

SYLLABUS

FRENCH 120-FRENCH CIVILIZATION

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Office Hours:

Tuesday 2-3 pm

Wed. Noon-1 pm

Thursday 2-3 pm

and by appointment

**For question about online
quizzes and WebCT:**

Dr. Kevin Elstob

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Meets twice per week

MON/WED 10.30-11.45pm (Section 3)

TUE/THU Noon-1.15 pm (Section 2)

Web sites: professor Buffard's site is

<http://www.csus.edu/fl/french/index-buffard.htm>

WebCT home page is:

<http://online.csus.edu>

Textbook

Celia Dixie, French Language Life and Culture

Fren 120 meets GE requirement: Area C1: World Civilizations

Upper division GE courses require at least second semester sophomore standing (45 units) and completion of all GE Area A courses as prerequisites.

DESCRIPTION

- This introductory class presents the formative cultural achievements of the French world from its origins to the present. Through readings, lectures, Internet explorations, and online and in-class discussions and presentations, the student will be exposed to the cultural heritage, the perspectives, and the problems of France. The class is open to non-majors and is taught in English. 3 units.

OBJECTIVES

- To promote understanding and critical thought and not overwhelm with memorization.
- To illuminate who the French are, and how French world is constructed through symbols, imagination, art, politics, and debate in order to enhance our facility to judge or to withhold judgment and thus enhance our wisdom.
- To offer students a better understanding of the French and their culture so that they can see how we can become more knowledgeable of different cultures and thus get along together better.
- To give students a solid knowledge of French geography so that they can understand what a sense of place in the world today means.
- To make students aware of present-day and historical religious, ethnic, and racial diversity in French and in France so that we can all become more understanding of the multi-dimensional make-up of our world.
- To give students a better sense of what it means to be French today so that they can grasp similarities and differences between French and North American culture both from a general or national and international point of view, and from a local perspective by examining regional identity in France and French culture in Northern California.
- To make students more aware of how to accept the norms of another culture while maintaining their own values and identity.

STUDENT LEARNING OUTCOMES

- **Cultural Proficiency**
 - o Students improve their cultural proficiency
 - o Students show an appreciation of the varying and various definitions of what is culture.
 - o Students learn to interpret local Northern Californian culture in relation to French culture.
- **Cultural Practices, Products and Perspectives**
 - o Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
 - o Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied. Products may be tangible (e.g., a painting, a piece of literature, or an everyday item such as a recipe or used car ads) or intangible (an oral tale, a dance, a ritual, a system of education). Whatever the form of the product, its presence is justified by the underlying beliefs and values (*perspectives*) of that culture, and the cultural practices involved in the use of that product.
- **Cultural History and Geography**
 - o Students demonstrate knowledge and understanding of significant components of French culture, such as traditions, institutions, art, history, music, and literary and artistic expressions, among others. Here they address the interrelatedness of languages, literatures, cultures, artifacts, traditions and other products that are expressions of French culture.
 - o Students show they can identify important geographic divisions, and historical events and figures, and that they are familiar with some of France's literary, musical, and artistic contributions, and French socio-political institutions.
- **Cultural Criticism**
 - o Students identify and describe such political, social, artistic, literary and intellectual developments as Enlightenment, Romanticism, the Republic, Cathedrals, and Impressionism
 - o Students describe and explain modern concepts and realities such as immigration, diversity, contemporary religion, urban life and war.

This class meets twice per week

- For this class we have *specific meeting times* and students are **required to be in attendance**
- Students are required to take online quizzes and an online final
- For each class, there is an in class assignment. These assignments cannot be made up if you miss class since they are part of the interaction of that class period.

Tips and Cautions

- This class requires reading and studying outside the classroom - the standard is two to three hours per week per credit hour. Given that this is a three credit hour class, you should count on doing 6-9 hours of work per week (You will have 75 minutes in class and the rest at home).
- You have to guide yourself with your time management to get work done on time. It's easy to put things off for another day. You have to study often on your own.
- How do you circumvent these obstacles? Make sure you regularly check the class website to keep up with any changes and what is happening in class. ***This is your responsibility.*** Use email to ask the professor questions if you are unsure of what is required. Don't wait!
- Plan your time to make sure that you are ahead of assignment deadlines. Do not wait until the last minute. Things can go wrong!
- Use the class web site and email to keep in contact with the professor.

