

Winthrop University
FREN 310: Advanced Grammar and Composition
Course Syllabus, Spring 2025

Instructor: Scott Shinabargar, Ph.D. Office Location: Kinard 225 Phone: 803-323-2534 E-mail: shinabargars@winthrop.edu	Office Hours: W 4-5 pm, TH 12:30-1:45, & by appt. Class Hours: MW 12:30-1:45 pm Section Number: 600 CRN Number: 23304 Credit Hours: 3 Class Location: Kinard 301
---	--

Required Texts

- 1) Kreuger, Cheryl L. and Fauvel Maryse, Repaso, *Tâches d'encre, French Composition*, Fifth Edition, Cengage, 2023.
- 2) Grégoire, Maïa and Thiévenaz, Odile, *Grammaire progressive du français*, Fourth Edition, CLE International, 2023.
- 3) Pocket Oxford-Hachette French Dictionary, 4th Edition, Oxford U. Press, 2010.

(or a comparable French/English dictionary ; check with me)

* Please bring it to each class too, along with the textbooks.

- * You should also bring binder paper to each class session, for composition writing, and note taking.

Prerequisite

- A. 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.
- B. High School GPA of a 3.0+

Course Credit

FREN 310: Advanced Grammar and Conversation 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 have a different protocol for how they will determine 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 on not just 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 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 in a low or failing grade is earned.

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

Important Dates

January 17: last day to drop/add

March 25: Last day to **Withdraw** from a *Full* semester class

March 25: Last day to elect the **S/U** option for a *Full* semester class

Final Exam date & time : TBA

Description du cours

Bienvenue en français 310 ! The purpose of this course is to hone expression in French — and more specifically, to cultivate cogent writing with nuanced vocabulary and grammatical accuracy in brief essays (ranging from single paragraphs to two pages) on a variety of topics. The grammar reference text, *Grammaire progressive du français*, will allow us to investigate in greater depth the flexibility and expressive capacity of this rich language. It is essential that you independently study the explanations and prepare the exercises in the text before class, using the

glossary and dictionaries as needed. We will regularly devote some class time to working through grammatical concepts you may have found challenging while doing your homework. Class time will be spent in large part discussing and working through the readings and exercises in our Composition text, *Tâches d'encre*, and composing and editing the compositions you will be working on this semester.

Grading Breakdown

Participation	10%
Homework (Grammar/ <i>Tâches d'Encre</i> exercises)	30%
Compositions (4)	35%
Dictionnaire	5%
Midterm Exam	10%
Final Exam	10%

- 1. Participation (10%)** You are expected to arrive to class with a positive attitude and to contribute both regularly and thoughtfully to class discussions and activities. As the course title suggests, much of our time together will consist of writing and peer-editing, in which you will be expected to participate actively. *Tâches d'encre* is a process-based composition book which encourages you to build on a succession of drafts, resulting in a more refined essay.
- 2. Homework (30%) The Grammar Exercises** should be completed in advance of the calendar day for which they are assigned. The first part of class time on the days grammar is assigned will be devoted to working with the grammar point covered in the chapter for that day. Throughout the semester, you will also respond to **reading questions** to facilitate your comprehension of, and engagement with, course material. I expect detailed, thoughtful responses to these questions. You should plan to write about a page in response to each set of questions. Questions should be typed and double-spaced in Times or Times New Roman 12-point font, and ready to turn in to your instructor on the day we discuss them.
- 3. Compositions (35%)** Each student will compose four essays over the course of the semester. The essays will take shape in distinct stages, allowing you to improve the text as you go, and giving you the opportunity to make corrections in advance of the final draft. Please always feel free to come and see me for help with your writing. Due to the increasingly effective translation software available to students online, all essays will be composed and revised during class time. For this reason, please make sure your handwriting is legible, and print only on one side of the paper. Don't forget to double space (leaving room for my comments), give your paper a title, include your name on the cover page, and always staple the pages together before handing in your work (stapler provided in class).
- 4. Dictionnaire (5%)** As you read and write this semester, your vocabulary will expand. Every time you turn in a final version of a composition you will also submit a list of 10 to 20 new vocabulary words to be added to a class dictionary, which will be compiled and made available to all of you before the end of the semester. This exercise will be explained in class and is noted on your syllabus each time it is due.

5. **Midterm exam (10%)** This partial exam will test you on the grammar covered up to the midpoint of the semester. You will also be asked to write a brief composition based on a choice of topics provided to you by the professor.
6. **Final exam (10%)** You will select a text on which to base your final composition well in advance of the final exam. During this period, you will also be tested on grammar covered from the mid-semester on. Details will be given in advance.

