

WINTHROP UNIVERSITY



FREN 405: Topics in Advanced French Language Spring 2025

Instructor: Anna Igou, Ph.D. Office Location: Kinard 221 Office Phone: 803-323-2616 (email preferred) E-mail: igoua@winthrop.edu	Office Hours: MTWR 2-3 p.m. or by appointment Class Hours: MW 12:30-1:45 Section Number: 600 CRN Number: 23857 Credit Hours: 3 Class Location: Kinard 305
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Course description

Students will view and discuss a series of 20th and 21st-century French-language films, depicting a wide range of historic periods and social milieux.

Course goals

Through this course, students will not only learn vocabulary specific to the art of cinema, but will also learn more about the social, political, and intellectual history of France. In-class discussion, (2) oral and (2) written exams, and regular written homework, not to mention comprehension skills gleaned through watching the films themselves, will combine to help students practice and perfect their communication skills in French.

Required materials

- *Cinema for French Conversation: Le cinéma en cours de français*, Anne-Christine Rice. Focus, 2022.
- A good French/English dictionary (this will serve you well in class and as you do homework)

Prerequisite

- 5 or higher with no one domain less than a 4 on the STAMP assessment OR a 4 or higher on the AP FREN exam.
- High School GPA of a 3.0+

Course Credit

FREN 405: Topics in Advanced French Language is an AP-weighted, dual credit accrual course. Students earn one Carnegie unit of high school credit and three hours of transferrable college credit upon successful completion of the course.

Students at Rock Hill High School receive college credit through Winthrop University. Students complete the Pre-College Application to be registered for the course and will receive a college ID.

The course is a three-hour (credit) course and *may* be transferred to a college or university either in S.C. or out-of-state. Each college and university has a different protocol for determining how many credits will transfer as well as whether they will count toward your major or general education requirements. Please call your prospective school's advising office for more information, not only regarding whether your Winthrop University language credit will transfer, but also how the credits will be measured and translated for your specific major.

LIFE Scholarship

Grades earned in a high school dual credit course may affect scholarship eligibility. The LIFE Scholarship is a renewable scholarship for residents of South Carolina who are enrolled in college full-time. Awards are made automatically; no scholarship application is required. The amount is \$5,000 per year and may be "enhanced" to \$7,500 per year for upperclassmen in declared science and mathematics related majors. It is important to note that to continue a LIFE scholarship in the sophomore year, any credit hours earned before high school graduation will be used toward the student's cumulative GPA. Students must earn a minimum cumulative LIFE GPA of at least a 3.0 on a 4.0 scale. The LIFE GPA must include all grades earned at the college plus all grades attempted (excluding remedial) at all other institutions, both in-state and out-of-state.

Transcript

To be accepted as dual credit, the college course taken for dual credit must be approved by Rock Hill Schools. Approved dual credit courses taken on a Rock Hill Schools campus or as part of a Rock Hill School cohort on the college campus do not require pre-approval. All other dual credit courses require specific permission from the district in order to be completed. Students should see their high school guidance counselors for appropriate permission forms and/or guidance.

While enrolled in a dual credit course, students are completing coursework as a member of the district and as part of their regular high school course loads. Grades earned in dual credit courses must be submitted to the district and counted as part of the student's GPA and ranking, even if a low or failing grade is earned.

Note that a dual credit course carries one additional quality point in calculation of the student's cumulative GPA.

Helpful Links:

1) Typing French accent marks using a Mac or a PC :

<http://french.about.com/od/writing/ss/typeaccents.htm>

2) Online French dictionary and verb conjugator :

<http://www.larousse.fr/dictionnaires/francais> (type the word you are searching for in the « rechercher » bar near the top of the screen ; verb conjugator is just below)

3) Linguee Online Dictionary: <http://www.linguee.com/>

This one is good because it shows you many ways in which your search term can be used in a sentence.

Important Dates

- January 17: last day to drop/add

- March 25 Last Day to S/U or withdraw
- Final exam: Tuesday, May 6 at 12:30 pm in Kinard 305

Attendance Policy

Once your final grade has been determined by the plus/minus grading scale, the following attendance policy will be applied to your final grade in the course: Two unexcused absences (the equivalent of one week of this class during a regular semester) or less will have no effect on your final grade. Three unexcused absences will subtract three percentage points from your final grade, four absences will subtract four, and so on. Seven or more absences (equal to 25% of the course) will result in a failing grade of “N,” “F,” or “U,” whichever is appropriate. Excused absences are only deemed so when they are accompanied by verifiable documentation (doctor’s note with signature and contact information, accident report, etc.). Two absences of 10 minutes or more will result in one absence.

