

## FREN 201 – Intermediate French (I)



Section number:  
Instructor:  
Office phone:

Time:  
Office:  
Office Hours: \_\_\_\_\_ and by appointment

Room:  
E-mail:

**I want your undivided attention during all class times:**

- Please turn off all cell-phones during class times
- Please do not eat during class

### Required Course Materials

- Siskin, Field, Storme. *Ouvertures*; Cours intermédiaire de français. 4ème edition. Wiley, 2006.
- Siskin, Field, Storme. *Ouvertures*; Cours intermédiaire de français. Cahier d'Exercices et de Laboratoire, 4ème édition. Wiley, 2006.
- Boucher & Mativat. *Anatole le Vampire*
- Companion website <http://bcs.wiley.com/he-bcs/Books?action=index&itemId=0471475475&bcsId=2820> to access quizzes, audio, video, and web activities
- A French/English pocket dictionary

### Prerequisites

French 102, placement exam or CLEP

### Learning a Foreign Language

Language study plays a critical role in developing the global perspective proposed by the international mission of the University of Arizona. Knowledge of a foreign language gives direct access to a cultural and communicative system different from the one in which you have grown up and enables you to engage with ideas, customs, and belief systems different from your own and on the Other's terms. In addition to fostering interest in, and access to, different ways of thinking and viewing the world, language study forces you to move beyond viewing language and culture from the limited perspective of the insider and, by providing the necessary tools, leads you to re-examining these phenomena in the broader context of the (often differing) perspectives of the Other. Over time, and as your language proficiency and cultural understanding develop, you become better able to access, understand and explain each culture on its own terms, but also to view and interpret each in the context of the other.

Language study in French 201 is organized around five general notions: communication, cultures, connections, comparisons, and communities. Vocabulary acquisition and expansion, grammar review, reading and writing strategies much of what you have probably come to associate with a traditional language course instead of being treated as specific entities unto themselves, will be woven into this overall framework. This course may therefore be different in terms of organization and of emphases from language courses you may have taken before. In the course of the semester, you will learn to interact with your classmates and with native speakers of French in interpersonal contexts, to interpret with increasing accuracy and sophistication oral and written texts on a variety of topics, and to present with increasing accuracy and confidence the results of your study and reflection.

### Course Goals and Objectives

Upon engaged completion of French 201, you can reasonably expect to be able to:

- **SPEAK** French well enough to describe, narrate, and ask and answer questions in present time--and with less accuracy in past time--about everyday topics including personal activities and interests, preferences and emotions, studies and future plans, social problems, and media. You should also be able to extend and accept or refuse an invitation, participate effectively in an interview situation, and ask for information with the intent of understanding the answer.
- **COMPREHEND** spoken French with sufficient ability to grasp the main idea and most supporting details in short interactions--both live and taped--that relate to the themes of education, future plans, health, and the environment.
- **READ AND UNDERSTAND** the main idea and most of the supporting details of both edited and non-edited material (including short narratives, fairy tales, songs, and plays, advertisements, tourist brochures, and magazine interviews).
- **WRITE** sentences, paragraphs, and short compositions on familiar topics, complete forms, take messages, and write letters that relate to personal interests and practical needs.
- **RECOGNIZE** basic similarities and differences among Francophone cultures represented in the course, as well as fundamental similarities and differences between these Francophone cultures and your own, and show an emerging awareness of the pitfalls of stereotyping and of the complexities of cultural issues.
- **BRANCH OUT** by seeking to use French beyond the walls of your classroom through reading fiction and non fiction, watching movies or TV5, listening to radio online or music, exchanging email messages with a key pal, etc.

### Approach to teaching and learning

The approach that will be used in this course can be characterized as communicative and integrated. "Communicative" means that the focus of the course is on language use in realistic contexts, not on performing decontextualized exercises which have no other purpose than the practice of a particular procedure. "Integrated" means that the various aspects that make up the language learning experience are not separated or isolated but considered as complimentary to one another. In a given activity, you may learn certain facts, work with certain grammatical structures, and develop certain communicative strategies. "Integrated" also means that language and culture are not approached as separate but inter-related. Not only are you learning about French culture when you listen to a song, watch a movie, analyze a text, but also when you and your instructor use the language itself.

