I. General Course Information
Department: French and Italian
Course Section and Title: French 371L: Advanced Written and Oral Composition
Credits: 3.0
Class Days and Time: Thursday: 11:00-12:30
Class Building and Room#: MEZ 2.122
Required Texts: À vous d’écrire: Atelier de français
À vous d’écrire: Cahier d’exercices
Selected readings posted on Coursework
Professor: Hervé Picherit
Email: picherit@utexas.edu
Office: HRH 3.104B
Office Phone: 512-471-6874
Office Hours: Tuesday and Thursday 8:15-9:45AM or by appointment.

II. Course Goals
The objective of this course is to hone advanced listening, speaking, reading and writing skills in French. In addition to the textbook, this course will have us study authentic French television, radio and print publications. Students will reprise elements from these media in their own production, which will consist of scripting and recording various genres of television and radio programs. Students will also write articles for different types of print publications. In particular, we will explore stylistic conventions appropriate to descriptions, narrative style, critical essay and literary style. The goal of these exercises is to help students review, expand and combine individual language skills into a new relationship with French as a living and lively language. Finally, because of our use of authentic material, the course will also introduce you to many aspects of French and Francophone culture.

III. Course Organization
À vous d’écrire will provide you with appropriate vocabulary, expressions and writing-samples that you will use in written French. À vous d’écrire will also serve as a partial review of some difficult points of French grammar. In addition, I strongly recommend that you purchase Contrastes: Grammaire du français courant (2nd Edition). This text will be an invaluable reference for you in this and in all following French courses you will take. I will provide other cultural materials including newspaper articles, internet resources, as well as samples and descriptions of the various writing genres you will explore in this course.

Since this course is designed to help you master a set of skills, it is geared towards helping you practice them. As such, you will have various forms of in-class work, ranging from targeted exercises to practice essays. Outside of class, your main work will
be the essays, but you should expect and be ready for other exercises including group work. In short, this course is designed to teach you the discipline of writing, which requires regular and sustained practice throughout the semester.

All classroom activities will be conducted entirely in French. You are expected to prepare beforehand all material assigned for each given date as indicated on the syllabus. And though I will often remind you of when assignments are due, it is your responsibility to keep track of the assignments listed in the syllabus.

There will be frequent in-class mini writing assignments, quizzes, compositions, re-writes, video recording assignments and a mid-semester exam. I will not accept late work; there will be no make-up exams, except in the case of excused absences. Attendance is essential to your success in this class. **If you have more than three unexcused absences, you will receive a failing grade for the class.** Attendance will be taken at the very beginning of each day’s class, meaning that students who arrive after class has begun might very well be counted as absent. Please make it a priority to arrive to class on time—if not for your grade, then out of courtesy to the rest of the class. If you do miss class and are not sure if your absence can be considered excused, **please talk to me about it.** If you know you have to miss class, please let me know ahead of time if possible. I will not accept excuses and/or explanations for absences more than a week after the absence.

**IV. Grading**

I will use both the point system and the letter system according to the following scale:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>93-100</td>
<td>A</td>
<td>Exceptional</td>
</tr>
<tr>
<td>90-92</td>
<td>A-</td>
<td></td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
<td>Very good</td>
</tr>
<tr>
<td>83-86</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>80-82</td>
<td>B-</td>
<td></td>
</tr>
<tr>
<td>77-79</td>
<td>C+</td>
<td>Fair</td>
</tr>
<tr>
<td>73-76</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>70-72</td>
<td>C-</td>
<td></td>
</tr>
<tr>
<td>67-69</td>
<td>D+</td>
<td>Poor</td>
</tr>
<tr>
<td>63-66</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>60-62</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0-59</td>
<td>F</td>
<td>Failing</td>
</tr>
</tbody>
</table>

The course grade will be based on the following elements:

1. Triple correction essay 10%
2. Class attendance, participation and group activities 15%
3. Radio and television projects 15%
4. Midterm in-class essay 20%
5. Single correction essays 40%
V. Assignments

For more detailed information on each of the assignments, please consult the grading rubrics available on Coursework.

