

**French 615**  
**Grammaire avancée**  
**Fall 2019**

LEC 001: TuTh 2:30-3:45 p.m. 478 Van Hise  
Meeting dates: 09/04/2019-12/11/2019

**Instructor:** Professor Martine Debaisieux  
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**Office:** 758 Van Hise  
**Office hours:** TuTh 12-12:50; and by appointment

**Course Description**

Advanced course in French grammar and style, with a special focus on various critical and professional applications. *For students in the Professional French Masters Program.*

The instructional mode for this course is all face-to-face. Most of the class periods will involve discussion, to which all students are expected to contribute regularly.

Classes conducted in French

**Prerequisite:** None

**Credit Hours**

3 credits: This class meets for two 75-minute class periods each week (from 09-06-18 to 11-12-18) and carries the expectation that students will work on course learning activities (reviewing grammar; writing exercises; studying various aspects of the French language) for about 3 hours out of classroom for every class period.

**Goals of the course and learning outcomes**

This course aims at improving students' written expression in French. They will practice essential skills to communicate more accurately, appropriately, and effectively in the language. Students will develop their knowledge of French grammar, enhance their style, and expand their vocabulary. Fundamental notions of comparative stylistics will also be introduced to prepare them for working with translations between French and English.

On successful completion of the course, students will be able to demonstrate adequate written proficiency to work successfully among native French speakers in their concentration areas.

## Course material

Ch. Abbadie et B. Chovelon. *L'Expression française écrite et orale*. P. U. Grenoble, 2009.  
Y. Delatour & al. *Nouvelle grammaire du français*. Hachette (F. L. E.), 2004.

(see bibliography for online versions or other dictionaries)

J. Rey-Debove et Alain Rey. *Le Nouveau Petit Robert*. SNL Le Robert.  
Collins-Robert – Dictionnaire Français-Anglais / Anglais-Français

**RECOMMENDED** : Grevisse. *Le bon usage, Grammaire française*. Duculot, 2007.  
J.P. Vinay et J. Darbelnet. *Stylistique comparée du français et de l'anglais*. Didier, 1996.

Additional material will be available in a dedicated UW collaborative BOX or provided in photocopies.

### PROGRAMME \*

1. 5 sept. Course presentation and writing practice.
2. 10 & 12 sept. Discours direct et indirect – *Verbes déclaratifs – Orthographe*
3. 17 & 19 sept. Temps du passé – *Constructions verbales (I)*
4. 24 & 26 sept. Pronoms relatifs -- *Constructions verbales (II)*  
**Exam 1 (9/26)**
5. 1 & 3 oct. Pronoms personnels -- *Nominalisation*  
**Composition 1 (due 10/3)**
6. 8 & 10 oct. Les participes et la voix passive -- *Prépositions (I)*  
**Writing exercise with partner**
7. 15 & 17 oct. Expression de la pensée / subjonctif -- *Prépositions (II)*  
**Corrections composition 1 (due 10/17)**
8. 22 & 24 oct. Expression du sentiment et de la volonté -- *Prépositions (III)*  
**Exam 2 (10/23)**
9. 29 & 31 oct. Expression de la concession et de l'opposition -- *Verbes pronominaux*  
**Writing exercise with partner**
10. 5 & 7 nov. Expression de la cause – *Difficultés d'expression (I)*  
**Composition 2 (due 11/7)**
11. 12 & 14 nov. Expressions de la conséquence / du but-- *Difficultés d'expression (II)*
12. 19-21 nov. Expression de l'hypothèse / Conditionnel -- *Faux-amis (I)*  
**Corrections composition 2 (due 10/21) Exam 3 (10/19)**

13. 26 nov. Expression de la comparaison -- *Faux-amis (II)*
14. 3 & 5 dec. Expression du temps – *Faux-amis (III)*  
*“Carnet de vocabulaire” (due 12/3)*
15. 10 dec. Revisions and practice  
*Exam 4 (weeks 9-14)*  
*Composition 3 due*

\* Slight modifications to the programme may occur due to students’ needs and interests.

