

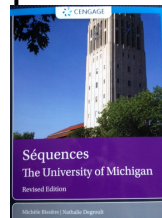
FRENCH 231

Fall 2021



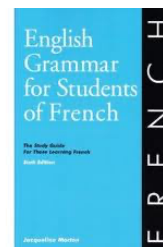
In 231, we will use films to explore French culture and history. Before the films, we will learn about the French university system and the cinema in French culture. The 1st film, *La Rue Cases-Nègres*, presents history of colonization and its effects on inhabitants of French departments. This film explores issues of identity and perspectives that had previously been ignored in literature and film. We'll explore how history has affected modern day French society via the sports film *Les Bleus- Une autre Histoire de France*. This film delves into France's multi-cultural society and the link between politics and sports. Finally, the 3rd film, *Persépolis*, deals with issues of adolescence, immigration, and war.

Throughout the course, you will review and learn grammatical structures and vocabulary that will prepare you to carry out classroom activities, discussions and written assignments related to the films. You will study and practice structures and vocabulary that will allow you to talk about the present, past and future, make hypothesis, describe in detail, make comparisons, avoid repetition, and compose more sophisticated sentences. Through the various readings, listening activities and writing assignments, you will further develop your listening, speaking, reading and writing skills.



COURSE MATERIALS:

- **Séquences – Intermediate French Through Film, Custom edition, Michèle Bissière, Cengage Learning, ISBN- 9780357628881.** For French 231, you will only need the **Textbook** because most of the workbook activities are online. However, for French 232, you will need the workbook. So, if you do purchase the bundled package now, you will use it when you take French 232.
- **English Grammar for Students of French, 7th edition, Morton, Olivia and Hill, 2009, (highly recommended if you need help with English grammar which we will be referring to often)**
- **Your French 231 Canvas Site:** this site will give you access to course materials: videos, syllabi, audio files, grammar explanations, activities, exercises, and films.



VIEWING THE FILMS:

You will watch these films outside of class by the date indicated on your syllabus (Programme). *All films will be available on Canvas*

COURSE GRADE:

Speaking -----26%

- oral expression, in-class contributions, preparation, attendance 10%
- exposé 4%
- final oral assessment 12%

Homework ----- 20%

- online *mostly* auto-graded homework 14%
- other homework(readings, paragraphs, short assignments, etc.) or small quizzes 6%

Assessments ----- 54%

- tests and quizzes 22%
- 2 compositions 16%
- final assessment 16%

Scale: For all tests and compositions, we will use the following grading scale.

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

ATTENDANCE - FIRST TWO DAYS OF CLASS:

If you are **registered or waitlisted** for a Romance Languages course, you must attend **both** of the first two days of class. Failure to do so may result in an automatic withdrawal from the class. If you must miss one of these days due to an extenuating circumstance, contact your instructors immediately.

ORAL EXPRESSION / IN-CLASS CONTRIBUTIONS / PREPARATION:

Participation is emphasized in this course because of the important role of communication in the language class. Your participation grade will reflect how well-prepared you are each day, how often you volunteer, your work during pair and group activities, and the complexity of your contributions. Here are the participation grade criteria, a composite of the **quantity and quality** of your participation and preparation:

- A** = A student who speaks **ONLY in French** (never uses English, even in Breakout rooms), using **circumlocution skills** when s/he does not know an expression in French; is **always well-prepared***; **participates actively** in class & **elaborates** on answers; volunteers **several times daily with interesting & helpful comments** that advance the discussion & demonstrate understanding of the material (incorporating **recently studied vocab/ structures**) and also **volunteers during other students' presentations**; is very **attentive** and **engaged** (not distracted by surroundings, etc.); **initiates & maintains active interaction** with classmates in group activities/ Breakout rooms.
- B**= A student who speaks **ONLY** in French, using circumlocution skills when s/he does not know an expression in French; is **almost always** well-prepared*; participates actively in class, volunteering **a few times daily** with helpful comments; **often** incorporates recently studied vocab/structures & elaborates on answers.
- C** = A student who **sometimes uses English**, is **usually prepared*** but **sometimes reluctant to share information** in class; may often be distracted or inattentive; may have slightly **more passive participation** while in groups; OR whose French is **sometimes incomprehensible**.
- D or E** = A student who **often uses English** OR is **usually UNprepared*** OR who does **not participate in group activities** and discussions; OR who is **disruptive & interferes** with other students' learning OR whose **French is often incomprehensible**.