Late arrivals to class are disruptive, so please be sure to arrive to class on time.

Course Requirements and Grading

Homework	25%
Oral Exams (2)	30%
Midterm	15%
Participation	15%
Final	15%

Assignments

Homework

Written homework questions corresponding to the films will be assigned for most class periods. These may be submitted in typed or handwritten form (as long as your handwriting is neat and easy to read). Take time with these *and put them in your own words*, as your answers will help you improve French vocabulary and they will give you more to say in class discussions.

Oral Exams

There will be two oral exams, for which you will be given sample questions in advance so that you can practice and prepare ahead. Regular class participation will help you prepare for these, as will studying the chapter vocabulary.

Midterm and Final

These will be based on the films, and details will be provided in advance.

Participation

Regular group and whole-class participation is a critical aspect of your success in the class. Please remember, your French does not need to be perfect! The students who ultimately make the greatest strides in their spoken French are those who take risks and express an idea, even if their grammar is not always 100% correct.

Grading scale

A= 90-100% B+=85-89% B=80-84% C+=75-79%. C=70-74% D+=65-69% D=60-64%
F=0-59%

- Numerical grades will appear on Rock Hill High School report card
- Letter grades will appear on Winthrop University transcript

Late Paper Policy

All due dates for essays and other assignments are listed on the syllabus. Except in extraordinary circumstances, late assignments will not be accepted for full credit. Five points will be deducted for each calendar day an assignment is late. Papers more than 72 hours late will not be accepted, except in extenuating, documentable circumstances. In-class activities and assignments cannot be made up.

Accessibility

If you are a student with a disability (including mental health concerns, chronic or temporary medical conditions, learning disabilities, etc.) and you anticipate or experience academic barriers due to the condition, please contact The Office of Accessibility (OA) for information on accommodations, registration, and procedures. After receiving approval for accommodations through OA, please make arrangements with your instructor as soon as possible to discuss your accommodations so that they may be implemented in a timely manner.

OA contact info: accessibility@winthrop.edu; 803-323-3290; located in the Macfeat House.

Academic Conduct

As noted in the Student Conduct Code: "Responsibility for good conduct rests with students as adult individuals." The policy on student academic misconduct is outlined in the "Student Conduct Code Academic Misconduct Policy" in the online Student Handbook.

(<http://www2.winthrop.edu/studentaffairs/handbook/StudentHandbook.pdf>).

Cheating, plagiarism, or any other form of academic dishonesty will result in a failing grade for the test/quiz/assignment and may result in a failing grade for the course. Some instances of academic misconduct include providing or receiving unauthorized assistance in academic work and presenting someone else's work as your own.

Plagiarism and Academic Integrity

Plagiarism refers to the act of presenting someone else's thoughts, words, ideas, or lines of argument as your own. Plagiarism is a serious academic offense which can result in failure in a course and, whether intentional or not, is a violation of the Code of Student Conduct (see <http://www.winthrop.edu/studentaffairs/Judicial/judcode.htm>). The English Department's document *The Correct Use of Borrowed Information* thoroughly explains the scope of this

academic violation (see <http://www.winthrop.edu/cas/english/default.aspx?id=21084>). At minimum, plagiarism will result in a zero (0) on the relevant assignment.

The use of Google Translate and other translation programs is strictly prohibited in this course. It is usually easy for the professor to recognize texts that have been written using them. Use of such programs inhibits learning, is unethical, and will result in an “F” on the assignment.

Technology Policy

No electronic devices (phones, computers) may be used during class unless permission is given ahead of time by the Instructor. Please **silence and stow** all such devices before the class begins. Cell phones should be put away in your bags, and not kept on your desktop or in your laps. **If you choose to use a cell phone during class time without the express permission of the professor, you will be marked absent for that day.**

General Education Program and University Level Competencies

French 405 develops University Learning Competencies #3 and #4:

Competency 3: Winthrop graduates understand the interconnected nature of the world and the time in which they live. Winthrop University graduates comprehend the historical, social, and global contexts of their disciplines and their lives. They also recognize how their chosen area of study is inextricably linked to other fields. Winthrop graduates collaborate with members of diverse academic, professional, and cultural communities as informed and engaged citizens.

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Competency 4: Winthrop graduates communicate effectively.

