

Agnes Scott College  
**French 230: Advanced Grammar and Composition (Fall 2014)**  
Course Prerequisite: FRE 202 or Equivalent

Instructor: Dr. Philip A. Ojo  
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Email: [pojo@agnesscott.edu](mailto:pojo@agnesscott.edu)  
Course meeting: MW 11:30 - 12:45 pm, Buttrick 217  
Office hours: Monday, 2:30 - 3:30 pm; Friday, 11:30 am - 12:30 pm; and by appointment

### Course Description and Objective

**French 230** provides a thorough review of French grammar and stresses written expression. The objective is to assist students in strengthening their writing skills in French language. There will also be valuable opportunities to improve students' oral skills.

**French 230** is a **4-credit course**. In addition to in-class time, the course requires class preparation assignments, weekly essay writing, intensive *Quia* online activities, audio listening, and mandatory attendance at French Club meetings and other events sponsored by the French Program. These **out-of-class activities and assignments** require about **six (6) hours** per week to complete.

### Course Materials and Resources

#### **Required texts**

1. Barson, John. *La Grammaire à l'œuvre* (Heinle & Heinle, 5th Edition). *Lgal* offers a systematic review of basic structures of French grammar and includes *Quia* online activities found in the print workbook. (Select chapters).
2. Siskin, H. Jay et al. *Tâches d'encre* - French Composition (Houghton Mifflin, 2004). (Chaps I, II & III)

#### **Suggested supplementary resources**

1. Larousse Pocket French/English dictionary (80,000 entries)
2. French tutors can assist students with conversational skills, spelling and grammar concepts, and test preparation; they cannot, however, complete assignments for students. A calendar is posted in the French suite (Buttrick) and students can sign up for an appointment with French tutors.
3. Students should also take advantage of the opportunities for **cultural enrichment** offered by French and francophone movies and websites, as well as cultural events sponsored by the French Program and *Le Cercle Français*.

#### **Useful Student Resources**

- a. **Academic Advising:** <http://www.agnesscott.edu/academicadvising/>
- b. **The Writing Center:** [http://writing\\_center.agnesscott.edu/](http://writing_center.agnesscott.edu/)
- c. **The Speaking Center:** [http://speaking\\_center.agnesscott.edu/](http://speaking_center.agnesscott.edu/)
- d. **McCain Library:** <http://agnesscott.edu/library>
- e. **Educational Technology Center:** <http://www.agnesscott.edu/its/educational-technology/>
- f. **Wellness Center:** <http://legacy.agnesscott.edu/studentlife/wellnesscenter>
- g. **Academic Catalog:** <http://www.agnesscott.edu/academics/academic-catalog/index.html>
- h. **Academic Calendar:** <http://www.agnesscott.edu/registrar/academic-calendar.html>
- i. **Registrar:** <http://www.agnesscott.edu/registrar/>
- j. **Student Handbook:** <http://www.agnesscott.edu/facultyservices/files/documents/student-handbook.pdf>

### Course Requirements

To pass the course, students must satisfy the following requirements:

1. **Regular attendance and active participation** in class are **mandatory**, and your degree of preparation and participation will invariably affect your final grade. Criteria for excellent participation include readiness and willingness to produce in French when called upon, and effort to complete a task efficiently and effectively within the allocated time frame. This implies volunteering responses, asking questions, and listening attentively to the instructor and other students. The instructor will make an effort to call on every student, however, you need to show you are interested in participating by raising your hand. Please do not schedule doctor's appointments during FRE 230 hours. If you anticipate being away, contact me ahead of time, and endeavor to keep up with your assignments.
2. **The class** will be conducted entirely in French, including your questions and comments. But, feel free to consult with me in English, before or after class as well as during office hours. **It is mandatory to prepare all scheduled**

**materials** before coming to class; this makes class activities more meaningful, and saves time.

**3. Written works** will consist of assigned activities. Students must attempt all items scheduled for each chapter and come to class prepared to discuss their answers in order to get full points. The importance of this preparatory work cannot be over-emphasized because class instruction will be designed based on assumption that you will have done diligently your homework. Online activities are auto-graded. The preparatory and testing activities will assist you in understanding grammar concepts presented in class, and must be completed as scheduled in the syllabus. All written works (essays, in particular) should be in French, **typed, doubled-spaced, 12-point, Times New Roman font**, paragraphs justified, **1-inch margins on all sides**, and carefully **proofread**. Please, use the French spell-check. Homework is due at the beginning of the class session for each date outlined on the syllabus. If you forgot to bring it to class, you have up to 5:00 pm on that day to put it in my office door-box. In case of illness or personal exigency, a student will have 2 days beyond the due date to complete assignments. In all other circumstances, **late work will be downgraded by 10 points per day**. If a student cannot take a quiz or exam due to illness or other personal exigency, s/he is required to contact the instructor before the date of the quiz or exam. Under these circumstances, a make-up may be scheduled at the convenience of the instructor.

