**General Education Course Inclusion Proposal**

**Effective Communication**

*This proposal form is intended for departments proposing a course for inclusion in the Northern Michigan University General Education Program. Courses in a component satisfy both the Critical Thinking and the component learning outcomes. Departments should complete this form and submit it electronically through the General Education SHARE site.*

**Course Name and Number:** FR 300: French Reading and Writing

**Home Department:** Department of Modern Languages and Literatures

**Department Chair Name and Contact Information** (phone, email):

Timothy Compton x1107 tcompton@nmu.edu

**Expected frequency of Offering of the course** (e.g. every semester, every fall): Every fall

**Official Course Status**: Has this course been approved by CUP and Senate? YES

*Courses that have not yet been approved by CUP must be submitted to CUP prior to review by GEC. Note that GEC is able to review courses that are in the process of approval; however, inclusion in the General Education Program is dependent upon Senate and Academic Affairs approval of the course into the overall curriculum.*

**Overview of course** (please attach a current syllabus as well): *Please limit the overview to two pages (not including the syllabus)*

A. Overview of the course content

French 300 is the fifth semester in the study of French. This is the first semester in which students advance from the study of French grammar, where French and Francophone literature and culture have been carefully integrated progressively with each semester, to focusing on implementing and recognizing grammatical forms contextually in authentic French texts, which become progressively lengthier and more complex in the course of this semester. Equally emphasized is the skill of writing, continually reinforced and refined as students improve their skills in creative and analytical writing. In FR 300, students will read creative and critical works from French and Francophone authors focusing on genres such as, but not limited to, description of a person and place, fairy tales, film criticism, and journalism. Students will evaluate each genre for its particular characteristics, will review their classmates’ writings, and will eventually produce an original piece of writing that bears the particular features of that genre. In the course of the semester students learn to transfer many of the skills they use daily in their native language to the target language. For example, their ability to figure out unrecognizable words in the reading from context, and to express and convey insight or information they have acquired.

B. Explain why this course satisfies the Component specified and significantly addresses both learning outcomes

*Critical Thinking* is an important learning outcome of FR 300 as students will engage critically with the French language, culture, film, and literature by reading authentic literary texts, film reviews, and media articles. Students will subsequently produce creative and analytical writing based on multiple examples of each genre and critical examination of each sample through responses to questions and arguments and discussions in class. Students individually evaluate evidence by examining authentic French texts of various genres, and through peer review; integrate by applying the evidence they find within each text to their arguments and answers about that text; and ultimately create their own composition of that genre.

*Effective Communication* is an important element to FR 300 as students practice the five language skills essential for written and oral communication: reading, writing, speaking, listening and culture. Therefore, reading progressively more complex authentic French texts; writing creative and critical pieces, followed by two revisions of each written work after peer then professor feedback; and speaking and oral delivery in expressing and conveying information will be emphasized. For the final exam, students have to coherently, and logically present orally in French a final dossier with their four selected writing assignments from all the genre assignments completed during the semester. In preparing their oral presentation, students must select among their compositions those that best represent the conventions of the genre at hand, clearly explain those conventions, and identify them in their selected written work. They must also consider the readability of the written work, including proper syntax and standard written convention. Their oral delivery is also a factor as they must implement proper posture, gestures, eye contact, and vocal expressiveness. Proper oral delivery is also a factor in the ASL component of this course, which is an important contribution to the learning outcome of Effective Communication. The ASL component requires FR 300 students to take turns in individually animating conversation at the weekly French Table, which is a one-hour session of informal conversation in French on topics chosen by each individual student. The French Table is required for students of French, who attend on dates of their choice, and also welcomes the NMU community and the community at large; The French Table is advertised in various media around Marquette, such as the Marquette Monthly, Public Radio, Mining Journal, etc. Each session animated by an individual student is preceded by a phone conversation with the professor, which constitutes an exercise in oral communication by phone. During the phone conversation, the student presents the theme of their upcoming session and eight open-ended questions. Outside of the presentation of the questions to animate the French Table, phone etiquette following the French convention during this exercise is also essential for both opening the conversation and closing it. Finally, each French Table session is to be followed by an oral report in French by that student, in the professor’s office, describing the events and discussions of the session.

C. Describe the target audience (level, student groups, etc.)

Students of French who finish FR 202 at NMU, as well as incoming freshmen and other students, with French experience who place into French 300 level.

