Long Assignment for
Intermediate French II
French 222

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Introduction for Faculty Colleagues

French 222 is Intermediate French II, the fourth semester of our language sequence here at Elon. In accordance with our departmental goals of encouraging linguistic competency, intercultural competency, and critical thinking, the following assignment is a culminating reflection for the students about how their understanding of French culture has been nuanced by the work they completed throughout the semester. Our goal is to help them to understand French cultural perspectives, but also to help them to begin to understand that all people (including themselves) perceive the world through a particular cultural lens. The prompt for the final assignment is fairly simple: “When I arrived in this classroom, I thought X about France and the French, but after reading a, b, c, I came to understand Y because of Z.” The critical thinking will come into play as the students must explain and justify (with examples) how their assumptions evolved.

Below, you have the details and rubric for the final assignment as well as the details and rubric for one of the preparatory assignments. One of the oral tasks in the course will be for students to lead a class discussion of a current article from the French media. After the discussion, the students will write a response to that article based on a prompt they choose from a given list. They will read 5-7 articles (and thus write 5-7 responses) throughout the semester, depending on the size of our class. These articles, along with several French fairy tales and other short texts, will inform their reflections in the final essay.

The Assignment I Distribute to Students

FRE 222 – Intermediate French II
Final Essay: Exploring New Perspectives

This semester, we will read many texts and news articles in French that will expose you to French cultural perspectives and language conventions in multiple contexts. In your final exploratory essay, you will examine how your perception of the French has been changed or nuanced by the work we have undertaken together. The final essay will be based on preparatory work you will do throughout the semester both in class and outside of it.
Through the stages of this assignment, students will:

- Summarize the key points of articles from the French media.
- Explain how the French approach to a certain issue differs from/resembles a U.S. approach to the same issue.
- Articulate how their perception of French culture has evolved over the course of the semester because of readings they have completed.
- Articulate how their perception of their own culture has evolved over the course of the semester because of readings they have completed.

**Stage I**  
**First day of class – Freewriting**  
What do you think of France and the French today? What do you like/dislike? What do you find strange/interesting? Why are you here in this class? (in English)

*(Graded only for completion.)*

**Stage II**  
**Throughout the semester -- Preparatory Writing**  
You will be writing on a regular basis about our readings, films, and discussions throughout the semester. All of the texts we read together can be resources for your final essay. You may want to focus particularly on some of your discoveries from the “Conte project” (see syllabus for details) or from our “Current Events Discussions.” Your written responses to the articles we read for the “Current Events Discussions” will be very helpful preparatory writing. (See attached for details).

*(Graded separately – See guidelines.)*

**Stage III**  
**End of semester – Reflection Essay**  
You will now write a 1000-1200 word essay to explain to your professor and to the other students in the class how your perspective on French culture has changed because of our work this semester. Your essay will be based on the general format: “When I arrived in this classroom, I thought X about the French/French language and culture. After reading a, b, and c, I came to understand Y because Z.” (Don’t forget to look back at the freewriting you did on the first day of class!)

Remember that you are not limited to the news articles we used for our Current Events Discussion; you may use any text that we read for class, any film that we watched, or any grammatical concept that we studied. Your essay should focus on whatever idea or ideas you believe you have come to understand in a more nuanced way (or in a completely different way) this semester.

*(12.5% of course grade.)*
**Guidelines for the Current Events Responses**

For each of the articles we read in class for our “Current Events Discussions,” you will write a short response after we have had our class discussion of the article. Your response should be 200-250 words and should be a reflection on the article that addresses at least one of the following prompts. Do not try to address each of the prompts in all of your responses, but address each prompt at least once during the semester. These paragraphs will help you as you work on the final essay:

1. Complete the following sentence and elaborate: « Une chose que j’ai trouvé intéressante dans cet article était la façon dont l’auteur a parlé de…. parce que…. » (“One thing I found interesting in this article was the way that the author spoke about … because…“)

2. Complete the following sentence and elaborate: « Cet article m’a donné envie de savoir plus sur … parce que …. » (“This article made me want to know more about ... because …”)

3. Complete the following sentence and elaborate: « Une chose qui m’a dérangé(e) dans cet article était … parce que … » (“One thing that bothered me in this article was ... because ...”)

