

**FRENCH 313**  
**SECTION 1594**  
**FALL 2011**

*Professor Kathryn Talarico, Ph.D.*

*Bureau: 2S-110*

*Heures de bureau: le lundi et le mercredi 9h30-10h; 14h30-15h30 et sur rendez-vous*

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*Site: <http://scholar.library.csi.cuny.edu/~talarico> (This is your starting point for "all things French.")*

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***Bienvenue à FRN 313!***

The French faculty:

Asst. Prof. Noëlle Rouxel-Cubberly

Adjunct Instructors: Nicole Fennimore and Solmaz Lee

We are all pleased to welcome you to FRN 313 and you should feel free to consult with any of us. Prof. Cubberly and I can help you not only with technical questions about course content, but with questions about the minor, study abroad, internships, ways to market your French skills, or extra-curricular activities that would be of interest to students learning French.

FRN 313 is a 4-credit course that meets twice a week. There will be independent multimedia components (films, internet) and a great deal of homework. You should expect to put in **eight hours** of work on your own per week, not including test preparation.

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***Objectives for French 313:***

French 313 is an advanced intermediate language course. Classes are conducted entirely in French and are very interactive.

While it is assumed that you have seen and begun to put into use most of the basic structures of French in a variety of authentic communicative contexts, it is not assumed that you have mastered all these structures yet. In addition, there are some new structures that you've not yet seen (or perhaps not seen in great detail). That's what this course is all about. I am also assuming that you are all coming to this class with a variety of backgrounds--some of you are stronger (and remember more from your previous courses); some of you are weaker and may have forgotten some of the earlier material that you covered either in high school or in other college courses.

Others may be native speakers who are strong in oral work but need to improve their written skills. This is not a problem! You are not in competition with one another, but with yourself. You have to make progress according to your abilities. If you're a weaker student, work with a partner who's stronger. And if you're stronger, by working with weaker students, you will find that you can articulate your own strengths and your knowledge. When you don't understand something that either a classmate or the instructor says, ask for clarification! Of course, you have to ask for clarification in French. The more you use and hear the target language, the more at ease you will become.

Since this is one of the last courses many of you will be taking to complete the French minor (although we hope you will continue, either through formal coursework in literature or on your own!), one of the main goals of the course is to train you to be able to work on your own to continue learning French. That is the main goal of the work we will do as we follow the pattern of your earlier courses of working on the four passive and active skills: reading/writing, listening/speaking. This course builds on and increases the knowledge you already have and are familiar with. Each of our class hours together will be spent honing these skills:

**Grammar/Translation:** Your textbook, *French Grammar the Easy Way*, will serve as a background text. There are also supplementary exercises on the "French Grammar Review Pages" that are on my home page as well as various handouts that will be distributed. There are some structures that have not been covered yet, and we will explore those in class together (e.g. the *discours indirect*, some of the *pronoms relatifs*, the *subjonctif*, *le conditionnel*, *le futur*, etc.). One way in which we will get at some of the more difficult grammatical structures will be through contrastive grammar and translation. While we won't be speaking English in class, we will be doing some translation exercises that will help to get you from more complex structures in English to their French counterparts. Remember: French is not merely English with different words! There are completely different ways of expressing ideas in each of the languages, and one of our tasks this semester will be to focus on those differences. You will find that both your French and English skills will improve. We will be translating some of the oddest and silliest sentences you've ever seen. They are so odd and so silly that you'll remember the grammatical structure forever!

It is to be understood that you are responsible for the "mechanical" aspects of grammar (i.e. learning the verb conjugations, proper spelling, etc.). At this level, we will be analyzing the grammatical structure of a sentence and what it communicates. For past tenses, for instance, you need to learn (or review from 215!) the conjugations of the verbs. We will look at how one conceives of the past and the hypothetical future in French through the use of different tenses and moods.

**Phonetics, Listening Comprehension and Discussion:** We will be working on corrective phonetics, and the relationship between spelling in French and pronunciation. In addition, there will be work, both in class and in the lab, that will help to hone your listening skills in French. You will learn to take dictation using the phonetic alphabet! Learning the phonetic alphabet is

also a way of making you an independent learner. When you come across a new word and look for it in a French dictionary, there is always an accompanying phonetic transcription that tells you how it sounds. (The same is true for English, by the way.) This is an excellent way of making new vocabulary "active" when you speak.