Class attendance, participation and group activities: The tenor and quality of this course depends on your engagement with the material and on your interaction with the rest of the class. As such, your academic success, as well as the class’s intellectual quality, depend on the nature and worth of your contributions to the course. In other words, I expect you to come to class ready to engage with the material and the other students. I strongly suggest that you keep a “course journal” in which you will keep notes about the class and the corrections to your essays. Though I do not require you to keep such a journal, I can assure you that it will help you participate more actively in class, and become a kind of personalized reference tool that will help you with your writing. In short, a “course journal” requires little work, and provides many benefits.

Religious Holy Days: By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, I will give you an opportunity to complete the missed work within a reasonable time after the absence.

Essays (750-1000 words unless otherwise indicated): Throughout the course, you will write five essays, each in a different writing genre. The purpose of these essays is to enrich your vocabulary, to cultivate your use of figurative language in French and to teach you to modulate your use of written French according to different genre conventions. Each essay will be evaluated according to your correct and sophisticated use of the styles and conventions associated with each genre. I very strongly encourage you to have your entire writing process take place in French, rather than thinking of your ideas in English before “translating” them. Translation is a distinct and difficult skill that requires more time and effort than what I require of you for the essays. You will be much better served thinking about, outlining and writing your essay in French from start to finish. Finally, as you go from one essay to the next, you should strive to apply corrections from the previous assignments to the following ones. Please note that a “course journal” will help you meet this goal. In short, the course is designed to have you improve from assignment to assignment.

Mid-term in-class essay: The in-class essay is designed to test your writing skills. Generally, it is an in-class version of the work you will be doing at home throughout the semester. As such, the best way to study for the mid-term is to keep up with the other course assignments, more notably the essays. I will allow students to use traditional resources (ie, reference books or notes), but no electronic aides. This is another context where a “course journal” is an invaluable tool. As a reference work geared to your own needs and progress in the class, such a “course journal” will help you showcase your progress with your new writing skills.

Radio and Television Projects: Throughout the course, you will record one oral and two video projects. The purpose of these recordings is to showcase your use of spoken
French. These recordings will be based on your written assignments, and though they will be scripted, I expect you to express yourself clearly and spontaneously. You may have friends or classmates participate in these recordings, though only your verbal component will be graded. Please note that the recordings will be graded on your oral expression, and not on their production quality.

V. Statement about writing

It is difficult to overstate the challenges and rewards of studying a language, and writing in particular. First of all, language is the defining invention of the human species. It fundamentally changed the relationship between humanity and the world. And as the means of self-awareness, language opened to us all the vast inner-space of interiority. Language is the reason that each one of you holds within you an entire universe of thought, memory, impression and emotion. Language is the means to explore and expand this space.

What’s more, a language—any language—is the most complex code you will ever master. For each one of you, your language is your “way of being in the world”. As such, the study of a second—or a third, forth, fifth, etc.—language can only challenge and influence your relationship with the world. Indeed, each language has its own character that defines—if only in part—the mindset of its users.

For example, in the Celtic language Breton, there is one word for both blue and green: glas. To those who might think this is linguistically unnatural, I would suggest that you visit Brittany where you will see that the sky and the ocean bays are indeed blue-green, or more precisely glas. To give a more complex example, English expresses ongoing events with a particular ease, whereas French more naturally communicates successions of states. This single linguistic detail has contributed much to the reputation of the French as a naturally rational if not stilted people, and to that of Anglo-Saxons as a more spontaneous and natural population (think of the difference between a French and an English garden).

These examples show us that communicating in a different language is not simply a means of expressing “English-language ideas” with foreign words. Instead, mastering a new language is before all else a means of penetrating the mode of thought that dominates a culture different from your own. In other words, learning a new language is in many ways like rewiring your mind with an additional perspective on the world and even yourself.

I would encourage you, then, to view what might be an academic requirement as an opportunity. If you decide to throw yourself into this experience, there is no limit to what you can make this course become for yourself. It is indeed an opportunity to open yourself to a new world of ideas and emotions, to discover a cultural outlook different from your own, to redefine your relationship with your first language and to expand the range of people with whom you can interact. Finally, I would remind you that you cannot know in advance which skills or classes will become most important to you in the future, and that some of the most rewarding courses yield their full value only over time. As such, I ask you to make the most of this opportunity—if only as a favor to your “future self”.