D. Give information on other roles this course may serve (e.g. University Requirement, required for a major(s), etc.)

FR 300: Reading and Writing French is required for French majors. This course also has an ASL component which serves the community and fits well into the university mission of “becoming productive citizens in the regional community”.

E. Provide any other information that may be relevant to the review of the course by GEC

The Syllabus for FR 300 is in French. I have included in this proposal detailed information in English on the format of the class and all assignments, including most importantly those that will be assessed and the means by which the assessment addresses the required criteria of all dimensions.

**PLAN FOR LEARNING OUTCOMES
CRITICAL THINKING**

*Attainment of the CRITICAL THINKING Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Critical Thinking Rubric for more information on student performance/proficiency in this area. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

|  |  |  |
| --- | --- | --- |
| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Evidence** | Assesses quality of information that may be integrated into an argument | Task Type: students will address this dimension through in-class discussion, hosting informal conversation in French at the weekly ASL French Table attended by students and community members, bi-weekly journal, and a continuous record of grammar corrections from writing assignments. For assessment, however, written assignments will be produced focusing on creative and analytical writing. Completing these assignments will involve reading samples and analyzing evidence, integrating ideas, and evaluating arguments.Frequency: Six writing assignments. Students will assess information in the genre readings to address arguments or questions about the texts. Overall grading weight: overall this dimension appears in 100% of the class; the assessment accounts for 35%Expected Proficiency Rate: 80% (We expect that early in the semester a much smaller number of students will show proficiency, but that as the semester continues, students practice and application of feedback will increase proficiency rate.)  |
| **Integrate** | Integrates insight and or reasoning with existing understanding to reach informed conclusions and/or understanding | Task Type: students will address this dimension through in-class discussion, hosting informal conversation in French at the weekly ASL French Table attended by students and community members, bi-weekly journal, and a continuous record of grammar corrections from writing assignments. For assessment, however, written assignments will be produced focusing on creative and analytical writing. Completing these assignments will involve reading samples and analyzing evidence, integrating ideas, and evaluating arguments.Frequency: Six writing assignments. Students will integrate information from texts to reach conclusions and answers.Overall grading weight: overall this dimension appears in 100% of the class; the assessment accounts for 35%.Expected Proficiency Rate: 80% (We expect that early in the semester a much smaller number of students will show proficiency, but that as the semester continues, students practice and application of feedback will increase proficiency rate.) |
| **Evaluate** | Evaluates information, ideas, and activities according to established principles and guidelines | Task Type: students will address this dimension through in-class discussion, hosting informal conversation in French at the weekly ASL French Table attended by students and community members, bi-weekly journal, and a continuous record of grammar corrections from writing assignments. For assessment, however, written assignments will be produced focusing on creative and analytical writing. Completing these assignments will involve reading samples and analyzing evidence, integrating ideas, and evaluating arguments.Frequency: Six writing assignments. Students will evaluate elements of French genre writing to inform their own writing of the same genre.Overall grading weight: overall this dimension appears in 100% of the class; the assessment accounts for 35%.Expected Proficiency Rate: 80% (We expect that early in the semester a much smaller number of students will show proficiency, but that as the semester continues, students practice and application of feedback will increase proficiency rate.) |

**PLAN FOR LEARNING OUTCOMES
EFFECTIVE COMMUNICATION**

*Attainment of the EFFECTIVE COMMUNICATION Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Rubric for more information on student performance/proficiency in this learning outcome. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