* *Preparation=thoroughly completed homework assignments and evidence of good preparation based on ability to contribute well to class activities.*

ATTENDANCE:

Given that regular exposure to French is critical for developing communicative abilities in the language, class attendance is mandatory. Any absence represents a valuable classroom experience lost that no written work can replace. However, it is understood that certain circumstances (illness, internet issues, family emergencies, etc.) may prevent class attendance. Therefore, you **will be allowed a total of 6 absences** that do not count against you. These are not *free* days; they should be used wisely (in case of illness, connectivity issues, family emergencies or events, etc.). If you become ill, do not come to class; you need to prioritize your health and the health of others by staying at home and taking care of yourself. Covid related illnesses /situations will be dealt with on a case to case basis. Most importantly, have open and consistent communication with your instructor about what is going on and what your needs are.

Students who miss few days of class will be well rewarded because their communicative skills will improve. For any student who misses more than 6 classes, **regardless of reason**, the final participation/ attendance grade will be lowered 3% for **each additional absence**. Students with an excessive number of absences should consider withdrawing from the course and taking it when circumstances permit regular class attendance. Students who tally **more than 16 absences** will automatically fail the course.

<i>number of UNexcused absences:</i>	<i>effect on your grade:</i>
1-6 absences	none
For each additional absence,	your participation grade will be lowered 3% per absence
17 or more absences	<u>you will automatically fail the course.</u>

CLASS PRESENTATION / EXPOSE: You will be responsible for leading a short discussion (approximately 4-5 minutes) on a current event or topic related to course content. You will receive more details about this soon.

ORAL EVALUATION: There will be a final speaking evaluation towards the end of the semester during which you will answer questions related to the course material. You will receive more details about this towards the end of the term.

HOMEWORK:

Textbook/Workbook – Homework from the textbook and workbook will help you develop your vocabulary, understanding of grammar, and listening and reading comprehension skills as well as learning important historical and cultural information. You will see that *the grammar is presented at the back of the book* with short grammar exercises (*Application immédiate*) to verify your understanding.

Always write out your answers to the readings as indicated by your instructor, write out your answers to the *Application immédiate* exercises and **correct your work** (*answers are at the back of the book*) **prior** to class. If you have questions about any exercises, please ask or email your instructor.

Student Activities Manuel (SAM/ cahier) – These activities allow you to apply what you’ve learned in the book and test yourself. Most of these activities have been moved online in Canvas as auto-graded activities or activities you must write out on a piece of paper. When completing these exercises, **BE ACTIVE AND ANALYZE** your errors to **LEARN** from the exercises .

Online grammar exercises– In Canvas, you will have several other online grammar exercises to practice what you learned from handouts and the explanations in the textbook. *After taking notes on the grammar*, you will complete these exercise to *get additional practice* and *feedback* on your understanding of the concepts. You will sometimes have practice non-graded external links before completing a graded assignment in Canvas (via the *Quiz Tool*).

Discussion / Video / Reading assignments: Your instructor will also grade some other homework such as readings, a listening comprehension exercise, an assignment via the Canvas Discussion tool, or a Video assignment where you record yourself responding to a prompt indicated by your instructor. They may also give short quizzes assessing your understanding of vocab or grammar.

ASSESSMENTS / WRITING:

Towards the end of each theme, there will be a test that assesses your understanding of grammar, vocab, historical or cultural content, and listening comprehension skills.

Since it is most important that you’re able to express yourself in writing by using the language and concepts you’ve learned, there will be 2 compositions related to themes being studied. In these compositions, you will incorporate the *recently learned vocab, grammar, and linking words* for style.

Since language learning is a cumulative process, you will be responsible for all material learned prior to each assessment.