EXPECTATIONS and ETHICS

- **Do work in a timely manner – make a plan and stick to it**
 - o In order to successfully achieve the above goals the professor requires your full cooperation. Regular class attendance, active class participation, timely completion of reading and writing assignments, and keeping up on online assignments are key ingredients to success. It is very easy to get off task when

doing online work. There is nobody watching over your shoulder and you can easily put it off until another day. Procrastination will put you behind and destroy your grade. Pay particular attention to the dates for online group discussions. You do not have to be online at the same time as your group members in order to participate, but you must participate in the online discussion before the deadlines in order to receive credit.

- **Classroom Behavior**

- CSUS expects our students and faculty to conduct themselves with honesty and integrity. Therefore, each student is expected to uphold high ethical standards inside and outside the classroom. The classroom should be an environment for learning. Therefore, behavior that is disruptive, that belittles another or which discourages others from achieving their academic goals has no place in this classroom.

- **Academic Misconduct**

- When you turn in an assignment and take credit for it, it must be your own work. If it is not, you have committed academic misconduct.
 - *Plagiarism* is representing the work of someone else as your own. Most commonly this occurs by copying from a textbook or other source and failing to give proper credit to the author. You may avoid this problem by always using quotation marks whenever you use someone else's exact words and by always giving references whenever you quote from or paraphrase another author.
 - *Cheating*; if you give or receive unauthorized aid while completing any of the requirements for this course, you have cheated. Giving answers during an exam, writing a paper for another student or copying another student's work are all forms of cheating. Assistance from the writing lab, talking with a professor or fellow student or forming a study group before an exam are all acceptable forms of aid.

- **Penalties**

- The penalties for violation of this ethics policy will range, at the discretion of the instructor, from having to redo assignments, to failing the course, to an appearance before the Dean.

- **Work Turned in Late**

- All work turned in late will be penalized.

- **Use of Student Work in Class**

- The instructor will on occasion use excerpts from student work as examples for class discussion. For example, a student answer from a midterm exam might be distributed to help others learn from the strengths and weaknesses of that answer. If you object to your work being used in this way, please inform the instructor.

Syllabus changes

- The instructor reserves the right to alter this syllabus at any time should it be warranted by the demands of sound pedagogy. Changes to the syllabus will be announced in class. In any event, the posted, e-text versions of the syllabus and schedule of classes are authoritative, taking precedence over any printed version.

Special needs

Students with Disabilities

In order to ensure equal access and opportunity to pursue their educational goals, CSUS Services to Students with Disabilities (SSWD) offers support services for students with visual, hearing, mobility impairments, specific learning disabilities, psychiatric disorders, and/or other types of disabilities. For more information call 916-278-7825.

If you have a documented disability and verification from SSWD, and wish to discuss academic accommodations, please contact me as soon as possible.

GRADED ACTIVITIES:

Grades for this class are calculated out of a maximum of 1000 points. Your total points score is divided by 10 to give a % whereby: 94-100 is an A; 93-90 (A-); 89-87 (B+); 86-84 (B); 83-80 (B-); 79-77 (C+); 76-74 (C); 73-70 (C-); 69-67 (D+); 66-64 (D); 63-60 (D-); below 60 is an F. Watch the grade book on WebCT to keep up on your progress.

Assignments/Quizzes/Test		
Due Date		POINTS
May 23	Online Final (part 1 multiple choice questions and answers; part 2 paragraph answers)	150
May 22	On Your Own Project (see separate assignment sheet on WebCT for details)	100
May 22	Regions Letter Final Draft	100
April 20 (section 3) April 21 (section 2)	Regions Letter First Draft (see separate assignment sheet on WebCT for details)	20
May 6 (section 3) May 7 (section 2)	Regions Presentation (see separate assignment sheet on WebCT for details) THIS IS AN IN-CLASS ASSIGNMENT	80
Feb 9 (section 3) Feb 10 (section 2) Mar 23 (section 3) Mar 24 (section 2) Apr 27 (section 3) Apr 28 (section 2)	3 Short Assignments (see separate assignment sheets on WebCT for each of these) Map Assignment Renaissance and Absolutism My Week in Paris	150
See week by week section on WebCT	10 WebCT Quizzes on readings from textbook and other web and print sources For question about online quizzes and WebCT contact: kelstob@csus.edu	200
In Class	<u>In Class: Attendance and Participation</u> You will be graded on your participation. Make sure your name is on the work you do in class. For in class assignments, write clearly, legibly and in full sentences. Show that you have thought about the questions being asked.	200
		<u>1000</u>

BEING IN CLASS IS YOUR RESPONSIBILITY!

Please do the in-class assignments and hand them in.

Attendance is considered active if you are in class from the beginning to the end of the lecture.

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