**4. Tests:** Chapter tests will be given as scheduled. I may offer in-class reviews before each test.

**5. Mini-essays:** Students will write **three** short essays in French (3-4 pages).

**6. Final exam** will cover all topics studied during the semester with focus on the last chapters.

### **French Program Policies**

1. **Attendance:** A student is allowed **3 excused absences** per semester (for illness or personal exigency). After **3** excused absences, the participation grade for the semester will be dropped 10 points for each consecutive absence.
2. **Tardiness:** If a student is more than **5 minutes** late to any given class session, s/he will be counted as absent for that class. In fact, late arrival or early departure may be considered as an absence, at the discretion of the instructor.
3. **Food/drink/gum:** No food or chewing gum is permitted, except for the occasional beverages. As a sign of courtesy, sleeping and chatting in English are unacceptable behaviors in this class.
4. **Technology:** No cell phone conversation or texting will be permissible under any circumstances during class instruction. Cell phones should be turned off or placed on mute, not on vibrate.
5. **College Athletes:** If you are playing a team's sport for Agnes Scott College and miss classes, you are required to attend one tutoring session with the French tutors in lieu of each missed lesson.

### **Academic Honesty**

The Agnes Scott College honor code embodies an ideal of character, conduct, and citizenship, and is an important part of the College's mission and core identity. This applies especially to academic honesty and integrity. Passing off someone else's work as your own represents intellectual fraud and theft, and violates the core values of our academic community. To be honorable, you should understand not only what counts as academic dishonesty, but also how to avoid engaging in these practices. You should:

- review each course syllabus for the professor's expectations regarding course work and class attendance.
- attribute all ideas taken from other sources; this shows respect for other scholars. Plagiarism can include portraying another's work or ideas as your own, buying a paper online and turning it in as if it were your own work, or not citing or improperly citing references on a reference page or within the text of a paper.
- not falsify or create data and resources or alter a graded work without the prior consent of your professor. This includes making up a reference for a works cited page or making up statistics or facts for academic work.
- not allow another party to do your work/exam, or submit the same or similar work in more than one course without permission from the course instructors. Cheating also includes taking an exam for another person, looking on another person's exam for answers, using exams from previous classes without permission, or bringing and using unauthorized notes or resources (i.e., electronic, written, or otherwise) during an exam.
- not facilitate cheating, which can happen when you help another student complete a take home exam, give answers to an exam, talk about an exam with a student who has not taken it, or collaborate with others on work that is supposed to be completed independently.
- be truthful about the submission of work, which includes the time of submission and the place of submission (e.g., e-mail, online, in a mailbox, to an office, etc.).

You should understand that penalties result from dishonest conduct, ranging from failure of the assignment to expulsion from the college. You should speak with your professors if you need clarification about any of these policies.

## Pledge

Students pledge that they have completed assignments honestly by attaching the following statement to **each** test, quiz, paper, overnight assignment, in-class essay, or other work:

*I pledge that I have neither given nor received any unauthorized aid on this assignment.*  
(Signed) \_\_\_\_\_

## Course Assessment/Grading

Attendance and participation	= 100 points (10%)
Written (home) works - assigned activities	= 100 points (10%)
3 chapter-tests (150 points each)	= 450 points (45%)
3 mini-essays (50 points each)	= 150 points (15%)
Final exam	= 200 points (20%)

Students can earn a maximum of **1000 points**, with the **final semester grade** determined as follows:

95-100 <b>A</b> (Outstanding)	88-90 <b>B+</b> (V. Good)	76-79 <b>C+</b> (Fair)	67-69 <b>D+</b> (Weak)	00-59 <b>F</b> (Fail)
91-94 <b>A-</b> (Excellent)	84-87 <b>B</b> (Good)	73-75 <b>C</b> (Fair)	64-66 <b>D</b> (Weak)	
	80-83 <b>B-</b> (Good)	70-72 <b>C-</b> (Fair)	60-63 <b>D-</b> (Weak)	

## Special Needs

Agnes Scott College seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in this class, please contact Kelly Deasy in the Office of Academic Advising (x6150) to make complete the registration process. Once registered, please contact me as soon as possible (preferably early in the semester) so we can discuss the specific accommodations needed for this course.

## Title IX provision

“No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.”

As stipulated by the Title IX Educational Amendments of 1972, Agnes Scott College has a Title IX Coordinator, Dr. Kijua Sanders-McMurtry, Associate Dean of Students and Special Assistant to the President on Diversity; and a Deputy Title IX Coordinator, Ms. Karen Gilbert, Director of Human Resources. If you need to report an incident of sexual discrimination on campus, please contact one of them directly using the information below.