Final assessments: At the end of the semester, your understanding of the material throughout the term will be assessed on **Monday December 13th** from **10:30a.m. -12:30 p.m.**

COURSE STYLE AND METHODOLOGY:

In the Department of Romance Languages and Literatures, we teach **communicatively** - an approach that is well supported in pedagogical research as a highly effective method of language learning. It consists of a student-centered classroom, abides by the flipped classroom model, implies that all instruction is delivered in the foreign language, and privileges interaction between students focusing on meaningful, real-life situations and exchanges. The communicative language teaching methodology aligns with RLL’s goals of language learning, which are to increase students’ proficiency in the language and to heighten their cross-cultural awareness. When you are involved and engaged with the material, you will learn and retain it.

What is a **flipped classroom**? In this pedagogical model, students are expected to study grammar and vocabulary, complete listening activities and prepare reading assignments at home, and to use *each class session* as a *workshop during which they apply, practice and discuss the material studied* before coming to class. As such, the instructor’s focus in class is to have students *use* language and *share* ideas about topics, rather than introduce vocabulary, explain grammar, or present historical or cultural information to students in a more traditional “lecture” style. Through guided activities, you will be expected to show your understanding of concepts and you will have the opportunity to get clarification, but you should not expect grammar lectures and vocabulary presentations in class. If you have questions or feel you’ve misunderstood some material even after attending class, please see your instructor during office hours.

It may be that the communicative language teaching approach differs from your previous experience in language learning and instruction. In this case, it is normal for there to be a period of adjustment, as you learn how to study most effectively and maximize the benefits of class time. Please speak with your instructor early in the semester (and as often as needed) if you find yourself struggling.

~~~~~

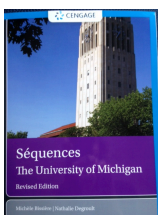
You will get out of this class what you put into it, and your instructor expects you to approach all assessments with the integrity befitting of your role as a student at the University of Michigan. In other words, you are expected to ***do your own work on all assessments***. Not doing so puts you at risk for engaging in Academic Misconduct, as outlined on [LSA’s website for Academic Integrity](#).

*Doing your own work* means you do it WITHOUT help from online services or online platforms and software, including translators and WITHOUT a tutor, a friend, a family member, another instructor, a native speaker, or students in language courses more advanced than yours.

***Please adhere to the rules regarding assessments and writing assignments and NEVER use any sort of translating or transcribing software. At times, you may use an online dictionary for a few words, but if you do, ALWAYS put a footnote to indicate this. If your instructor suspects that you are not completing assignments or assessments on your own, s/he will contact you to discuss the matter and has the option of not accepting the work and of reporting you to the Academic Judiciary.***  
Academic dishonesty includes **cheating** [use of unauthorized materials, assistance, etc.], **plagiarism** [presenting ideas and statements of another person as one’s own], and **facilitating academic misconduct** [helping another student do any of the above].

~~~~~

COURSE MATERIALS:



Séquences is an intermediate level book, and as such, it has minimal development of its online component (Publishing companies develop extensively their 1st year books rather than their intermediate level books because it is where they make the most profit). So, the online component is most likely not like that of your previous 1st year book. We have, however, ***supplemented the book with numerous other online activities in Canvas*** to give you important practice and feedback.

How to study effectively with *Séquences*

Your homework preparation is meant to give you practice with new and previously learned grammatical structures so that you can use them in class (in both written and spoken form) in the context of the films as well as in your daily life. In order to benefit the most from your preparation, here are some guidelines for using the book *Séquences*:

Learning GRAMMAR with the textbook and the cahier (SAM):

- 1) Pay **close attention to the grammar introduction sometimes done in class** that helps you infer the rules for new structures (your instructor may point out these new structures the day before you study them as homework).
- 2) While reading the grammar explanations at the back of the textbook, **take notes in your own words** to ascertain that you understand the rules being presented. For **new verb conjugations, memorize the conjugation (practice writing them several times to test yourself)** as well as **any irregular verbs**. If you don't know the meaning of words you are required to learn, **look them up in the dictionary at the back of the book or use "Word Reference"** (an online dictionary).
- 3) Once you feel that you have a good understanding of the grammar, **do the *Application immédiate* exercises at the back of the textbook WITHOUT referring to the explanation and WITHOUT looking at the answer key**. Treat these exercises as a quiz, as this will enable you to see what you have truly internalized. Afterwards, **correct it** using the answer key at the back of the textbook or the answer key for the *Cahier* / SAM (when provided). Take notes on your mistakes and **try to notice patterns**. Ask yourself questions to **figure out why you made the mistake** and why the answer in the key is correct. If you still do not understand, see your instructor for help.
- 4) You may also be assigned homework activities in the chapter pages in the **front** section of the textbook; there is usually NO answer key provided for these. **You should always write out your answers for these assignments (and label each assignment clearly)** as indicated by your instructor.