It is in the listening/speaking part of the class where we will take advantage of the wealth of songs, films, and tv programs that we have both in the lab and in my office. Through the oral reports that you will give in class, you will work with information on French websites to discuss the important topics of the day that interest you. We will also be taking a linguistic "*tour de France*," listening to the different accents of different regions and different classes of people. We will begin in the North, through a study of the box-office hit, *Bienvenu chez les Ch'tis*, and "land" in Provence, in the South of France, where you will explore in depth the classic films of Marcel Pagnol. You will also be reading and "performing" excerpts from various types of literature (theater, poetry, prose). You will be doing (and re-doing!) a variety of recording exercises in the lab. Correct articulation is important for all educated speakers of a language, native and non-native alike.

**Writing Skills:** Much time will be spent on improving your writing and argumentation skills--skills that you can transfer to your writing in English, as well as in French, since clear thinking and expression form the basis of writing in any language! This will be done through regular writing assignments as well as your personal *journal hebdomadaire* that you will submit. It is a "free writing" exercise to get you to use new vocabulary and structures and to express your opinions and feelings concerning just about anything you want. It is not given a formal grade, but it is collected, read, and corrected. (See below, under "Student Responsibilities.")

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### ***Student Responsibilities:***

At this stage, you know the drill from your other French classes: Come to class prepared; come to class with your book; make sure you have each other's e-mail addresses and phone numbers; get in touch with me immediately if you have any problems. I will not accept any in-class excuses for missing work. You need to be in touch with me. Finally, make use of the extensive resources we have in the lab: computer programs; CD's of movies, culture, theater, and history; magazines and newspapers. On my home page, you will find a lot of materials as well (under "French Resources"). There is a web page for the class with links and information and I update it throughout the course of the semester (with help from students who find very good websites!). You need to check it each day. You will also be doing your recordings in the lab. One of the most important things to bring to each class session is your questions about what you do not understand. While it's wonderful to think that you are learning and understanding everything, sometimes there are problems. Most of the time, your colleagues in class have the same questions. You are not showing "weakness" by asking a question or saying that you really don't understand. You are showing that you are becoming an active, independent learner who is trying

to figure out where the answers and explanations are!

Each week, you will submit a written journal on any subject of your choosing, but that cannot include a list of stores or restaurants you went to. These journals will be collected each week but will not be graded. You should use your journals to practice the grammar structures we are studying, to experiment with new vocabulary and idiomatic expressions. You can check the French websites for news, current events, everyday life, film, and pop culture to help inspire you. The French presidential elections are coming up in 2012, so there will be lots of information. As we know from the recent economic turbulence in the US and in Europe especially, what happens around the world affects the US as well.

In your journals you should try to push yourselves in your journals, showing that you're getting the hang of the grammar but that you are also trying to go further. Your journals can be either typed or handwritten. If handwritten, please make your entries legible! Try jotting down a few sentences each day, indicating random thoughts, preoccupations, opinions, etc. You can think of it as Twittering, but in correct French and with full sentences and no abbreviations!

Each week two students will give an oral presentation (of about 5 minutes) to the class about an interesting news story, a magazine article, movie or cultural information in New York or in France. The whole group will discuss the topic of the presentation. Part of your grade for the presentation will be the questions that your classmates ask, so everyone must pay attention! You can do your presentation individually or consult with each other.

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### ***Policies, Requirements, Grading, and Other Grim Things:***

#### **Attendance Policy:**

Instructors are required by New York State law to keep an official record of class attendance. Since much of your grade is based on your in-class performance (in addition to lab work, homework, quizzes, etc.), any student absent in excess of 4 fifty-minute sessions will be assigned a grade of either WU (if the student disappears from the class) or an F (if there is work missing or performance is poor), at the discretion of the instructor.