Winthrop University graduates communicate in a manner appropriate to the subject, occasion, and audience. They create texts – including but not limited to written, oral, and visual presentations – that convey content effectively. Mindful of their voice and the impact of their communication, Winthrop graduates successfully express and exchange ideas.

The learning objectives:

- Demonstrate knowledge of and appreciation for diverse intellectual and cultural viewpoints.
- Critically evaluate these viewpoints.
- Demonstrate knowledge of appreciation for diverse values and beliefs.
- Critically evaluate those beliefs and values.
- Conduct independent research and analysis.

This course addresses the following student goals of the General Education Program in the area of Logic, Language and Semiotics:

- 1.3 Understand and practice rhetorical techniques and styles by writing and by giving oral presentations.
- 3.2 Analyze and use a variety of information gathering techniques
- 3.3 Conduct independent research
- 3.4 Use computers competently
- 4.1 Analyze diverse world cultures, societies, languages, historical periods and artistic expressions.
- 4.2 Understand cultures in their own terms, and in terms of the diversity of ideas, institutions, philosophies, moral codes, and ethical principles.

The goals of the General Education Program will be addressed in the lectures, readings, student projects and exams that are part of this class. Through regular writing assignments, students will be expected to analyze and draw conclusions from the materials they read. They will at the same time learn to use electronic resources effectively and judiciously.

ONCA (Winthrop's Office of Nationally Competitive Awards), identifies and assists highly motivated and talented students to apply for nationally and internationally competitive awards, scholarships, fellowships, and unique opportunities both at home and abroad. ONCA gathers and disseminates award information and deadlines across the campus community, and serves as a resource for students, faculty, and staff throughout the nationally competitive award nomination and application process. ONCA is located in Dinkins 222. Please fill out an online information form at the bottom of the ONCA webpage www.winthrop.edu/onca <<http://www.winthrop.edu/onca>> and email onca@winthrop.edu <<mailto:onca@winthrop.edu>> for more information.

Winthrop's Global Learning Initiative

This course participates in the Global Learning Initiative by its very nature.

Courses in the Department of Modern Languages are based on the conceptual framework of the American Council on the Teaching of Foreign Languages—**Communication, Cultures, Connections, Comparisons, and Communities**. To this end, communicative skills are paramount in the language learning process.

Communication: Communicate in Languages Other Than English

Standard 1.1: Interpersonal Communication

Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2: Interpretive Communication

Students understand and interpret written and spoken language on a variety of topics.

Standard 1.3: Presentational Communication

Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Cultures: Gain Knowledge and Understanding of Other Cultures

Standard 2.1: Practice of Culture

Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Standard 2.2: Products of Culture

Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

Connections: Connect with Other Disciplines and Acquire Information

Standard 3.1: Making Connections

Students reinforce and further their knowledge of other disciplines through the foreign language.

Standard 3.2: Acquiring Information

Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its culture.

Comparisons: Develop Insight into the Nature of Languages and Culture

Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Communities: Participate in Multilingual Communities at Home & Around the World"

Standard 5.1: Students use the language both within and beyond the school setting.

Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Syllabus change policy

The tentative course calendar is a working document that may change with the needs of the students or the impact of external factors. The rest of the syllabus and particularly the grading policy will not change.

Note: All readings/assignments should be completed before the start of class on the day for which they are assigned. All assignments listed below are required. Please bring your book with you to each class meeting, and hand in assignments in class on the day they are due.

Calendrier du cours – Printemps 2025

Jour	Date	Sujet
lundi	13 janvier	Introduction au cours
mercredi	15 janvier	Film: <i>Jean de Florette</i> , Claude Berri. Devoirs: Étudiez le vocabulaire du cinéma (pp. viii & ix); Repères culturels, p. 24
lundi	20 janvier	férié (pas de classe): jour de Martin Luther King, Jr.