VI. Recommended web sources
VI. Documented Disability Statement
Any student with a documented disability who requires academic accommodations should contact Services for Students with Disabilities (SSD) at (512) 471-6259 (voice) or 1-866-329-3986 (video phone). Faculty are not required to provide accommodations without an official accommodation letter from SSD.

- Please notify me as quickly as possible if the material being presented in class is not accessible (e.g., instructional videos need captioning, course packets are not readable for proper alternative text conversion, etc.).

- Please notify me as early in the semester as possible if disability-related accommodations for field trips are required. Advanced notice will permit the arrangement of accommodations on the given day (e.g., transportation, site accessibility, etc.).

- Contact Services for Students with Disabilities at 471-6259 (voice) or 1-866-329-3986 (video phone) or reference SSD’s website for more disability-related information: http://www.utexas.edu/diversity/ddce/ssd/for_cstudents.php

VII. Academic Integrity
University of Texas Honor Code: The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

Academic dishonesty, such as plagiarism or receiving outside help on assignments, will not be tolerated in this course, and violators will be found and disciplined to the fullest extent of University Regulations. That is to say, any student found committing an act of academic dishonesty will be subject to the University’s regulations for dealing with such cases. I strongly encourage anyone who may have
questions about the honesty of a particular action to speak with me before engaging in
the questionable behavior.

An act is academically dishonest when it misrepresents one’s involvement in an
academic task in any way. For further information, please visit the Student Judicial
Services web site: http://deanofstudents.utexas.edu/sjs
When preparing your written and oral work, I strongly encourage you to cite more rather
than less. Indeed, the best thinkers acknowledge their intellectual debts by indicating
clearly who influenced their thinking, and how they came to their ideas. In the context of
this course, this includes acknowledging when you refer to an idea or concept that came
up in the class discussion. You should do this even when paraphrasing someone else’s
work. In short, good work not only presents a clear and convincing argument, but it also
allows us to trace the sources of your thinking. Anything less is disrespectful of those
who influenced you, and to an intellectual community that thrives on the free but
acknowledged exchange of ideas.

IX. Writing Flag Statement
This course carries the Writing Flag. Writing Flag courses are designed to give students
experience with writing in an academic discipline. In this class, you can expect to write
regularly during the semester, complete substantial writing projects, and receive feedback
from your instructor to help you improve your writing. You will also have the
opportunity to revise one or more assignments, and you may be asked to read and discuss
your peers’ work. You should therefore expect a substantial portion of your grade to
come from your written work. Writing Flag classes meet the Core Communications
objectives of Critical Thinking, Communication, Teamwork, and Personal Responsibility,
established by the Texas Higher Education Coordinating Board.
Emploi du temps

Première semaine :
8-27.................................Introduction au cours

Deuxième semaine :
9-1.................................Chapitre préliminaire : Stratégies et modèles 2 : 8-13 ;
À rendre :
   1. Liste de questions à propos du syllabus pour le professeur (si vous en avez)
   2. Exercice dictionnaire anglais-français (soyez prêts à répondre aux questions « Analyse » à la page 11)
   3. Chercher les “faux amis” (devoir disponible sur Blackboard)
   4. Cahier d’exercices p. 2-5, A, B, C
9-3................................. Chapitre 4 : Le portrait : Introduction et Préludes : 93-97
À rendre :
   1. Ex A, p. 95-96 & Ex. B, p. 96
   2. Devoir de bibliothèque

Troisième semaine :
9-8................................. Chapitre 4 : Stratégies et modèles 1 : 98-100 ; Rappel grammatical 4 : L’adjectif qualificatif : 238-240
À rendre :
   1. Amener la photo d’une célébrité française en classe
   2. Cahier chapitre 4 : Ex. Remue-méningses, A, B pages 41-42
   3. Ex. B page 99
9-10................................. Chapitre 4 : Stratégies et modèles 2 : 100-103
À rendre :
   2. Ex. Mise en application A, B, pages 102-103