## Course Procedures

### 1. In-Class Participation

Language acquisition requires a steady, constant, daily exposure to comprehensible authentic messages in the language you are studying. You are encouraged to maximize the time outside of class by preparing yourself in advance for the materials, which will be covered on a specific class period (see attached schedule). It is expected that you will come to class with a certain amount of knowledge on new vocabulary words and grammar points for the lesson, so that the bulk of class time can be devoted to communicative activities. In-class brief vocabulary and grammar explanations will be offered; it is however mainly your own responsibility to go over the new vocabulary and grammar explanations before coming to class and to constantly review all the material covered in class. If you are not prepared for class your participation will suffer.

In addition to being physically present in class, you will get credit for actively participating in the activities proposed (There are unfortunately very few opportunities to speak, hear, read, and write French in Tucson, other than in French class). Do not merely plan to be in class on scheduled days, but also, plan to be alert, active, and ready to learn. Needless to say, someone with excessive absences will receive a low score in this portion of their grade. **Note that if you have more than 8 one-hour absences, you will automatically receive a 0 for class participation.** The quality of your participation in class activities will be assessed every week according to the criteria below.

**Note:** After completing the assigned workbook exercises, **YOU NEED TO SELF-CORRECT YOURSELF** using the Answer Key and a pen of a different color. **If there is no self-correction you will receive a zero.**  $\sqrt{+} = 95\%$ ;  $\sqrt{=} = 80\%$ ;  $\sqrt{-} = 65\%$

The quality of your participation in class activities will be assessed every week according to the criteria below.

Name: _____	Week of _____				Self-Assessment	Instructor's Grade and Comments
COMMUNICATION	0	1	2	3		
Made an effort to communicate only in French	Never	Sometimes	Usually	Always		
Made active and relevant individual contributions	Never	Sometimes	Usually	Always		
Made active contributions to pair and small group activities	Never	Sometimes	Usually	Always		
Asked and answered questions voluntarily	Never	Sometimes	Usually	Always		
Used new vocabulary and grammar -- preparation for class demonstrated	Never	Sometimes	Usually	Always		
Came to class alert and stayed on task for all activities	Never	Sometimes	Usually	Always		
	0	2				
Came to every session prepared	No	Yes				
<b>TOTAL</b>					____ / 20	____ / 20 ____ / 100

Your instructor will keep track of your participation and will keep you informed of your progress in this area by using D2L to post these grades. **The average of your class preparation and participation grade will comprise 10% of your final grade.**

### 2. Extra Credit

You may **earn extra credit** toward your participation grade by participating in activities and events organized by the Department of French and Italian. Extra credit is awarded as .25 points for each event attended (a maximum of 3 points extra credit can be earned). Your instructor will give you additional information.

### 3. Workbook and Homework

Workbook and homework assignments are to be turned in on time. No late work will be accepted.

**The average of your workbook and homework grades will constitute 10% of your final grade.**

### 4. Grammar and Vocabulary Quizzes:

Frequent short quizzes (either announced or unannounced) will provide you and your instructor with feedback as to your preparedness and your understanding of the material you are practicing. **Please note that make-up quizzes will not be given. If you miss a quiz, you will receive a grade of zero.**

**The average of your quiz grades will constitute 11% of your final grade.**

### 5. Global Assessments:

While quizzes pertain to highly targeted specific features of the language and expect relatively high levels of formal accuracy, the global assessments focus on integrated tasks and address both language and content knowledge. Two global assessments will be given in this course. Each is designed to assess your ability to use French in three modes of communication: Interpretive, Interpersonal and Presentational.

**The first global assessment comprises 15% of your course grade, and the second one, 20%.**

### 6. Literature Journal:

Studies show that students learn best how to write in a foreign language when they use writing to recap and reflect on what they have learned in class through oral and written activities. You will engage in a number of writing activities in this class:

Short novels will be discussed in small groups which are called literature circles. In order to be better prepared for these small group discussions you will need to do two things before they take place: 1) Consign your reactions to the weekly short novel reading in a journal that you will share with your peers and myself when these literature circles take place. These reactions will be written in French and each of them should be about a page in length. See grid for evaluation below; 2) Prepare and write down questions that you have about the short novel reading and use these to guide your group discussion. Sample questions will initially be provided to guide you. I suggest that you use small post-it notes that you can tape to the pages where you have questions. See guidelines below.