mercredi	22 janvier	Film: <i>Jean de Florette</i> ; Devoirs: Écrivez une description de chaque personnage du film (photos, p. 26). Comment sont-ils, au sens physique et moral?
lundi	27 janvier	Film: <i>Jean de Florette</i> . Discussion du film en classe. Devoirs: p. 29, # 1: choisissez 2 personnages du film et écrivez un paragraphe pour chacun, qui répond aux questions.
mercredi	29 janvier	Film: <i>Manon des sources</i> , Claude Berri. Devoirs: Repères culturels, p. 42, et Bande-annonce, p. 47.
lundi	3 février	Film: <i>Manon des sources</i> . Devoirs: Petite description de chaque personnage (photos, p. 48).
mercredi	5 février	Film: <i>Manon des sources</i> . Discussion. Questions de réflexion, p. 51 (choisissez un minimum de 6 questions de la liste).
lundi	10 février	Oral 1
mercredi	11 février	Film: <i>Les femmes du 6e étage</i> , Philippe Le Guay. Devoirs: Repères culturels # 1 & 2, p. 184; Bande-annonce, p. 187.
lundi	17 février	Film: <i>Les femmes du 6e étage</i> . Devoirs: Comment sont les personnages du film? (p. 188)
mercredi	19 février	Film: <i>Les femmes du 6e étage</i> . Discussion du film. Devoirs: Questions de réflexion, p. 191.
lundi	24 février	Examen 1
mercredi	26 février	Film: <i>Au revoir les enfants</i> , Louis Malle. Devoirs: Repères culturels, p. 227 (répondez en français).
lundi	3 mars	Film: <i>Au revoir les enfants</i> . Devoirs: Descriptions des personnages (p. 232): comment sont-ils?
mercredi	5 mars	Film: <i>Au revoir les enfants</i> . Discussion. Devoirs: Questions 5 & 9, p. 235; Question 2, p. 239.
lundi	10 mars	Film: <i>Cyrano de Bergerac</i> , Jean-Paul Rappeneau. Devoirs: Repères culturels, # 1-5 et #7.
mercredi	12 mars	Film: <i>Cyrano de Bergerac</i> . Devoirs: Comment sont les personnages, jusqu'ici? (p. 274)
lundi	17 mars	Vacances de printemps de WU ; au lycée vous regarderez un court-métrage (nous le choisirons ensemble à l'avance)
mercredi	19 mars	Au lycée : le court-métrage
lundi	24 mars	Film: <i>Cyrano de Bergerac</i> . Discussion. Questions de réflexion, p. 278 (# 2, 4, 8, 10)

mercredi	26 mars	Film: <i>Inch' Allah dimanche</i> , Yamina Benguigui; Devoirs: Repères culturels, # 1 - 6
lundi	31 mars	Film: <i>Inch' Allah dimanche</i> . Devoirs: Décrivez les personnages principaux, p. 8
mercredi	2 avril	Film: <i>Inch' Allah dimanche</i> . Discussion du film. Devoirs: Questions 1 et 2, p. 15; Ensuite, écrivez un petit paragraphe qui répond à l'une des questions suivantes à la p. 16: 1, 2, 4, ou 5
lundi	7 avril	Oral 2
mercredi	9 avril	Oral 2
lundi	14 avril	Film: <i>Le dîner de cons</i> , Francis Veber; Devoirs: Repères culturels
mercredi	16 avril	Film: <i>Le dîner de cons</i> . Devoirs: Comment sont les personnages? (p. 363) ; Discussion. Devoirs: <i>Réflexion questions # 2, 7, et 8 (pp. 365-366) et question 3, p. 370 (vous pouvez m'envoyer vos réponses aux questions de réflexion vendredi, si vous voulez, avant les vacances).</i>
lundi	21 avril	Vacances de printemps pour RHHS
mercredi	23 avril	Vacances de printemps pour RHHS
lundi	28 avril	Dernier cours : Révisions
Final Exam period: mardi, 6 mai à 12h30		

Syllabus Acknowledgement & Information Sheet
Professor: Dr. Anna Igou
Course Title: FREN 405-600: Topics in French/Francophone Civilizations

I hereby acknowledge that I have received and read the course syllabus and understand what is expected of me while enrolled in this course. I realize that I will be held accountable for adhering to the rules and expectations stated in the syllabus. I acknowledge that the syllabus is posted to Blackboard and that it contains a list of course assignments and deadlines. Having read it, I know what I need to do to succeed in the course.

Student Name (Print): _____

Date: _____

Student Signature: _____

Date: _____

I have read thoroughly the contents of this syllabus and discussed with my child the expectations of him/her in this course.

Parent/Guardian Name (Print): _____

Date: _____

Parent/Guardian Signature: _____

Date: _____

Contact Information

Name of
Parent/Guardian: _____

Home Phone Number: _____

Work Number Parent/Guardian 1 _____

Parent/Guardian 2 _____

Cell Phone Numbers:

Parent/Guardian 1 _____

Parent/Guardian 2 _____

Student _____

Email Addresses:

Parent/Guardian 1 _____

Parent/Guardian 2 _____

Student _____