

Syllabus
Kenyon College
Advanced French
Composition and Conversation
2013-2014

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1^{er} semestre :

Prélude - « Le français dans le monde »
vidéo « Introduction aux aventures d'Elodie » (à lire : Suggestions for the student for the use of the video)

Chapitre 1* - «Les études»
labo**/activité de vidéo***/interro****
analyse de poésie : *La page d'écriture* (Prévert)

Chapitre 2 - «Les jeunes»
labo/activité de vidéo/interro

Chapitre 3 - «Les immigrés»
Labo/activité de vidéo
analyse de poésie : *Le message* (Prévert)
rédaction (2) : « Les origines de ma famille » (labo p. 42-B)

fin premier trimestre : EXAMEN I: Chapitres 1-3 (2 jours)

Interlude - «Je crois que ça va pas être possible» (chanson)
étude du film : *Inch'Allah dimanche (ou Monsieur Lazhar)*

Chapitre 4 - «En route !»
labo/activité de vidéo/interro

étude du film : *Joyeux Noël*

Chapitre 5 - «Les voyages»
labo/activité de vidéo/interro
rédaction (3) : « Les voyages ouvrent l'esprit » (labo p. 72-C)
analyse de poésie : *Demain, dès l'aube* (Hugo)

fin 1^e semestre

2^e semestre :

Chapitre 6 : «Ciné et télé»
Labo/activité de vidéo

EXAMEN II: Chapitres 4-6 (2 jours)

Interlude : «France Télécom»

Chapitre 7 : «Traditions»
labo/activité de vidéo/interro
rédaction (4): « Il faut que tout soit différent » (labo p. 93-C)

lectures supplémentaires : *Le Corbeau et le renard, le Loup et l'agneau (Fontaine)*

La Bête de Gévaudan (The History Channel)

étude du film : *La Barbe Bleue*

fin 3^e trimestre

Chapitre 8 - «En famille»
labo/activité de vidéo/interro

[analyse littéraire : *Conte pour enfants de moins de trois ans* (Ionesco)]

Chapitre 9 - «Sans frontières»
Labo/activité de vidéo
rédaction (5): « La solidarité » (labo p. 116-C)

EXAMEN FINAL : Chapitres 1-9 (2 jours)

KAP Advanced French is a lower intermediate college French class designed in collaboration with Kenyon College. During the year you will cover the material in the textbook *Sur le vif* (an expression meaning “from real life” or “on the spot”). This class is designed to move students beyond the “survival skills” learned in first through third-year French. You will learn to describe relationships with family and friends and to express opinions about youth culture, immigration, travel, television, and film. You and your classmates will reflect on your attitudes toward ecology, discuss the role of education, and speculate about future social and political directions. You will learn about how these topics are seen in the French and Francophone world, and make comparisons with American perspectives. Additionally, this course offers you a contextualized review of the fundamental structures of the French language that you have studied in your previous course(s), adding enough new points to enable you to become a more sophisticated language user, without overwhelming you with too many exceptions or linguistic nuances more appropriately studied in a higher level.

1) Textbook [*Manuel*]: You will have an assignment in your textbook for almost every class. This will include reading grammar explanations, studying vocabulary lists, and completing reading and writing activities. *You will need to bring your textbook to class every day.* You should familiarize yourself right away with the layout of the book, including the appendices.

The front half of the text contains material for *in-class* use: two reading passages; two sections of activities for contextualized practice of chapter vocabulary and grammar; and an additional section of activities at the end of each chapter designed to help you practice chapter vocabulary and grammar through discussion questions, role plays, and debates. Marginal notes called *Préparation grammaticale* suggest the grammar structures to review, and *Rappel* boxes give a brief statement of the rule that applies to the activities.

The second half of the book contains a comprehensive, intermediate-level *grammar review*. The examples are drawn either directly from the reading passages of the chapter, or use the thematic vocabulary. After each set of explanations, you are referred to corresponding activities in the *workbook* so that you can practice what you have just studied. **If you have questions about the grammatical explanations, bring them up in class**, preferably at the beginning of class. In class grammar explanations will be kept at a minimum so that more time can be devoted to using grammar in meaningful communicative activities. The grammar review for each chapter is found in the second half of the book. **The grammar material is prepared on your own.**

Sur le vif has a free Book Companion website www.cengage.com/french/slv that contains supplemental exercises. These include textbook-specific grammar and vocabulary self-correcting quizzes. Some students find these exercises helpful. On the website for *Sur le vif* (<http://slv.heinle.com>), you will find various types of activities. The website features self-check grammar exercises as well as self-check vocabulary exercises. The culture activities presented provide links to websites that relate to the themes of the textbook chapters. They guide you in an exploration of the site and topic in order to prepare you for in-class discussion or for out-of-class writing assignments.

2) Notebook: (*Cahiers d'exercices écrits et de laboratoire*) must be purchased from the office (\$52) and is used with the CDs or audio materials. Each chapter includes vocabulary and grammar activities, writing prompts, as well as pronunciation practice followed by a passage for listening comprehension and a short dictation.

****LABO ~** You will have an in-class lab day every Friday to work cooperatively on the oral (*phonétique, compréhension, dictée*) components of the lab as well as work on the grammar activities and writing assignments. You are also encouraged to work on the lab throughout the week. You will be given a deadline for each lab (usually 2-3 weeks per chapter).

***The **activité de vidéo** consists of authentic conversations among a group of friends dealing with a variety of issues. You will have one class period to view the video segment for each chapter and cooperatively prepare pre-viewing as well as comprehension questions. Please read “Suggestions for the student for the use of the video.”

****The **interrogations** test both vocabulary and grammar. (See **slv/heinle.com** for online practice quizzes!)

The composition component of this class will seek to improve your ability to write clearly and coherently in French. In order to foster these goals, the course will also provide a review of selected advanced grammatical structures and work on literary concepts. There will be five short papers on both creative and analytic topics (1-2 pages in length). Rewrites are expected. Written feedback on the *first draft* will include comments about and suggestions for improvement of content, vocabulary choice, organization at the sentence and paragraph levels and grammatical corrections (see “Error Code”). ONLY THE FINAL REVISED DRAFT WILL EARN A GRADE.

The class will be conducted in French. Please read “*The student’s role*” in the student preface of your book.

*Amusez-vous bien
et bonne année!*