|  |  |  |
| --- | --- | --- |
| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Central Message and Structure** | Central message is the primary focus (main idea or thesis) of the work. Structure is the arrangement of the parts or elements of the work that aids in understanding which includes being coherent, logical, and complete.  | Task Type: written assignments will be produced focusing on creative and analytical writing. Completing these assignments will involve first reading samples of selected genre, discussing them in small groups as well as in class as a whole. Various genre of writing will be examined, analyzed, and evaluated for form, evidence, and style. Following the readings, students will write original works keeping in mind the central message and structure of the genre at hand. Frequency: Six writing assignments.Overall grading weight: 35%Expected Proficiency Rate: 80% (We expect that early in the semester a much smaller number of students will show proficiency, but that as the semester continues, students practice and application of feedback will increase proficiency rate.) |
| **Substantiation** | Substantiation includes solid reasoning and valid evidence supports conclusions; sources are documented in accordance with disciplinary conventions | Task Type: written assignments will be produced focusing on creative and analytical writing. Completing these assignments will involve substantiation with solid reasoning and evidence that supports conclusions within the style of the genre. Students will have to document their sources in accordance with the disciplinary conventions.Frequency: Six writing assignments.Overall grading weight: 35%Expected Proficiency Rate: 80% (We expect that early in the semester a much smaller number of students will show proficiency, but that as the semester continues, students practice and application of feedback will increase proficiency rate.) |
| **Delivery-Written** | Text (clear, readable, consistent with disciplinary conventions and standard written conventions including proofreading and proper syntax etc.) appropriate to the purpose and audience. | Task Type: written assignments will be produced focusing on creative and analytical writing. Written work will be consistent with disciplinary and standard written conventions of the genre at hand. Students will engage in peer review and proofreading trough three versions that progress towards a written work appropriate to the purpose of the audience.Frequency: Six writing assignments.Overall grading weight: 35%Expected Proficiency Rate: 80% (We expect that early in the semester a much smaller number of students will show proficiency, but that as the semester continues, students practice and application of feedback will increase proficiency rate.) |
| **Delivery-Oral** |  Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) and audio/visual aids appropriate to the purpose and audience. | Task Type: Students will present a dossier of their written works, selecting the four works they see as best representing the genre at hand. Delivery techniques are assessed by student’s posture, gesture, eye contact, and vocal expressiveness. Frequency: One time, final exam.Overall grading weight: 20%Expected Proficiency Rate: 80% Task Type: Students will host a one-hour French Table to be attended by members of the NMU community and the community at large as well as students of French, who are required to attend. Following which the student will deliver an oral report at the professor’s office. Delivery techniques are assessed by student’s posture, gesture, eye contact, and vocal expressiveness, as well as correct grammar and syntax.Frequency: Two one-hour sessions, each followed by an oral report at the professor’s office.Overall grading weight: 20%Expected Proficiency Rate: 80% |
|  |  |  |

Français 300: Lire et Ecrire

Office: 168 Whitman; e-mail: nkupper@nmu.edu; ph# 227-2648

**Texte à acheter pour le cours:** *Liens: Par écrit* par JoAnn Hammadou et dictionnaire de Collins Robert. Notez aussi que vous devez chercher un dossier du bureau du département (145 Whitman), et il y aura une série de probablement un ou deux films français qu’il faut voir en dehors de la classe pour le chapitre sur le compte rendu d’un film. Vous pouvez voir les films dans la grande collection de films français au laboratoire ou retrouver les films ailleurs.

**Textes de référence nécessaires:** un livre de grammaire pour usage personnel.

**Description générale du cours:** Dans ce cours nous allons nous concentrer sur le développement du français écrit et oral. Le but c’est de vous aider a mieux lire, écrire aussi bien que parler en cette langue et de renforcer aussi votre confiance personnelle. L’objectif pratique c’est de vous préparer à fonctionner dans des situations où il faut savoir et pouvoir lire et communiquer par écriture et oralement en pays francophone; par exemple, en voyageant, en étudiant ou en travaillant dans un pays francophone, en suivant des cours de français à l’université, ici ou ailleurs; ou tout simplement en écrivant ou en parlant avec une personne qui vient d’un pays francophone.

 Nous allons explorer ces phénomènes à travers des activités individuelles et en group, etc. basées sur les lectures, et à travers notre discussion des films choisis pour le cours.

Le calendrier est sujet à modification:

**Août**

26 Introduction. Devoir: lisez du dossier jusqu’à la page 12 et étudiez attentivement les appendices. Gardez-les pour références pour le reste du semestre. Lisez du dossier, pp. 17-28.

28 Activités du dossier. Devoir: lisez du dossier, pp. 35-39 et préparez tous les activités de « l’Introduction » et de « La Réaction Personnelles » de l’Exercices à la fin. Lisez également pp. 40 du dossier, “Le Passé simple.”

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Septembre**

2 Activités du dossier et du texte *Liens.* Devoir: texte *Liens*, faîtes p.2, activité A, et étudiez attentivement A, p.8, et B, p.9.

4 Activités du texte. Lisez du dossier pp. 43-7.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9 Activités du texte. Devoir: du dossier, lisez pp. 51-64 en suivant attentivement toutes les directions, et les exercices, et écrivez vos réponses aux questions. Apportez une grande photo ou une image d'un journal pour décrire à la classe.