Quatrième semaine :
9-15.................................CONFÉRENCES
9-17................................. Chapitre 4 : Stratégies et modèles 3 : 103-108
Corrections réciproques
À rendre :
   1. Première version du portrait
   2. Ex. Analyse B page 106

Cinquième semaine :
À rendre :
  1. Deuxième version du portrait
  2. Cahier chapitre 5 : Remue-méninges A, B, C pages 51-52
  3. Ex. A, pages 110-112
9-24.......................... Chapitre 5 : Stratégies et modèles 1 : 114-117 ; Rappel grammatical 5 : Les compléments prépositionnels : 240-244
À rendre :
  1. Ex. A, B, C page 116

Sixième semaine :
9-29.......................... Chapitre 5 : Stratégies et modèles 2 : 117-122
À rendre :
  1. Troisième version du portrait
  3. Ex. A, B pages 121-122

10-1.......................... CONFÉRENCES

Septième semaine :
10-6.......................... Chapitre 5 : Stratégies et modèles 3 : 122-129
À rendre :
  1. Ex. A, B pages 126-127
  2. Phrases qui utilisent correctement chaque mot de la liste de vocabulaire aux pages 123-124
10-8.......................... Chapitre 6 : Le récit personnel : Introduction et Préludes : 130-133 ; Rappel grammatical 6 : Les temps du passé : 244-250
À rendre :
  2. Ex. A, B, pages 131-132

Huitième semaine :
10-13.......................... Chapitre 6 : Stratégies et modèles 1 : 133-139 ; Rappel grammatical 6 : Le temps du passé : 250-251
À rendre :
  2. Ex. A, B, C, D pages 137-138
10-15.......................... Examen de Mi-semestre

Neuvième semaine :
10-20.......................... Chapitre 6 : Stratégies et modèles 2 : 139-145
À rendre :

1. Ex. A, B, C page 144
2. Rendre la description de lieu

10-22.................................. Chapitre 6 : Stratégies et modèles 3 : 146-155
À rendre :

1. Phrases qui utilisent correctement chaque mot de la liste de vocabulaire à la page 147

 Dixième semaine :

10-27.................................. Révision des éléments linguistiques qui ont posé problème dans les rédactions
À rendre :

1. Questions à propos des éléments linguistiques qui vous ont personnellement posé des problèmes
2. Émission radiophonique

À rendre :

1. Cahier d’exercices, p. 94-96 A, B, C
2. Préludes D : 185

Onzième semaine :

11-3.................................. Chapitre 8 : Stratégies et modèles 1 : Stratégies et modèles 1 : 186-193
À rendre :

1. Mise en application A, B, C : 193
2. Cahier d’exercices, p. 88-90 A, B
3. Rendre le récit personnel

11-5.................................. Chapitre 8 : Stratégies et modèles 2 & À vous d’écrire :
193-202
À rendre :

1. Analyse A, B, C : 199

Douzième semaine :

11-10.................................. Travail journalistique
À rendre :

1. Observations sur l’organisation du journal
2. Un article photocopié
3. Émission télévisée

11-12.................................. Travail journalistique
À rendre :

1. Observations à propos du style, des buts et des tropes de l’article

Treizième semaine :

11-17.................................. Travail journalistique
À rendre :
1. Rendre le compte rendu critique
2. Début d’un article journalistique (un paragraphe)

11-19………………………Travail journalistique
À rendre :
1. Présentez le sujet de votre travail journalistique à la classe (pourquoi vous avez choisi ce sujet, pour quelle journal écrivez-vous, quelle est l’importance du sujet, pourquoi ce sujet constitue-t-il un sujet digne du journal)

Quatorzième semaine :
11-24………………………Travail journalistique
À rendre :
11-26………………………PAS DE COURS

Quinzième semaine :
12-1………………………Travail journalistique
12-3………………………Travail journalistique
À rendre :
1. Rendre l’article journalistique (5-7 pages)
2. Séquence du J.T. final
I, (print name) __________________________________________ have received, read and understood the syllabus for FREN 371. I am aware my responsibilities as outlined in the syllabus. Most notably, I acknowledge that it is my duty to use this syllabus throughout the semester to keep track of my assignments and to work towards the course goals presented here.

(signature): __________________________________________