**UCONN: Global Culture in French**

UCONN ECE COURSE SYLLABUS

FREN 3250: Global Culture in French

Christine Kehrley

Haddam-Killingworth High School

2019-2020

This course is given in cooperation with UConn Early College Experience.

[www.ece.uconn.edu](http://www.ece.uconn.edu)

**UCONN Course Description**: Three credits. Intense study of oral French. Learning of oral techniques of communication in conjunction with weekly topics of conversation associated with various francophone cultures. Rigorous and active oral practice through dialogues, interviews, roundtables, and oral reports.

**COURSE PHILOSOPHY**: Learning a language is more than just learning vocabulary and rules of grammar! You are learning how to use the language as a tool to communicate ideas about French-speaking cultures and the world. Our class will work as a team where we learn with each other and from each other.

**COURSE GOALS/OBJECTIVES:**

* Improve linguistic proficiency, with emphasis on oral proficiency. Improve ability to communicate on a variety of topics and improved understanding of both written and spoken French. Improve ability to both understand and use different registers (formal and informal) of French.
* Deepen understanding of French and francophone cultures.
* Expand ability to analyze and evaluate concepts in various cultural contexts.

**COURSE MATERIALS**:

Authentic French websites

Teacher supplied materials (selected readings, articles, films and grammar exercises)

Dictionary: wordreference (app/website)

Textbook reference: Discovering French Nouveau Rouge

**COURSE GRADING**:

Marking period grades: Presentational Communication: 30%

Interpersonal Communication: 30%

Interpretative Communication: 25%

Language 15%

Final grade: Each of 4 marking periods: 20%;

Each exam (midterm and final): 10%

Evaluations will be based on the three modes of communication and on proficiency and understanding of linguistic structures. These will include, but are not limited to, oral presentations, participation in class and group discussions, student-led activities.

**COURSE POLICIES**

• Participation

It is expected that all students will participate actively in all activities. This means:

* Speaking often in French
* Contributing ideas to discussions
* Explaining and giving evidence of ideas
* Listening to and responding to classmates’ ideas
* Showing respect for classmates and their ideas.

• Late Work Policy

Late work will be accepted for reduced credit.

• Plagiarism

The World Languages Department expects and requires students to present their own work. The Department adheres to the rules and regulations regarding plagiarism as set forth in the Student Handbook. Plagiarism carries strict penalties. Students who submit plagiarized work will receive a zero for that assignment and will be referred to the administration for disciplinary action.

Plagiarism is theft. If you use anyone else’s ideas or writing, photographs, graphics, and do not give him credit, you are stealing. That includes any on-line source (e-magazine, e-newspaper, images, photos, blog comments, etc.). This also includes copying a classmate’s homework assignment. If you give a copy of your own work to another student, and that student copies it, you are assisting plagiarism. Finally, use of on-line translators is prohibited.

Disclaimer: I reserve the right to change this syllabus at any time.

**COURSE CALENDAR:** all coursework integrates the study of francophone cultural perspectives, practices and products. All units will include participation and assessment using the three modes of communication: interpretative (viewing films/videos; reading fiction/non-fiction both online and print); interpersonal (discussion, blogs, emails); presentational (oral presentations; compositions).

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit** | **Essential Question** | **Context** | **Linguistic goals** |
| 1 | Why live in the country? | Study of French villages and analysis of rural exodus | Vocabulary associated with villages and countryside; negative expressions; verbs (*voir, sortir, dormir, partir*); direct object pronouns (review of some structures) |
| 2 | How does one tell a story | French cinema and fairy tales | Vocabulary associated with cinema, fairy tales, past tense expressions; review of present tense verbs; use and formation of *passé composé*  and *imparfait*. Read/view stories, film *Amélie.* |
| 3 | What role can travel play during our youth? | Travel to France (*Les voyages forment la jeunesse.*) | Vocabulary associated with travel, country names; prepositions associated with country names; future tense; use of relative pronouns *qui* and *que;* reading authentic French websites; reading articles about youth travel in France |
| 4 | How does one read a story? | French short stories | Vocabulary of description, emotions; verb *se sentir*: *passé simple* |
| 5 | What does it mean to get involved? | French perspectives toward getting involved to make the world a better place (includes organizations with such a goal) | Vocabulary associated with society, its issues; writing formal vs. informal correspondence; analyzing French web sites ; conditional mode; reading articles, excerpt from *Indignez-vous*, poetry; viewing film *Au revoir les enfants*; viewing videos of organizations and their activities |
| 6 | What makes something beautiful? | French painting of the nineteenth century | Vocabulary associated with art and nineteenth century society; subjunctive mode (expansion); verbs like *peindre*; reading articles about artists, their styles. |
| 7 | How does one represent a culture? | Quebec culture | Reading short story, poetry; vocabulary associated with Quebec culture and cuisine; irregular verbs; choosing the appropriate verb tense for a context; introduction to reading the *passé simple*; viewing Canadian culture website short movie *Le Chandail* |