Dr. Kijua Sander-McMurtry

Title IX Coordinator

[ksandersmcmurtry@agnesscott.edu](mailto:ksandersmcmurtry@agnesscott.edu)

404-471-6316

Ms. Karen Gilbert

Deputy Title IX Coordinator

[kgilbert@agnesscott.edu](mailto:kgilbert@agnesscott.edu)

404-471-6435

## Course Evaluation

Your feedback on this course is extremely valuable to me, the French Program, and the College Administration; your comments help me to see the ways in which I can improve the course instruction. Towards the end of the semester you will be notified by e- mail and provided with a link to complete online (anonymous) evaluations outside of class.

## Course Calendar/Schedule

Date	Activités et devoirs (à faire ou à rendre)
<b>Août 2014</b> Mercredi 27	Introduction au cours: modalités, politiques pédagogiques, etc. <b>Chapitre 1: Le présent et l'impératif</b> (tableaux 1-6), <i>Lgal</i> , 6-14 <i>Quia</i> Online 1-1.2 ; 1-1.4 (1) ; 1-1.5 (1) ; 1-1.9 ; 1-1.11 Mise au point I, II, V, VI, VII, VIII, IX, X, XI <i>Lgal</i> , 19-24 ( <b>10 points</b> ) Projet de communication III (Débat) <i>Lgal</i> , 25
<b>Mon. Sept. 1<sup>er</sup></b>	<b>Labor Day Holiday - No Class</b>
<b>Sept. 2014</b> Mercredi 3	<b>Chapitre 5: Les déterminants</b> (tableaux a-c, 29), <i>Lgal</i> , 113-127 <i>Quia</i> Online 5-1.3 (3) ; 5-1.5 (II) ; 5-1.9 ; 5-2.1 ; 5-2.4 ; 5-2.6 Mise au point II, III, IV, VI, <i>Lgal</i> , 132-135 ( <b>10 points</b> ) Projet de communication VI <i>Lgal</i> , 136 (projet publicitaire sur ASC)
Lundi 8	<b>Chapitre 9: Le genre, le nombre et les adjectifs</b> (tableaux 46-52), <i>Lgal</i> , 217-234
Mercredi 10	<i>Quia</i> Online 9-1.8 (IV) ; 9-1.10 (VI) ; 9-1.11 ; 9-2.7 ; 9-2.12 ; 9-2.14 Mise au point II, IV, V, VI, VII, VIII, IX, X, XI <i>Lgal</i> , 241-244

