

FREN 3120: French Culture and Civilization II

Independent Study

Summer 2012

Office: M-R 2-4

3 credits

Honors House

Department of Modern and Classical Languages

College of Arts & Sciences

Valdosta State University

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COURSE DESCRIPTION (catalogue): **Prerequisite: FREN 2002 or permission of instructor.** A survey of the historical, sociological, philosophical, literary, and artistic developments of everyday France and the Francophone world.

TEXTBOOK: Edmiston, William F., and Annie Duménil. *La France contemporaine* 4th Edition. New York: Heinle Cengage Learning, 2009.

COURSE GOALS

Upon completion of the course the student will demonstrate understanding French history, society, political life, art, literature, philosophy, more specifically in the period after the French revolution of 1789. The students will demonstrate proficiency at the advanced level of proficiency as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines (ACTFL).

ACTFL PROFICIENCY GUIDELINES AT THE INTERMEDIATE-HIGH LEVEL:

1. **Listening:** Able to sustain understanding over longer stretches of connected discourse on a number of topics pertaining to different times and places; however, understanding is inconsistent due to failure to grasp main ideas and/or details. Thus, while topics do not differ significantly from those of an Advanced level listener, comprehension is less in quantity and poorer in quality.
2. **Speaking:** Intermediate-High speakers are able to converse with ease and confidence when dealing with most routine tasks and social situations of the Intermediate level. They are able to handle successfully many uncomplicated tasks and social situations requiring an exchange of basic information related to work, school, recreation, particular interests and areas of competence, though hesitation and errors may be evident. Intermediate-High speakers handle the tasks pertaining to the Advanced level, but they are unable to sustain performance at that level over a variety of topics. With some consistency, speakers at the Intermediate High level narrate and describe in major time frames using connected discourse of paragraph length. However, their performance of these Advanced-level tasks will exhibit one or more features of breakdown, such as the failure to maintain the narration or description semantically or syntactically in the

- appropriate major time frame, the disintegration of connected discourse, the misuse of cohesive devices, a reduction in breadth and appropriateness of vocabulary, the failure to successfully circumlocute, or a significant amount of hesitation. Intermediate-High speakers can generally be understood by native speakers unaccustomed to dealing with non-natives, although the dominant language is still evident (e.g. use of code-switching, false cognates, literal translations, etc.), and gaps in communication may occur.
3. **Reading:** Able to read consistently with full understanding simple connected texts dealing with basic personal and social needs about which the reader has personal interest and/or knowledge. Can get some main ideas and information from texts at the next higher level featuring description and narration. Structural complexity may interfere with comprehension; for example, basic grammatical relations may be misinterpreted and temporal references may rely primarily on lexical items. Has some difficulty with the cohesive factors in discourse, such as matching pronouns with referents. While texts do not differ significantly from those at the Advanced level, comprehension is less consistent. May have to read material several times for understanding.
 4. **Writing:** Writers at the Intermediate-High level are able to meet all practical writing needs such as taking notes on familiar topics, writing uncomplicated letters, simple summaries, and compositions related to work, school experiences, and topics of current and general interest. Intermediate-High writers connect sentences into paragraphs using a limited number of cohesive devices that tend to be repeated, and with some breakdown in one or more features of the Advanced level. They can write simple descriptions and narrations of paragraph length on everyday events and situations in different time frames, although with some inaccuracies and inconsistencies. For example, they may be unsuccessful in their use of paraphrase and elaboration and/or inconsistent in the use of appropriate major time markers, resulting in a loss in clarity. In those languages that use verbal markers to indicate tense and aspect, forms are not consistently accurate. The vocabulary, grammar, and style of Intermediate-High writers essentially correspond to those of the spoken language. The writing of an Intermediate-High writer, even with numerous and perhaps significant errors, is generally comprehensible to natives not used to the writing of non-natives, but gaps in comprehension may occur.