4. Est-ce que quelque chose dans cet article t’a fait penser à ta propre perspective culturelle ? Quoi ? Essaie d’expliquer pourquoi ta perspective, en tant qu’Américain(e) (ou membre d’une autre nationalité), diffère de celle d’un(e) Français(e). (Did something in this article make you think about your own cultural perspective? What? Try to explain why your perspective, as an American (or member of another nationality), is different from that of a French person.)

5. Résume les points principaux de l’article et dis si l’auteur semble neutre ou engagé(e). Quels éléments du texte te montrent sa neutralité/son engagement ? (Summarize the main points of the article and say whether you think the author is neutral or biased? What elements of the text show his/her neutrality or bias?)

(7.5% of course grade)
Current Events Response Rubric
For your short responses, you will be graded on the quality of your reflection (10 pts) and your grammatical accuracy (5 pts). I am looking for proof that you are grappling with the issues we discuss in class, not for a “right” answer.

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<th>Excellent</th>
<th>Comments</th>
<th>Deficient/Unacceptable</th>
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<tr>
<td>Your response clearly addresses one of the prompts and demonstrates deep reflection about the article.</td>
<td></td>
<td>Your response fails to address one of the prompts and/or shows little effort to reflect deeply on the question.</td>
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<tr>
<td>Your writing accurately incorporates the grammar, vocabulary and syntactical structures we have studied. There are not careless errors. Errors in expression never get in the way of your reader understanding what you are trying to say.</td>
<td></td>
<td>There are many unacceptable errors in grammar, vocabulary and/or syntax, frequently careless errors. It is sometimes impossible to determine what you are trying to say.</td>
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Timeline for Stage III

Wednesday, November 13th
You will bring in your idea for discussion, completing the following sentence: « Quand je suis arrivée dans ce cours, je croyais que les Français ... mais maintenant que j’ai lu ... je comprends ... parce que... » Obviously, you are not limited to a one-sentence response, but try to confine yourself to a brief summary of the main idea you’ll be discussing. You will talk through your ideas with a classmate and think about how you will elaborate them. You will email your revised “sentence” to Madame Choplin by 5:00 p.m. for a homework grade.

Monday, November 18th
First draft due in class. Don’t forget to complete the “Checklist for Writing Assignments” to help you with your proofreading.

Friday, November 22nd
Peer-review workshop based on Madame Choplin’s comments. Madame Choplin will return your essay to you with comments. With a partner, you will talk over how to
address comments and criticisms. You will also work to correct any grammatical errors. You will submit the peer review worksheet as a homework grade.

**Monday, November 25th**
Final draft due in class. Please hand in the first draft, any subsequent drafts, and the peer review worksheet with the final version.

**Monday, December 1st**
Students will share their discoveries with the whole class. C’est la fête !
**Reflection Essay Rubric**
The first draft is weighted as 1/3 of the assignment grade, and the final draft is weighted as 2/3.

You will be evaluated on the clarity of your ideas (organization), the pertinence of the examples you give to demonstrate your ideas, the depth of your self-reflection, and your linguistic accuracy. We will discuss what does or does not constitute a pertinent example in class together.

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<td>The ideas are clear. The organization of the essay is completely logical, and your reader has no trouble following.</td>
<td></td>
<td>The ideas are unclear, and your reader has difficulty following your essay because of a lack of coherent organization.</td>
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<td>Your examples perfectly demonstrate how the readings have nuanced your understanding of France/the French. You directly establish how your perception evolved through your understanding of the course texts by citing them.</td>
<td></td>
<td>Your examples are illogical or based on a false premise. The link between the examples you give and the change you are explaining is either unclear or unconvincing.</td>
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<td>The essay reflects that you better understand the French, but also that you better understand <em>yourself</em> as a person situated in a particular culture whose opinions are influenced by your own cultural perspective.</td>
<td></td>
<td>The essay reflects no new understanding of the French or shows no reflection about yourself as a cultural being.</td>
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