



DEPARTMENT OF MODERN AND CLASSICAL LANGUAGES
FREN 309-001 FALL 2018

READING AND WRITING SKILLS DEVELOPMENT

Professor: Raluca Romaniuc
rromaniu@gmu.edu
Office: Aquia Building 322

Class meets: TR 10:30am – 1:10pm in Aquia 347
Office hours: R 1:20 – 3:00pm and by appointment

COURSE DESCRIPTION AND OBJECTIVES

FREN 309 is a 6-credit course specifically designed for French majors who need practice in the written language beyond the intermediate level; it is required for all advanced work in French. It fulfills all or part of the writing-intensive requirement for the French major. The **objectives** of FREN 309 are to

- provide students with a full review of French grammar studied at the 200 level and expand upon it
- expose students to a wide range of written material (literary descriptions, portraits, essays, short stories, film reviews, newspaper articles, professional letters, etc.)
- offer opportunities to improve their written skills.

The course is conducted in French.

By the end of FREN 309, most students should be able to:

- read a variety of literary, cultural, and business texts written for native speakers
- analyze various modes of discourse, using appropriate analytical tools and vocabulary
- explore complex concepts and ideas pertaining to the topics studied
- express ideas orally and in writing with enhanced grammatical accuracy and fluency

This course has been approved by the Faculty Senate Writing across the Curriculum Committee to fulfill all/in part the Writing Intensive requirement in the French major. It does so through the:

- five 500-word compositions illustrating different writing genres: description, portrait, short story, film review, essay. With each composition, students will explore and practice the writing conventions and strategies of each respective genre. All compositions will be completed through a draft – feedback – revision process. Both the first draft and the *version finale* count toward the grade for the composition, with the draft being worth 40% and the rewrite 60%. Students will post all their written work on Blackboard.
- a 600-word final paper
- several smaller in-class writing assignments (thank you note, postcard, article summary, ad slogan, etc)

TEXTBOOKS (required)

- Siskin, Krueger, Fauvel, *Tâches d'encre: French Composition*, 4th edition, Cengage Learning, ISBN: 978-1-305-58028-2.
- A French dictionary: Robert or Larousse (note : **beware of Internet translations**)
- A bilingual dictionary: Collins-Robert

Summaries of select grammar points will be made available on Blackboard, together with practice activities. Please check Blackboard regularly to complete readings and activities before coming to class.

PRE-REQUISITES: FREN 202 (former FREN 250) or permission of instructor.

HONOR CODE

As a student in FREN 309, you are to follow the provisions of the GMU Honor Code for all work submitted for a grade. As a consequence, any student cheating, aiding in cheating, or plagiarizing will automatically receive a failing grade for the assignment or the class, and may be subject to further disciplinary action. Please note that you are expected to write all compositions on your own and you should not have them reviewed or corrected by a more advanced/native speaker of French. If you work on class materials with a tutor, you should inform your instructor in advance. Any exceptions (e.g., peer review activities) will be explicitly announced by your instructor. For further information please refer to this website: <http://oai.gmu.edu/the-mason-honor-code-2/>

GENERAL COURSE EXPECTATIONS

Class preparation work: Students will be expected to prepare homework for each class. Homework will include reading, grammar exercises, a composition, and preparing for exams and quizzes.

Attendance: Students may miss one class without penalty. **This includes both excused absences for reasons of school-sponsored activities and any other absences due to illness, family emergencies, oversleeping, jobs, etc. Each unexcused absence from the second absence onward will result in a 10% deduction from the participation grade.** The professor will do a roll call at the beginning of every class. Please note that to be counted as present, you must be present at roll call and for the duration of the entire class.

Students will be assessed in several ways in FREN 309:

In-class speaking and participation: Students will be evaluated on an on-going basis every class period. In-class work accounts for 20% of your grade; it consists of oral participation, response to homework review, class discussion, pair or group work and written assignments in class.

For a perfect weekly participation grade you should: be present every class period, on time; always bring your book(s)/homework/compositions with you; volunteer to answer as much as you can (keeping in mind that what counts is having attempted an answer and not so much the level of accuracy of the opinion expressed or your grammar/pronunciation); never use English in class; ask questions as well as answer mine or your classmates'; greet and take leave in French; show enthusiasm and involvement in debates and discussions; take an active role in your learning.

Tests: The two tests are designed to evaluate student understanding of grammar and vocabulary. **There will be no make-up tests.** See calendar for dates.