Learning VOCABULARY with the textbook and the cahier (SAM):

- 1) Study the vocabulary lists at the end of the chapter by **listening to them on Canvas: Repeat each word as you listen to it to learn the pronunciation**. - A good way to test your understanding of vocabulary is **to look only at the words in English, and write out the French**. It is also helpful to **write sentences using the various expressions** because this helps you focus more on the meaning of the words. Many students have also found *Quizlet* very useful in learning vocab.
- 2) Pay attention to the new vocabulary as it appears in context in the various discussion questions, and **take notes** to help you learn and use this vocabulary. Chapter vocabulary lists are sometimes long, and they are not categorized thematically; **you will need to work actively** (both when studying on your own and when participating in class) to memorize this vocabulary and use it in appropriate contexts. **You should consider studying and/or reviewing some chapter vocabulary every day**, even when it is not specifically assigned by your instructor. Your instructor may give vocabulary quizzes from time to time.

LISTENING COMPREHENSION exercises in the textbook: For *À l'écoute* assignments (now mostly online) always **read the introductory information and all of the questions and possible answers before you listen to the audio**. As you listen, **take notes** on what you understood and write the words you heard that helped you to answer the questions. This will be useful for expanding your vocabulary, making connections in language, and improving your listening comprehension skills.

It's important to be able to listen to a conversation without constantly stopping the audio as this mimics real life situations where you might try to follow a conversation, listen to a lecture, news, or something on the internet. **Thus, give yourself this important practice by allowing the audio to play through WITHOUT stopping it constantly.**

Please note: This syllabus and exam dates may change slightly depending on changes at UM or unforeseen circumstances.

du 30 août au 3 septembre	<ul style="list-style-type: none"> • faire connaissance, • parler des origines et de la géographie • travailler la prononciation • poser des questions
du 7 au 10 septembre	<p>pas de cours le lundi 6 septembre</p> <ul style="list-style-type: none"> • faire connaissance • poser des questions • éviter la répétition • parler des cours et de l'université en France
du 13 – 17 septembre	<ul style="list-style-type: none"> • parler des cours et de l'université en France • parler du cinéma en France et des films
du 20-24 septembre	<p>EXAMEN 1 – le lundi 20 septembre</p> <ul style="list-style-type: none"> • parler de la France d'outre-mer • parler de la Martinique et de son histoire • parler du passé
Du 27 septembre au 1er octobre	<ul style="list-style-type: none"> • parler de la Martinique et de son histoire • parler du passé et du film <i>La Rue Cases-Nègres</i>
du 4 au 8 octobre	<ul style="list-style-type: none"> • parler du passé et du film <i>La Rue Cases-Nègres</i> • parler de l'écrivain Mayrse Condé • parler des effets de la colonisation <p>EXAMEN 2 – le jeudi 7 octobre</p>
du 11 au 15 octobre	<p>COMPOSITION 1</p> <ul style="list-style-type: none"> • parler du foot en France • parler de la politique et des élections • Introduction au film <i>Les Bleus</i>
du 18 au 22 octobre	<p>pas de cours le lundi 18 et le mardi 19 octobre</p> <ul style="list-style-type: none"> • parler du passé • faire des phrases plus complexes
du 25 au 29 octobre	<ul style="list-style-type: none"> • parler du passé et du film <i>Les Bleus</i> • faire des hypothèses
du 1er au 5 novembre	<ul style="list-style-type: none"> • parler du film <i>Les Bleus</i> • parler des lectures et comparer la société en France en 1998 à celle en 2018
du 8 au 12 novembre	<p>EXAMEN 3 – le lundi 8 novembre</p> <ul style="list-style-type: none"> • introduction au film <i>Persépolis</i> et parler de l'histoire de l'Iran • éviter la répétition
du 15 au 19 novembre	<p>COMPOSITION # 2</p> <ul style="list-style-type: none"> • parler du film <i>Persépolis</i> • décrire et faire des comparaisons
du 22 au 26 novembre	<ul style="list-style-type: none"> • parler du film <i>Persépolis</i> • décrire et faire des comparaisons <p>pas de cours le 15 et 26 novembre en raison de la fête de Thanksgiving</p>
du 29 novembre au 3 décembre	<p>EVALUATIONS FINALES</p> <ul style="list-style-type: none"> • activités de synthèses
du 6 au 10 décembre	<p>EVALUATIONS FINALES</p> <ul style="list-style-type: none"> • activités de synthèses