Lundi 15	<b>Interrogation écrite sur les chapitres 1, 5 et 9 (150 points)</b>
Mercredi 17	<b>Atelier d'écriture:</b> «La description» ( <i>Tâches d'encre</i> 15-19)
Lundi 22	<b>Atelier d'écriture:</b> «La description» ( <i>Tâches d'encre</i> 20-24)
Mercredi 24	<b>Atelier d'écriture:</b> «La description» ( <i>Tâches d'encre</i> 24-30) <b>Rendre rédaction #1:</b> «Ecriture libre» A ou B, <i>Tâches d'encre</i> 31 ou Projet de communication I, <i>Lgal</i> , 244
Lundi 29	<b>Chapitre 6: Les pronoms</b> (tableaux a, b, 30-35), <i>Lgal</i> , 140-152 <i>Quia</i> Online 6-1.5 (I-1) ; 6-1.11 ; 6-2.1 ; 6-2.2 ; 6-2.4 ; 6-2.5 Mise au point I, II, IV, V, VI, VII <i>Lgal</i> , 159-161 (10 points)
<b>Oct. 2014</b> Mercredi 1 <sup>er</sup>	<b>Chapitre 3: L'interrogation</b> (tableau 17), <i>Lgal</i> , 67-76 <i>Quia</i> Online 3-2.1 ; 3-2.3 ; 3-2.4 ; 3-2.6 ; 3-2.7 ; 3-2.8 Mise au point I, II, III, V, VIII, IX, XII <i>Lgal</i> , 80-1, 83-4 - Projet de communication IV <i>Lgal</i> , 85
Lundi 6	<b>Chapitre 8 : La négation</b> (tableaux 42-45), <i>Lgal</i> , 194-205 <i>Quia</i> Online 8-1.9 ; 8-2.2 ; 8-2.3 ; 8-2.6 ; 8-2.7 ; 8-2.8 Mise au point I, II, V, VI, VII, VIII, IX <i>Lgal</i> , 210-213 (10 points)
Mercredi 8	<b>Interrogation écrite sur les chapitres 6, 3 et 8 (150 points)</b>
Lundi 13	<b>Atelier d'écriture:</b> «Le portrait» ( <i>Tâches d'encre</i> 37-43)
Mercredi 15	<b>Atelier d'écriture:</b> «Le portrait» ( <i>Tâches d'encre</i> 43-49)
<b>Oct. 16-19</b>	<b>Fall Break - No Class</b>
Lundi 20	<b>Atelier d'écriture: «Le portrait»</b> ( <i>Tâches d'encre</i> 49-55) <b>Rendre rédaction #2:</b> «Ecriture libre» #2, <i>Tâches d'encre</i> 55 ou Projet de communication II, <i>Lgal</i> , 244
Mercredi 22	<b>Le passé composé et l'imparfait</b> ( <i>Fâf</i> 10-13) <b>Le plus que parfait et la concordance des temps</b> ( <i>Fâf</i> 14-17)
Lundi 27	<b>Chapitre 2: La narration au passé</b> (tableaux 7-16), <i>Lgal</i> , 29-47
Mercredi 29	<i>Quia</i> Online 2-1.9 ; 2-2.2 ; 2-2.3A ; 2-2.3B ; 2-2.3C ; 2-2.3D ; 2-2.6A (1) ; 2-2.6B (2-7) Mise au point I, IV, V, VI, VII <i>Lgal</i> , 53, 57-58 (10 points)
<b>Nov. 2014</b> Lundi 3	<b>Chapitre 7: Les verbes pronominaux</b> (tableaux 36-38), <i>Lgal</i> , 168-180 <i>Quia</i> Online 7-1.8 ; 7-2.1 ; 7-2.2 ; 7-2.3 ; 7-2.6 Mise au point I, II, III-1, IV, V, VI, VIII, IX <i>Lgal</i> , 185-9 (10 pts)
Mercredi 5	<b>Chapitre 4: Le futur et le conditionnel</b> (tableaux 19-28), <i>Lgal</i> , 90-100 <i>Quia</i> Online 4-2.1 ; 4-2.2 ; 4-2.5 ; 4-2.7 Mise au point I, IV, V, VI, VII, VIII <i>Lgal</i> , 105, 107 (10 points) - Projet de communication IV <i>Lgal</i> , 108
Lundi 10	<b>Interrogation écrite sur les chapitres 2, 7 et 4 (150 points)</b>
Mercredi 12	<b>Atelier d'écriture:</b> «La narration» ( <i>Tâches d'encre</i> 62-67)
Lundi 17	<b>Atelier d'écriture:</b> «La narration» ( <i>Tâches d'encre</i> 67-72)
Mercredi 19	<b>Atelier d'écriture:</b> «La narration» ( <i>Tâches d'encre</i> 72-78) <b>Rendre rédaction #3:</b> «Ecriture libre» #1, <i>Tâches d'encre</i> 80 ou autre sujet à venir/déterminer
Lundi 24	<b>Chapitre 11: Les propositions relatives</b> (tableaux 66, 67), <i>Lgal</i> , 282-292 <i>Quia</i> Online 11-2.1 ; 11-2.2 ; 11-2.3 ; 11-2.5 ; 11-2.6 Mise au point I, II, III, IV, VI, VII <i>Lgal</i> , 294-297 (10 points)
<b>Nov. 26-30</b>	<b>Thanksgiving Break</b>
<b>Déc. 2014</b> Lundi 1 <sup>er</sup>	<b>Chapitre 10: Le subjonctif</b> (tableaux 53-64), <i>Lgal</i> , 252-269 <b>Remettre les enveloppes d'examen final au prof.</b>
Mercredi 3	<i>Quia</i> Online 10-2.1 ; 10-2.2 ; 10-2.3 ; 10-2.4 ; 10-2.9 Mise au point II, III, V, VII, IX <i>Lgal</i> , 273-277 (10 points)
Lundi 8	<b>Chapitre 12: Le discours indirect</b> (tableaux 68-73), <i>Lgal</i> , 302-313 <i>Quia</i> Online 12-1.8 ; 12-2.1 ; 12-2.2 ; 12-2.6 Mise au point I, V, VI, VII, VIII <i>Lgal</i> , 317, 320-321 (10 pts)
<b>Dec. 9-10</b>	<b>Reading Days</b>
<b>Jeudi 11 au mardi 16 décembre 2014 Examen final écrit (200 points)</b>	

### Signature

By my signature, I certify that I have read, and I fully understand and accept the terms and conditions contained in the course syllabus for FRE 230. I acknowledge that the instructor reserves the right to change or adjust any section of the course syllabus at anytime to better meet the needs, abilities, and interests of the students.

Date: \_\_\_\_\_ Name: \_\_\_\_\_ Signature: \_\_\_\_\_