Compositions & Dictionnaire personnel: There will be 5 take-home compositions, each involving a *brouillon* (draft) and a *version finale*. These will both count towards the grade for the composition. Process outline: I will review the *brouillon*, point out the structural and grammatical errors and areas for improvement, and return the reviewed draft. Then students will work on the final version by:

- making all the appropriate corrections and improving their draft in any way they deem necessary (e.g. adding or reshuffling paragraphs, modifying introduction/conclusion, sharpening argument/thesis, expanding descriptive vocabulary, correcting any spelling and grammar mistakes, etc.)
- providing a list of 5 grammatical errors they have corrected (these can be any 5 items, however they must be different types of errors, for instance: 1 subject – verb agreement, 1 verb tense, 1 spelling, 1 adjective – noun agreement, 1 reflexive verb conjugation), together with a short explanation, in English, of the grammatical rules that apply

Students will submit, at the same time with their *brouillon*, a *Dictionnaire personnel*, which is a list of 10 new words/expressions the student learned either from the chapter(s) studied or from working on the composition. Please record each new word with its English translation. Students will be tested on these new words on the tests.

Late papers will not be accepted without prior notification. You are encouraged to save your assignments before posting them. See calendar for all due dates for compositions. Writing is a process involving several drafts for each composition. Students are encouraged to keep all their writing samples in one folder. For all written assignments, please use Times New Roman 12, double spaced.

Metacognitive essays on writing: These two assignments allow students to retrospectively think about their writing. On Blackboard, you will submit two 300-word accounts of your writing process by answering these questions, in English: What have you written about? Why? How did you go about writing this piece?

Final paper: The final paper will be due December 18th at noon. The topic and specific instructions will be made available 4 weeks before the assignment is due.

DROPPING classes

- Last day to drop (no tuition penalty): September 9
- Web Withdrawal period (100% tuition liability): September 10-30
- Selective Withdrawal period (100% tuition liability): October 1-28

STUDENTS WITH DISABILITIES

If you have a disability that may affect your performance in this class, please make an appointment with the instructor during the first week of class to discuss your needs in private. You may also contact the Office of Disability Services: <http://ods.gmu.edu/>

GRADE BREAKDOWN

Attendance and participation	20%
Portfolio (5 compositions)	30%
Metacognitive essays on writing (2)	15%
Tests	20%
Final paper	15%

TOTAL	100%

Grades will be assigned based on the chart below, which follows University regulations:

1000-980 points = A+	869-830 points = B	729-700 = C-
979-930 points = A	829-800 points = B-	699-600 = D
929-900 points = A-	799-770 points = C+	590-0 = F
899-870 points = B+	769-730 points = C	

Calendrier FREN 309 *** Automne 2018

Changements possibles en cours de route pour satisfaire les besoins de la classe !!! There is significantly more homework assigned Thursday for the following Tuesday. Please plan accordingly.		
Dates & chapitres	En classe	Devoirs à préparer chez vous AVANT la classe suivante. Les exercices sont à faire sur feuille et je ramasserai et noterai à l'imprévu.
Mardi 28 août	Introduction Chapitre préliminaire	Lire : La description, p.7 Vocabulaire utile, p.9 <i>Blue Bay</i> , p.11-12 ***** Faire : Ecriture d'invention, p.8 (1, 2, 3) Ex. A, B/p.10 Réactions & compréhension, p.12-13
Jeudi 30 août	Chapitre 1 Atelier d'écriture I	Lire : Les actes de parole, p.16-18 Pour décrire les couleurs, p.19 La stylistique, p.22-24 ***** Faire : Ex. A/p.18, B/p.20-21 Atelier d'écriture II, p.21
Mardi 4 sept.	A rendre : Brouillon Composition #1 <i>Dictionnaire personnel</i>	Lire : Entraînez-vous, p.27 ***** Faire : Ex. A/p.24, C/p.25, E/p.26
Jeudi 6 sept.		Lire : Le portrait, p.29 Vocabulaire utile, p.31-32 ***** Faire : Ex. A, B/p.32, C, D/p.33
Mardi 11 sept.	Chapitre 2	Rédigez la version finale, en reprenant le brouillon, revu par la prof, et en le développant → Atelier d'écriture III/p.28 + Retouches Lire : <i>Travail de rêve</i> , p.33-35 ***** Faire : Atelier d'écriture I, p.30-31 Réactions & compréhension, p.35 (1, 2, 3)