Evaluation finale - **le lundi 13 décembre de 10h30-12h30**

FACEMASKS: LSA is committed to delivering our mission while aiming to protect the health and safety of the community, which includes minimizing the spread of COVID-19. Our entire LSA community is responsible for protecting the collective health of all members by being mindful and respectful in carrying out the guidelines laid out in our [Wolverine Culture of Care](#) and the [University's Face Covering Policy for COVID-19](#). Individuals seeking to request an accommodation related to the face covering requirement under the Americans with Disabilities Act should contact the [Office for Institutional Equity](#).

More information is here:

<https://lsa.umich.edu/lsa/faculty-staff/student-academic-affairs/syllabus-statements.html> **RESOURCES**

Student Mental Health and Wellbeing

The University of Michigan is committed to advancing the mental health and wellbeing of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available.

*For help, contact **Counseling and Psychological Services (CAPS)** at (734) 764-8312 and <https://caps.umich.edu/> during and after hours, on weekends and holidays, or through its counselors physically located in schools on both North and Central Campus.*

*You may also consult **University Health Service (UHS)** at (734) 764-8320 and <https://uhs.umich.edu/stressindex> or for alcohol or drug concerns, see <https://uhs.umich.edu/aod>*

Student Sexual Misconduct Policy

Our school is committed to fostering a safe and productive learning environment. Title IX and our school policy prohibit discrimination on the basis of sex, which regards sexual misconduct – including harassment, domestic and dating violence, sexual assault, and stalking. We understand that sexual violence can undermine students' academic success and we encourage anyone dealing with sexual misconduct to talk to someone about their experience, so they can get the support they need.

Confidential support and academic advocacy can be found with the Sexual Assault Prevention and Awareness Center (SAPAC) on their 24-hour crisis line, 734-936-3333 and at <http://sapac.umich.edu/>. Alleged violations can be non-confidentially reported to the Office for Institutional Equity (OIE) at institutional.equity@umich.edu. As teachers, we are also required by our school to report incidents of sexual misconduct and thus cannot guarantee confidentiality

Accommodations for Students with Disabilities

If you need accommodation for a disability, please let us know at your earliest convenience. Some aspects of this course, the assignments, the in-class activities on Zoom, and the way the course is usually taught could be modified to facilitate your participation and progress. As soon as you make us aware of your needs, we can work with the Office of Services for Students with Disabilities (SSD) to help us determine appropriate academic accommodations. SSD: 734-763-3000

<https://ssd.umich.edu/> typically recommends accommodations through a Verified Individualized Services and Accommodations (VISA) form. Any information you provide is private and confidential and will be treated as such.

Commitment to Diversity, Equity and Inclusion

Courses in the Department of Romance Languages and Literatures (RLL) strive to fulfill [LSA's commitment to Diversity, Equity, and Inclusion](#), which states: *"We are committed to making LSA an inclusive, equitable, and collaborative space to learn, teach, work, discover, and thrive together. Enhancing and embracing our differences is essential to achieving our shared goals of producing groundbreaking research, providing a world-class liberal arts education, and making a positive impact on our diverse society."*

Our classes in RLL have a unique role to play in fulfilling LSA's commitment to Diversity, Equity, and Inclusion as the learning of a language opens students' minds to new ways of expression, critically thinking, and authentically engaging with another culture. It also provides a unique opportunity for students to reflect on their own identity as well as their native language and culture. Given the inherent welcoming of diversity that learning a language invites, students are encouraged to commit to RLL's mission of Diversity, Equity, and Inclusion, in addition to reading RLL's statement regarding gender identity and diversity, both of which can be found at <https://lsa.umich.edu/rll/diversity.html>.