11 Discussion des activités du devoir. Activités du texte. Devoir: du texte, **Rédaction I**, pp. 10-11, activités A-F. Apportez deux copies en classe, de la rédaction I (Portrait), version #1: une pour moi, une pour critique par des collèges de classe.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

16 Critique en pairs des rédactions, et dossier "Une Abominable feuille d'érable sur la glace." Devoir: du texte, p. 13: A, B, et Autocorrection. Deuxième version de la rédaction à rendre à moi en classe, jeudi. Du dossier "Une Abominable..." lisez pp. 75-7, et relisez le conte.

18 **Journal** à rendre. Rédaction I (Portrait), version #2, à rendre. Activités des dossiers "Une Abominable feuille..." et "Une Mère dans sa vallée." Devoir: relisez "Une Mère..." et répondez aux questions en marge, p. 15.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

23 Discussion de “Une Mère dans sa vallée.” Activités du texte. Devoir: rédaction I (Portrait), version #3 pour jeudi. Du texte, faîtes Préparation, p. 16.

25 Rédaction I (Portrait), version #3 à rendre en classe. Activités du texte. Devoir: *Liens:* relisez pp. 20-1. Faîtes act. A et C, pp. 21-2. Soyez prêt pour une discussion.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

30 Activités du texte et du dossier ". Devoir: *Liens:* faîtes A-E, p. 24 et écrivez **Rédaction** **II** (Description d'un lieu), version #1, apportez deux copies en classe, une pour moi, une pour critique par vos collègues.

**Octobre**

2 Critique de la rédaction II. Activités du dossier "Biographie de mes fantômes." Devoir: texte, p. 26, révision de la rédaction II, pour mardi. Du dossier, répondez aux questions en marge, pp. 31-2, pour une discussion en classe.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7 **Journal** à rendre. Rédaction II (Description d'un lieu), version #2, à rendre en classe. Activités du dossier "Biographie..." et "Confession de minuit." Devoir: du dossier, relisez "Confession..." et préparez les questions en marge aussi bien que « Est-ce que j’ai bien compris », pp. 34-5, pour une discussion en classe.

9 Activités du dossier "Confession..." Activités du texte. Devoir: rédaction II (Description d'un lieu), version #3, pour mardi. Du texte, p. 29, C.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

14 Activités du texte. Devoir: Relisez le texte, et répondez aux questions 1, 2, et 4.

16 **Journal** à rendre. Activités du texte. Devoir: Lisez attentivement pp. 36-7. Faîtes Act. 1, écrivez un dialogue entre un cheval et un ours.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_121 Activités du texte. Devoir: faîtes Ex. 5, p. 38, lisez pp. 40-41 et faîtes Ex. 4 et 1.

23 Activités du texte. Devoir: **rédaction** III (Le Conte), version #1, pp. 42-3, apportez deux copies en classe mardi.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

28 **Cahier** à rendre en classe. Rédaction III (Le Conte), version #1, à rendre en classe. Critique des collègues. Devoir: rédaction III, révision, pp. 44-5, pour jeudi. Du dossier, répondez aux questions en marge, pp. 48-50.

30 Rédaction III, version #2, à rendre en class. Activités du texte. Devoir: relisez "Les Sirènes" et préparez les questions en marge pour discuter en classe.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Novembre**

4 **Journal** à rendre. Activités du dossier "Les Sirènes." Activités du texte et **rédaction IV** (Les Conventions de la lettre), à écrire et à critiquer en classe. Devoir: rédaction III, version #3 pour jeudi. Du texte, lisez pp. 75-7. Faîtes B.1. et 2, p. 76.

6 Rédaction III, version #3, à rendre en classe. Activités du texte. Devoir: du texte, préparez les questions pp. 79 et 80-1 pour une discussion en classe. Rédaction IV, version #2 pour mardi. Etudiez le vocabulaire supplémentaire sur le cinéma (« Lexique technique… »)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

11 Activités du texte. Rédaction IV, version #2 à rendre en classe. Devoir: préparez vocabulaire sur le cinéma pp. 89-90 pour une épreuve mardi prochain. Du texte, pp. 82-4, relisez et faîtes tous les exercices, jusqu'à "Vers un style à vous." Lisez avec grande attention pp. 84-7.