<p>Jeudi 13 sept.</p>	<p>A rendre : Version finale Composition #1</p>	<p>Lire : Les actes de parole, p.38-40 Pour décrire : La position des adjectifs, p.42 ***** Faire : Atelier d'écriture II, p.44 Ex. A/p.40-41, A, B/p.43</p>
<p>Mardi 18 sept.</p>	<p>A rendre : Brouillon Composition #2 <i>Dictionnaire personnel</i></p>	<p>Lire : La stylistique, p.45 Pour mettre en relief un élément de la phrase, p.48 ***** Faire : Ex. B/p.46, D/p.47</p>
<p>Jeudi 20 sept.</p>	<p>Test #1</p>	<p>Lire : Le compte rendu, p.51 Vocabulaire utile, p.52-53 Magie d'Afrique, p.55-56 ***** Faire : Atelier d'écriture I, p.52 Réactions & compréhension, p.56 (1, 2, 3, 4, 5)</p>
<p>Mardi 25 sept.</p>	<p>Chapitre 3</p>	<p>Rédigez la version finale, en reprenant le brouillon, revu par la prof, et en le développant → Atelier d'écriture III/p.50 + Retouches Lire : Les actes de parole, p.60-61 ***** Faire : Analyse structurelle, p.57 (1) Analyse stylistique, p.58 (1, 2 a, b, c, d)</p>
<p>Jeudi 27 sept.</p>	<p>A rendre : Version finale Composition #2</p>	<p>Lire : La stylistique, p.64-66 ***** Faire : Ex/p.67 Atelier d'écriture II, p.64</p>
<p>Mardi 2 oct.</p>	<p>A rendre : Brouillon Composition #3 <i>Dictionnaire personnel</i></p>	<p>Lire : La narration, p.71 Vocabulaire utile, p.73-74 ***** Faire : Atelier d'écriture I, p.72 Ex. A/p.74-75</p>
<p>Jeudi 4 oct.</p>	<p>Chapitre 4</p>	<p>Lire : La prise de conscience, p.76-78 Les actes de parole, p.81-85 *****</p>

		<p>Faire : Réactions & compréhension, p.78 (1, 2, 3) Ex. A/p.83 Atelier d'écriture II, p.86</p>
Mardi 9 oct.	Pas de cours ce mardi. (Columbus Day recess)	
Jeudi 11 oct.		<p>Rédigez la version finale, en reprenant le brouillon, revu par la prof, et en le développant → Atelier d'écriture III/p.68 + Retouches/p.69</p>
Mardi 16 oct.	<p>A rendre : Version finale Composition #3</p>	<p>Lire : La stylistique, p.86-90 ***** Faire : Ex. A/p.87-88, A/p.91</p>
Jeudi 18 oct.	<p>A rendre : Metacognitive essay 1</p>	<p>Lire : L'essai, p.95 Vocabulaire utile, p.97 ***** Faire : Atelier d'écriture I, p.96 Ex. A/p.97-98, B/p.98</p>
Mardi 23 oct.	<p>A rendre : Brouillon Composition #4 <i>Dictionnaire personnel</i></p>	<p>Lire : La contagion, p.99-100 ***** Faire : Réactions & compréhension, p.101 (7, 8) Analyse structurelle, p. 102 (1, 2)</p>
Jeudi 25 oct.	Chapitre 5	<p>Lire : Les actes de parole, p.104-106 La stylistique, p.109-111 ***** Faire : Ex. A/p.107, C/p.108-109, A/p.111 Atelier d'écriture II/p.109</p>
Mardi 30 oct.		<p>Rédigez la version finale, en reprenant le brouillon, revu par la prof, et en le développant → Atelier d'écriture III/p.93 + Retouches</p> <p>Lire : La correspondance, p.165 Vocabulaire utile, p.167-168 ***** Faire : Ex. A, B/p.169</p>
Jeudi 1^{er} nov.	<p>A rendre : Version finale Composition #4</p>	<p>Lire : Lettre de motivation et CV/p.170-171 ***** Faire : Réactions & compréhension, p.172 (2, 3, 4)</p>

	Chapitre 8	
Mardi 6 nov.	A rendre : Brouillon Composition #5 <i>Dictionnaire personnel</i>	Lire : Les actes de parole, p.174-176 Pour s'identifier.../p.179-180 La stylistique/p.182 ***** Faire : Ex. B/p.176, Ex. B/p.184
Jeudi 8 nov.		Lire : Le Petit Prince – Chapitre I et II (Blackboard) Faire : activités en marge de la lecture ci-dessus
Mardi 13 nov.	Le Petit Prince	Rédigez la version finale, en reprenant le brouillon, revu par la prof, et en le développant → Atelier d'écriture III/p.114 + Retouches/p.115 Lire : Le Petit Prince – Chapitre III et IV (Blackboard) Faire : activités en marge de la lecture ci-dessus
Jeudi 15 nov.	A rendre : Version finale Composition #5 Le Petit Prince	Lire : Le Petit Prince – Chapitre V (Blackboard) Faire : activités en marge de la lecture ci-dessus
Mardi 20 nov.	Test #2 Le Petit Prince	Lire : Le Petit Prince – Chapitre VI et VII (Blackboard) Faire : activités en marge de la lecture ci-dessus
Thanksgiving		
Mardi 27 nov.	A rendre : Metacognitive essay 2 Le Petit Prince	Lire : Le Petit Prince – Chapitre VIII (Blackboard) Faire : activités en marge de la lecture ci-dessus
Jeudi 29 nov.	Le Petit Prince	Lire : Le Petit Prince – Chapitre IX (Blackboard) Faire : activités en marge de la lecture ci-dessus
Mardi 4 déc.	Le Petit Prince	
Jeudi 6 déc.	Conclusion du cours	Essai final à rendre par email le 18 décembre à midi.

Bonnes vacances !