### EVALUATION CRITERIA AND GRADING

#### 30 % **Homework and class participation**

In addition to weekly grammar exercises prepared individually at home, it includes:

- One oral presentation / “Exposé” (15 minutes). You will propose topics related to your “domaine de concentration” or to relevant aspects of francophone culture early in the semester (subject to approval). A written version (2-3 pages) is due one week before the presentation to allow you to make revisions as suggested. Note: A second “exposé” can replace one of the “*rédactions*” (see below)
- One book review / “Compte-rendu de lecture” (5-7 minutes).
- Weekly writing assignments (with classmates), including a composition submitted for peer-editing in class.
- Vocabulary list / “Carnet de vocabulaire.” You will enter at least 15 words each week (with their translation) based on your reading for this course (or other current courses). I will evaluate your “*carnet*” at the end of the semester. The vocabulary section in your last exam will include some of your word selections.
- Quizzes on specific grammar points or vocabulary. Frequency based on our needs

#### 45 % **Writing assignments:**

4 compositions / “*Rédactions*” (including written version of your “exposé”).  
 2-3 pages. *Double-spaced, 12 pt font*

You will prepare a corrected version of your “*rédactions*” (except for the final one).

Dates due: 10/3; 11/7; 12/10 (date to be determined individually for the written version of the “exposé”)

Your compositions will not be accepted late.

#### 25 % **Exams** / “*Contrôles*”(4). Vocabulary, grammar exercises and translation. 20-30 minutes

### Grade system

100–93 A 92–88 AB 87–83 B 82–78 BC 77–70 C 69–60 D 59– F

#### *To succeed in this course, students are expected to...*

*Come to class regularly and be on time.* Your grade will be negatively affected if you miss more than three times during the semester, without extenuating circumstances (- 3% from your final grade for each additional missed class session). You are responsible for finding out what was presented when you were absent. Being late more than 3 times will be penalized as one missed class session.

*Be prepared for every class session* by doing your assignments (posted weekly in our collaborative UW BOX) as carefully as possible. Preparation also implies formulating questions when clarification is needed on the homework. Always bring a printed version of your grammar exercises and of all documents posted in Box since using electronic devices is not allowed.

*Contribute to the collaborative learning environment* regularly, during class discussions or during group activities. Carefully listening to your classmates' input or questions and being able to respond to them is also essential to the class dynamics and to your progress.

#### \*\* Important course policy:

*Only use French* in class, including during group discussions. Using English is not acceptable and will greatly affect your grade for participation.

*Electronics-free zone:* Cell phones, laptops and other electronic devices must be put away during class. If any emergency would require that you keep your phone on, let me know before class starts. Non-conforming to this courtesy rule -- which also affects your concentration -- will lower your participation grade (- 3% will be deducted from the final grade).

\*\* *Respect academic integrity* (see p. 5-6). Make sure to ask for clarification, should you have any doubt in that regard. Help from your tutors is not allowed for any graded assignments.

## IMPORTANT INFORMATION FOR UW-MADISON STUDENTS

### RULES, RIGHTS AND RESPONSIBILITIES

Students enrolled in this class should be familiar and respect the “Rules, rights, and responsibilities” in place in our university. Please refer to the following link:

<http://guide.wisc.edu/undergraduate/#rulesrightsandresponsibilitiestext>

## ACADEMIC INTEGRITY

Your instructor applies the regulations governing academic misconduct. Students should refer to the university website if they are not familiar with the definition and the serious consequences of academic misconduct ([https://docs.legis.wisconsin.gov/code/admin\\_code/uws/14.pdf](https://docs.legis.wisconsin.gov/code/admin_code/uws/14.pdf)). If you have any question about your work in respect to these regulations, please contact me.

\*\* Important links on “Student resources for academic integrity” and acknowledging sources:

<https://conduct.students.wisc.edu/academic-integrity/student-resources/>  
[http://www.writing.wisc.edu/Handbook/Acknowledging\\_Sources.pdf](http://www.writing.wisc.edu/Handbook/Acknowledging_Sources.pdf)

Here is an official statement regarding Academic Integrity at UW:

“By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison’s community of scholars in which everyone’s academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. For more information, refer to [studentconduct.wiscweb.wisc.edu/academic-integrity/](http://studentconduct.wiscweb.wisc.edu/academic-integrity/).”

## ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

McBurney Disability Resource Center syllabus statement: “The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.” <http://mcburney.wisc.edu/facstaffother/faculty/syllabus.php>

## DIVERSITY & INCLUSION

**Institutional statement on diversity**: “Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.” <https://diversity.wisc.edu/>