Winthrop Dual Credit 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

Office hours

Please do not hesitate to come to me with your questions this semester. I encourage you to take full advantage of my office hours! Also, I am more than happy to meet with you by appointment, so please email me to arrange meeting times if my office hours do not work with your schedule.

Participation and Attendance:

In order to gain the most out of class time, please come prepared to talk about current course material using recent grammar and vocabulary. You earn daily participation points by arriving on time, engaging in activities and discussions, (forgoing the use of electronic devices unless specified) and staying until the end of class.

The following attendance policies are set forth by Rock Hill High School and Winthrop University. Each will be strictly observed. Students may not miss more than 6 days in the class to earn high school and college credit.

Participation and attendance credit will be earned on Monday and Wednesday when you meet with me. On Tuesday, Thursday and Friday, attendance will also be recorded and count toward your participation grade. Please use the time wisely on Monday, Wednesday, and Friday to participate in reinforcement activities, seek clarification and complete other assignments.

If you miss any class, your participation grade decreases. Each absence decreases your participation grade by approximate 3.5%. Missing any six days (Monday – Friday) results in an FA. If your absences are excused and you provide documentation, participation points may be made up. Please ask me how. Late arrivals and early departures can lower your participation grade by approximately 1%.

Students with Disabilities / Need of Accommodations for Access:

Winthrop University is committed to providing access to education. If you have a condition which may adversely impact your ability to access academics and/or campus life, and you

require specific accommodations to complete this course, contact the Office of Accessibility (OA) at 803-323-3290, or, accessibility@winthrop.edu. Please inform me as early as possible, once you have your official notice of accommodations from the Office of Accessibility.

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 Instructor to recognize texts that have been written using them. Use of such programs inhibits learning, is unethical, and will result in a zero (0) 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, you will be marked absent for that day and asked to leave the class.** * Students should take handwritten notes, on binder paper.

Syllabus Change Policy

In the event that your instructor must make minor changes in the syllabus or reading schedule, you will be notified. It is your responsibility to be sure that you are following the updated version of the syllabus, which will always be available on Blackboard.

General Education Program and University Level Competencies

The four University-Level Competencies are the core goals of the General Education (formerly Touchstone) Program. The competencies are as follows:

- 1) Winthrop graduates think critically and solve problems.
- 2) Winthrop graduates are personally and socially responsible.
- 3) Winthrop graduates understand the interconnected nature of the world and the time in which they live.
- 4) Winthrop graduates communicate effectively.

Courses in the Department of World Languages and Cultures work to develop the University-Level Competencies. Some courses have a specific focus and assignments geared to the development of a particular competency. Specifically, FREN 310 aims at developing competencies one, three, and four.

Winthrop's Global Learning Initiative

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

Student Learning Outcomes

Student learning outcomes are based on the National Standards for Foreign Language Learning, as developed by the American Council on the Teaching of Foreign Languages. These outcomes are based on five areas: Communication, Cultures, Connections, Comparisons, and Communities.

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.

Calendrier du cours

Note: All readings/assignments (*Devoirs*) should be completed before the start of class on the day for which they are assigned. All assignments listed below are required. You should bring your grammar and composition books, a dictionary, and binder paper to each class.

13 janvier Introduction au cours ; **GP** Masculin/Féminin (pp. 24-25).

15 janvier *Devoirs* : **GP** L'adjectif (1) (pp. 12-15)
En classe : **TD Ch. 1 La Description** : Atelier d'écriture 1 (pp. 8-9).

*

20 janvier La Journée MLK Jr. (pas de classe)

22 janvier *Devoirs* : **TD Ch. 1** : Lecture, Appanah (pp. 11-12) et Questions sur la compréhension (pp. 12-13); Écrivez votre résumé du texte (p. 13) et apportez-en une copie imprimée en classe.
En classe: **TD Ch. 1** Discussion d'Appanah ; Les Actes de parole (pp. 16-21).

*

- 27 janvier *Devoirs* : **GP** L'Adjectif (2) (pp. 54-56).
En classe : Écriture libre ; **TD 1**, Atelier d'écriture 2, p. 21.
- 29 janvier *Devoirs* : **GP** Les verbes en « -IR », « -RE », et « -OIR » au présent (pp. 108-111).
En classe : **TD 1** La Stylistique (pp. 22-26) ; Atelier d'écriture 3 (p. 28).

*

- 3 février *Devoirs* : **GP** Verbes en « -IR », « RE », et « - OIR » aux 3 radicaux (pp. 112-21) ;
Affichez vos nouveaux mots de vocabulaire sur Bbd.
En classe : La description physique, jeu de portraits ; Retouches, p. 28 ; **Rendez la version finale de composition #1 (« La description »).**
- 5 février *Devoirs* : **TD 4 La Narration**: Lecture, de Beauvoir (pp. 76-78); Résumé et Analyse, pp. 78-81.
En classe : Discussion de la lecture (de Beauvoir).