1. GRADE DISTRIBUTION:

1. Exams (5)	50%
2. Oral presentations	20%
3. Midterm	15%
4. Final exam	15%

GRADING SCALE:

90-100	A
80-89	B
70-79	C

60-69 D
 0-59 F

ASSESSMENT STANDARDS

1. In this document ACTFL refers to the American Council on the Teaching of Foreign Languages Proficiency Guidelines, which can be found at:
<http://www.sil.org/lingualinks/languagelearning/OtherResources/ACTFLProficiencyGuidelines/contents.htm>
 And (Speaking, revised 1999; Writing, revised 2001)
<http://www.actfl.org/i4a/pages/index.cfm?pageid=4236>

2. Valdosta State University General Education Outcomes can be found at:
<HTTP://WWW.VALDOSTA.EDU/ACADEMIC/VSUGENERALELUCATIONOUTCOMES.SHTML>

3. Outcomes for the major in French Language and Culture track can be found at:
<http://www.valdosta.edu/mcl/assessments.shtml>

4. Future and prospective teachers (Foreign Language Education track) may consult the Conceptual Framework of the College of Education at:
<http://www.valdosta.edu/coe/ecre/documents/COEConceptualFrameworkELEMENTSANDINDICATORS2.doc>.

COURSE OUTCOMES*:

Upon successful completion of FREN 3120 the learner will be able to:

1. Identify correctly geographical location of cities and regions in France, demonstrate understanding of the political and administrative organization of the country, the structure of its government, its political parties, and major historical events in the past since 1789.
2. Understand the role and place of France in the European Union and the world.
3. Identify correctly major schools, figures, and works of thought, literature, and art in France after the Revolution of 1789 and understand their impact on French society.
4. Understand trends in everyday life, social issues, and religious diversity in France.
5. Compare and contrast information about France with the students’ native culture.
6. Communicate ideas about all issues discussed in class in oral or written format at the Intermediate-High level as defined by ACTFL.

* All outcomes are in French utilizing all tenses.
 ACTFL target level: Intermediate-High.

Course Objectives	Assessment Instruments used to	Types of Assessments	ACTFL/NCATE Program Standards	VSU General Education	Projected Major Outcomes
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	Measure Outcomes			Outcomes	
1	1,2,3,4	Formative and summative written and oral assessments		2,3,6,7	1,2,3,4,5,6,8,9
2	1,2,3,4	Formative written and oral assessments		1,2,3,4,6,7	1,2,3,4,6,8,9
3	1,2,3,4	Formative and summative written and oral assessments		2,3,6,7,8	1,2,3,4,7,8,9
4	1,2,3,4	Formative and summative written and oral assessments		1,2,3,6,7,8	1,2,3,4,6,8,9
5	1,2,3,4	Formative and summative written and oral assessments		1,2,3,6,7,8	1,2,3,4,6,9
6	1,2,3,4	Formative and summative written and oral assessments		3, 7	1,2,3,4,9

COURSE OBJECTIVES: The student who successfully completes this course should be able to perform (oral and written) the following tasks in French: discuss events, trends, and issues in French politics, history, art, literature, philosophy, religion, and social life at a level commensurate with that of an educated French citizen. These tasks should be completed at the Intermediate-High level of proficiency as defined by ACTFL

CLASS SCHEDULE:

Nota bene: The following class schedule is subject to change.

Week 1

Introduction. Syllabus. La France et les Etats Unis – liens historiques.

Chapitre 1: La France physique – la géographie de l'Hexagone.

Chapitre 2 : Paris et la vie urbaine.

Chapitre 3: Quiz 1. Les Régions et les provinces.

Week 2

Chapitre 4: Les langues de la France.

Chapitre 5: Quiz 2. L'Union Européenne.

MIDTERM:

Chapitre 6 : La République française.

Week 3

Chapitre 7 : Quiz #3. L'Etat. (extraits)

Présentation culturelle

Chapitre 9 : La famille et la sexualité. (extraits)

Chapitre 10 : Quiz #4. Le travail et le temps libre. (extraits)

Chapitre 11 : La protection sociale. (extraits)

Week 4

Présentation culturelle

Chapitre 12: Quiz # 5. Les religions. (extraits)

Chapitre 13: L'immigration. (extraits)

Chapitre 14 : Quiz 6. L'éducation.

EXAMEN FINAL : TBA