Absences can only lower your final grade. There are no extra rewards for being present in class. Lateness will be calculated accordingly: two latenesses equal one absence. No make-ups are permitted for either quizzes or homeworks. Absence from the mid-term exam requires a doctor's note. Students who are absent from the final exam who produce proper documentation (and if they are doing passing work) will receive a grade of I. *Failure to adhere to the above procedures will result in a grade of F.*

#### **A Note on Required Work:**

Absence from class does **NOT** excuse you from any work that is due or exams given on the day of your return. . Plane tickets/vacations do not excuse you from anything (and Halloween is not a holiday). You should make sure that you have the phone number and e-mail of at least one other

person in the class so that you can find out what was missed. You will note as well that you have my office phone and e-mail addresses. There is no excuse for coming to class and saying that you didn't know what was due! This is especially crucial for a small class like ours. We need to work closely with one another.

### **Cheating and Plagiarism:**

CUNY has a very strict policy concerning cheating and plagiarism, and we adhere to the rules in all our classes. The Media Center has copies of the full text, including policies for dealing with cheating and plagiarism. You can also link to it on the CUNY Website. You are expected to be familiar with the policies and procedures outlined in those documents.

The "short" version is the following: No instances of cheating or plagiarism will be tolerated. Students who are caught cheating or plagiarising will be automatically failed on the particular exam or assignment and may also receive a grade of F for the course. The CSI website with the CUNY policy includes the following: "Integrity is fundamental to the academic enterprise. It is violated by such acts as borrowing or purchasing assignments (including but not limited to term papers, essays, and reports) and other written assignments; using concealed notes or crib sheets during examinations; copying the work of others and submitting it as one's own; and misappropriating the knowledge of others. The sources from which one derives one's ideas, statements, terms, and data, including Internet sources, must be fully and specifically acknowledged in the appropriate form; failure to do so, intentionally or unintentionally, constitutes plagiarism. Violations of academic integrity may result in a lower grade or failure in a course and in disciplinary actions with penalties such as suspension or dismissal from the College."

I will report any and all instances of cheating, suspected cheating, and plagiarism. The most rampant form of cheating these days is "cut and paste" plagiarism (copying) from the Internet. *This is stealing.* You must use your own ideas and words and acknowledge the source of your information.

No notes, cellphones, talking, walking out of the room will be allowed during any exam or quiz. All cellphones must be turned off at the beginning of each class session, whether there is an exam or quiz or not. In addition, you may not get up and leave and/or return at will. This is simple courtesy.

### **Grades are based on the following:**

**Progress and Participation** (attitude, preparedness, homework, having your book!): **20%**

**Oral Work** (oral quizzes, recording exercises, lab practice with Rosetta Stone and other resources, class oral work oral reports in class; presentations): **25%**

**Written Work** (short quizzes, chapter quizzes, homework, reports, compositions); **25%**

1) Written homework will be collected at certain times.

2) Short quizzes: These are 15-20 minute quizzes given approximately once a week, based on your homework and in-class activities. There are no surprises on these quizzes!

**Mid-Term Exam: 15%**

**Final Exam: 15%**

Note: All quizzes and exams (which contain oral listening comprehension components) are given at the beginning of class. You should arrive at class on time. No make-ups are permitted for either quizzes (or missed parts of quizzes) or missed homework assignments.

**Department Grades for French:**

95-100 A

90-94 A-

85-89 B+

80-84 B

75-79 B-

70-74 C+

63-69 C

56-62 D

0-55 F

**Computer Literacy Statement of the Department of Modern Languages:**

The Media Center of the Department of Modern Languages (2S-114) is a state-of-the-art facility designed to supplement class instruction. Students have at their disposal a wide variety of materials in various media (videos, CD's, audio tapes, etc.) to help them with their language learning. In addition to access to word-processing programs and the Internet (which are available on all CSI computers in the open-access labs around the campus), students have access to language-specific tools to aid in their writing and that are available in the Media Center only. It is a requirement of all students that they become familiar with the following during the course of the semester: E-mail (and attachments); Internet search and Internet research; word-processing (in addition to the use of MS-Word, language modules are available for spell-checks and grammar checks in individual languages); language-specific programs in the Media Center. The staff in the Media Center, as well as your instructors, will be available to help you and see that you get the training necessary to use these programs and materials.