13 **Journal** à rendre. Activités du texte. Devoir: regardez le film au labo, et en appliquant soigneusement toutes les catégories notées à la page 90-93 du texte, préparez la **rédaction V** (Le Compte rendu d'un film), version #1pour le 29 novembre. (N.B : Réduction V n’aura que deux versions). Apportez deux copies en classe, une pour moi, une pour vos collègues. Du dossier, relisez la critique sur "La Part des ténèbres," et répondez aux questions #1,2, et 4.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

18 **Épreuve** sur le vocabulaire pp. 89-90 du texte. Activités du dossier sur le compte rendu d'un film. Devoir: du dossier, répondez aux questions en marge, pp. 105-7 et 109-10. Rédaction V, version #1, à rendre en classe jeudi. Rédaction IV, version #3 pour mardi après le congé.

20 Rédaction V, version #1, à rendre en classe. Critique. Activités du dossier. Devoir: rédaction V, version #2, final, à rendre mardi après le congé. Du texte, p. 65, placez les paragraphes correctement.

 ( **Congé Thanksgiving** le 25 et 27 novembre).

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Décembre**

 1 Rédaction IV, version #3 et la rédaction V, version #2 à rendre en classe. Activités du texte. Devoir: préparez votre dossier de rédactions et votre cahier pour une présentation pour l’examen final. Souvenez-vous qu'on va se rencontrer jeudi à la bibli.

4 La classe se rencontre au rez-de-chaussée de la bibli auprès des journaux.

**Examen final :** Présentation des cahiers et des dossiers.

**Travail à faire pour le cours:**

1. Participation orale: présentations individuelles ou par groupes des activités du texte, et travail en group. (10%)

2. Direction des deux soirées à La Table française. (10% chaque soirée ; 20% en totale). (Préparation des huit interrogations légitimes pour générer une discussion, et la conversation au téléphone avec moi avant votre Table--2,5%, Animation de la discussion pendant une heure de la Table et évaluation des étudiants des niveaux bas-- 5%, visite dans mon bureau **avec une liste de participants** après la soirée pour décrire ce qui s'est passé--2,5%. Voyez et suivez rigoureusement des instructions précises sur « Hosting the French Table ».

3. Un journal de travail individuel à préparer et à rendre plus ou moins toutes les deux semaines, à partir du 18 septembre. Il faudra écrire une entrée par semaine d’à propos 200 mots légitimes basées sur votre travail en class : les lectures et les activités faites en classe. Le journal sera marqué plus informellement qu’une composition formelle et le sera sans révisions à faire. Ce qui comptera c’est la qualité et l’organisation de vos idées exprimées en français aussi correctes que possible. (15%)

4. Compositions: première copie et copies révisées. (35%)

5. Le cahier à rendre le 28 octobre pour vérification, et à la fin du semestre suivi de votre présentation orale du dossier des rédactions choisies pendant la période alternative. Le cahier aura 3 parties: 1. Le dossier des rédactions avec leurs révisions, et les exercices préparatoires du chaque chapitre du texte. 2. Le Journal. 3. Les corrections des erreurs grammaticales des rédactions et du journal. Marquez les corrections régulièrement chaque fois que votre travail vous est rendu. (20%)

90-100 A

80-89 B

70-79 C

60-69 D

0-59 F

**Remarques Finales:** N’oubliez pas qu’il faut être préparé, qu’il faut venir en classe, et participer activement à la discussion. Puisque votre présence est si importante, si vous manquez plus de deux classes votre note pour la participation sera baissée d’une lettre pour la troisième absence et pour chaque autre absence.Egalement, deux fois de retard vont compter pour une absence.

**Je voudrais souligner que** je suis à votre disposition pour discuter votre progrès personnel, pour vous aider autant que possible à n’importe quel moment dans le semestre. Je tiens à ce que le cours soit aussi enrichissant que possible pour vous. Vous pouvez toujours arranger un rendez-vous pendant mes heures de bureau. Mon numéro de téléphone au campus est 227-2648, mon bureau personnel 168 Whitman.

**DISABILITY SERVICES**

If you have a need for disability-related accommodations or services, please inform the Coordinator of Disability Services in the Disability Services Office at 2001 C. B. Hedgcock (227-1700). Reasonable and effective accommodations and services will be provided to students if requests are made in a timely manner, with appropriate documentation, in accordance with federal, state, and University guidelines.