. Mari qui cherche un hôtel pas cher qui est tout près d'une station de métro ou d'une gare.
 - b. Femme qui s'intéresse surtout au shopping et au tourisme
 - c. Adolescent(e) qui s'intéresse aux services/agrément de l'hôtel, tels le Wi-Fi et la piscine
 - d. Réceptionniste d'hôtel qui répond à leur appel téléphonique

jeudi, le 23 janvier 2014

Quelle mauvaise journée! Je me suis réveillée en retard et j'ai dû me dépêcher pour éviter de rater mon cours de 8h00. Puis, j'avais un rendez-vous chez le dentiste que j'ai failli oublier. Je déteste aller chez le dentiste ! Ensuite je suis arrivée avec 10 minutes de retard au boulot en raison d'un embouteillage sur l'autoroute. Le pire, c'est que j'ai fait tomber mon portable par terre et l'écran s'est cassé. Ça fonctionne toujours, mais l'écran est brisé. Je suis tellement déçue ! On m'a dit que l'iPhone, c'est trop nul. Maintenant, je sais pourquoi !



Mot du jour : embouteillage (n.m.) = traffic jam, bottleneck,
« action de mettre dans une bouteille »

Expression du jour : rater un cours = to miss a class
sécher un cours = to skip a class

samedi, le 22 janvier 2011

Ce matin, j'ai vu mon amie Emily qui m'a demandée de sortir en boîte ce soir, mais je ne veux pas. Je suis crevée ! En plus, faire le plein d'essence, payer l'entrée de la boîte, tout ça coûte cher. Il faut que je fasse mes devoirs demain, mais aujourd'hui, je ne vais pas faire grand-chose. J'en ai marre de courir toute la journée ! Tout ce que je veux faire, c'est me reposer. Et pourquoi pas une petite sieste d'abord ? Un petit casse-croûte, une bonne sieste, et puis je me sentirai mieux.



Mot du jour : sieste (n.f.) = nap, siesta ; faire la sieste = take a nap

Expression du jour : faire le plein d'essence = to fill up the tank with gas

Le débat oral académique

Deux équipes de deux membres s'opposent pour défendre ou rejeter une motion. Le débat commence par des discours constructifs préparés à l'avance. C'est d'abord la proposition (l'équipe affirmative) qui prend la parole, puis répond l'opposition (l'équipe négative). Après la présentation des arguments préliminaires par chaque orateur, il y a une période de réfutation et défense pendant laquelle chaque orateur répond aux arguments de l'autre. Finalement, le débat se termine par des arguments finaux. Chaque orateur parle entre 5 et 6 minutes au total. Le débat se déroule comme suit :

Discours constructif	Temps accordé
Affirmatif #1	1.5 - 2 minutes
Négatif #1	1.5 - 2 minutes
Réfutation/Défense	
Affirmatif #2	3.5 - 4 minutes
Négatif #2	3.5 - 4 minutes
Affirmatif #1	3.5 - 4 minutes
Négatif #1	3.5 - 4 minutes
Discours final	
Négatif #2	1.5 - 2 minutes
Affirmatif #2	1.5 - 2 minutes

Discussion d'après-débat : (10-15 minutes) Les orateurs mènent une discussion sur le sujet du débat, et les autres doivent y participer en réagissant au débat et en donnant leur avis là-dessus.

Sujets à débat possibles :

La condition féminine :

1. La chirurgie esthétique diminue plutôt qu'améliore l'estime de soi des femmes.
2. Le port de la burqa devrait être interdit aux écoles et universités publiques.

La santé et le mode de vie :

3. La malbouffe est plus dangereuse que le tabac.
4. L'argent ne fait pas le bonheur
5. Les municipalités doivent imposer une taxe sur les véhicules énergivores pour financer des projets qui favorisent un mode de vie physiquement actif.

Le patrimoine :

6. Le gouvernement doit développer le transport en commun dans tous les Etats
7. Wal-Mart est un agent destructeur de communautés et de la vie de quartier.
8. La langue française fait partie du patrimoine du Québec et doit être protégé contre l'anglais.

L'éducation et la formation :

9. Un diplôme universitaire est essentiel pour mener une carrière fructueuse.
10. Apprendre une langue étrangère est important pour la réussite professionnelle.

Je, soussigné(e) _____, promets de ne parler qu'en français en classe et de prendre un rôle proactif en recherchant des occasions de communiquer et de m'exprimer en français dans la classe et en dehors de la classe afin d'améliorer mes compétences en français parlé. Je n'aurai pas peur de faire des erreurs mais j'accepterai que l'essentiel, c'est de me faire comprendre par les autres. Je profiterai du temps libre en classe (soit au début de la classe, soit après avoir fini un exercice) pour communiquer avec les autres étudiants. Je ferai également de mon mieux pour saluer mes camarades de classe en français lorsque j'entre dans la salle ou quand je les croise dans les couloirs.

I, _____, promise to speak only in French in class and to be proactive in seeking out opportunities to communicate and to express myself in French both inside and outside of class in order to improve my abilities in spoken French. I will not be afraid to make errors but will accept that what is important is to make myself understood by others. I will make use of free time in class (whether at the beginning of class or after finishing an exercise) to communicate with other students. I will also do my best to greet classmates in French when I enter the classroom or when I pass them in the hallways.

Signature

Date

As the instructor, I reserve the right to adjust this schedule in any way that I believe serves the needs of my students.

lundi	mercredi	vendredi
JANUARY 2014		
13 Introduction to course	15 In-class Diagnostic	Jeu de société
20 MLK JR. DAY HOLIDAY	22 Signed Honor Code due Evolution du français en bref	24 Prononciation et intonation
27 Film : Le ballon Rouge	Film : Le ballon Rouge Discussion	Expressions pratiques
FEBRUARY 2014		
Préparations de jeux de rôle 3	5 Jeux de rôle I	14 Jeux de société
10 Vérification du journal intime	12 Préparations de jeux de rôle	13 Jeux de rôle I
17 Conversations téléphoniques	19 Registres et Politesse	21 Peer Editing
24 Activité : écrire une publicité	26 Activité : Débats informels	Vocabulaire pratique 28
MARCH 2014		
3 Vérification journal intime Faux amis	Activité : écrire une publicité	Activité : Qui suis-je ?

SPRING BREAK MARCH 10-14		
Expressions idiomatiques	Devinettes	Jeux de société 21
Poeme 24	Poeme 26	Discussion après le poeme 28
Vérification du journal intime Expressions idiomatiques 31		
APRIL 2014		
	Préparations du débat 2	Activité : Débats informels 4
Activité communicative 7	Communication non verbale 9	Fooding 11
Peer Editing 14	Opinions et argumentation Description physique 16	Activité : écrire une publicité 18
Québécois 21	Debat oral 23	Débat oral 25
Film: 28	Film : 30	Discussion après le film
MAY 2013		
Entretien final	Entretien final	Review for Final Exam 2 Complete Teacher Evaluation
EXAMEN FINAL 5	7	9