*

- 10 février *Devoirs* : **GP** Le Passé composé (pp. 174-85).
En classe : Le Passé composé ; La narration: écrire un petit récit avec dialogue à partir d'un court métrage (« Oktopodi »).
- 12 février *Devoirs* : **GP** L'imparfait (pp. 206-13)
En classe : Self-editing/peer-editing du récit (« Oktopodi »).

*

- 17 février *Devoirs* : **GP** Le Subjonctif 1 (pp. 238-45).
En classe : **TD 5 L'Essai**, Atelier d'écriture 1 (p. 96) ; Les Actes de parole (pp. 104-108).
- 19 février *Devoirs* : **TD 5**, Lecture :Voltaire (pp. 99-100) et Questions (pp. 100-101) ;
En classe : Discussion de la lecture (Voltaire) ; Les Actes de parole (révision) ; Atelier 2 (p. 108).

*

- 24 février *Devoirs* : **GP** Le Subjonctif 2 (pp. 246-49) ; **Affichez vos nouveaux mots de vocabulaire sur Bbd.**
En classe : **TD 5** Atelier d'écriture III / Retouches (pp. 114-15) ; **Rendez la version finale de composition #2 (« L'Essai »)** ; Révision pour l'examen partiel.

- 26 février Examen partiel
- *
- 3 mars *Devoirs : TD 3 Le Compte rendu*, Lecture, Laberge (pp. 55-56) ;
Questions/Résumé p. 56-58 (apportez-le en classe).
En classe : TD 3 Les Actes de parole / Exercices sur le compte-rendu (pp. 60-63) ; Atelier d'écriture I, p. 52.
- 5 mars *Devoirs : GP Relations logiques 1*, (pp. 250-53).
En classe : Atelier d'écriture II (p. 64).
- *
- 10 mars *Devoirs : GP Relations logiques 2*, (pp. 254-57). **Affichez vos nouveaux mots de vocabulaire sur Bbd.**
En classe : TD 3, Atelier III/Retouches (pp. 68-69) ; **Rendez la version finale de composition #3 (« Le compte rendu »)** ; intro. au commentaire composé.
- 12 mars *Devoirs : TD 7 Le Commentaire composé*, Atelier d'Écriture 1,
Questions/Exercices pp. 142-44). Choisissez un poème préféré (en français !).
En classe : Discussion du « Dormeur du val », partage de vos poèmes.
- *
- 17 mars *En classe (à RH High)* : Visionnement du film (TBA) (première partie).
- 19 mars *En classe (à RH High)* : Conclusion & discussion du film.
- *
- 24 mars *Devoirs : TD 7*, Lecture (Prévert, p. 145) et Questions (p. 146) ; étudiez les termes de « Pour analyser la poésie » (pp. 153-55).
En classe : TD 7, Actes de parole (pp. 153-157) ; Atelier d'écriture 2 (p. 158) ;
* distribution de poèmes à analyser.
- 26 mars *Devoirs : Analyse* de poèmes distribués à la fin de la dernière classe.
En classe : TD 7, Atelier d'écriture 3 (p. 162).
- *
- 31 mars *Devoirs : Affichez vos nouveaux mots de vocabulaire sur Bbd.*
En classe : TD 7, Retouches (p. 162) ; **rendez votre version finale de composition #4 (« commentaire composé »)**.

2 avril *Devoirs : **TD 8 La Correspondance**, vocab. utile et ex.'s (pp. 167-69) ; Lire Lettre de motiv. et CV et ex.'s « Réaction et compréhension » (pp. 170-72).
En classe : Résumé et réflexions, pp. 172-73 ; **TD 8** Atelier écriture 1, p. 166*

*

7 avril *Devoirs : **TD 8** Rédiger un CV (pp. 179-81) ; ébauchez votre CV (B, p. 81)
*En classe : **TD 8** Les actes de parole (pp. 174-177) ; Intro. aux relatifs.**

9 avril *Devoirs : **GP** Les relatifs (1) (pp. 140-43).
*En classe : Atelier écriture 2, p. 181.**

*

14 avril *Devoirs : **GP** Les relatifs (2) (pp. 144-47).
*En classe : **TD 8** Atelier écriture 3, p. 186.**

16 avril *Devoirs : **GP** La négation (pp. 152-55) ; **Affichez vos nouveaux mots de vocabulaire sur Bbd.**
*En classe : Atelier de corrections ; Rendez les versions finales de votre lettre et votre CV.**

*

21 avril ***Vacances de printemps ; amusez-vous bien!***

23 avril ***Vacances de printemps ; amusez-vous bien!***

*

28 avril **Conclusion du cours ; Révisions.**

Examen final: TBA