The average of your journal grades will comprise 12% of your final grade.

## 7. Compositions

Throughout the semester, you will work on organizing and writing one essay for which your audience will be your peers. Your instructor will give you options for this essay. This essay will pass through two revisions on the way to a final version. The first, second draft and the final version will be evaluated according to a rubric that will be handed out by your instructor. Writing is a task that no two people do the same way. However, there are some logical stages that every writer seems to follow in the creation of a composition. The process described here outlines those basic stages. Keep in mind that these stages are not exclusive of each other, and at times they can be rather liquid. Also, writers will notice that most of these stages are reciprocal; that is, work done in one area may necessitate returning to a stage that you have already "completed."

i. Stage one--Prewriting: The purpose of the prewriting stage is to allow you the writer to explore the topic thoroughly, in an unstructured way, before entering into formal composition. Students will get into small groups to brainstorm on the topic of the composition, gathering ideas. You will also consider your audience as well as the purpose.

ii. Stage Two--Drafting: Drafting is where formal writing begins. Using prewriting ideas as inspiration, you write, and write, and write some more. Don't worry too much about mechanics or style or organization or anything other than getting everything down on paper as quickly and as easily as possible. You will know when you are done with drafting when:

Sketches and notes and lists and ideas have been turned into sentences and paragraphs.

There is at least a recognizable beginning, middle and ending.

You have gone as far as you can go without getting some feedback.

The result often resembles the traditional first draft, but need not be complete from beginning to end.

iii. Stage Three--Revising: Revising means to see again and also includes getting reader response. Response can come from your instructor, a peer, a small group/full class session. At this point you are looking for reactions, suggestions. During this phase, comments regarding conventions should be kept to a minimum. Concerns about conventions will be addressed later during the editing phase. You may cycle back and forth many times between revision and response (and even prewriting and drafting, if necessary) until the paper has gone as far as it can go.

iv. Stage Four--Editing: At this point, you will focus formally on mechanical correctness. This is the point in the process where traditional copy editing occurs. Grammar, usage, punctuation, spelling and minor text changes are the only work the composition should need at this point. The ideal result of the editing stage should be a conventionally correct and completely finished piece of writing that requires only recopying or typing and formatting.

v. Stage Five--Conferencing/Publishing/Submitting: At this point you are focusing on aspects that will contribute to embellish the piece that you are submitting to publish. You may want to add pictures, use different fonts, underline, highlight, etc in order for your piece to communicate its meaning better to you audience.

**When turning in your final version, please make sure to attach any related written pieces (e.g.: lists, webs, intermediate drafts with peer and teacher comments, etc.) related to it. The average of your composition grades will comprise 12% of your final grade.**

**Grade Breakdown:** To summarize, your grade in French 201 will be calculated as follows:

Course requirements and evaluation	%	Grade equivalents*
Attendance	10	90-100 A
In-Class Participation	10	80-89 B
Homework (including Workbook)	10	70-79 C
Literature Journal	12	60-69 D
Composition	12	59-0 E
Grammar and Vocabulary Quizzes	11	
Global Assessment 1	15	
Global Assessment 2	20	

### \*Explanation of grades:

A = Excellent (given only to students of superior ability and attainment)

B = Good (given only to students who are well above average, but not in the highest group)

C = Fair (average for undergraduate students)

D = Poor but passing (cannot be counted for graduate credit)

E = Failure

I = Incomplete

W = withdrawal from a course before the date specified in the University Calendar

**Please note university policy on the grade of Incomplete: University Academic Grading Policies: Incomplete (I) Grade**

Per the General Catalog policy on Incomplete Grade:

"The grade of I may be awarded only at the end of a term, **when all but a minor portion of the course work has been satisfactorily completed. The grade of I is not to be awarded in place of a failing grade or when the student is expected to repeat the course; in such a case, a grade other than I must be assigned.** Students should make arrangements with the instructor to receive an incomplete grade before the end of the term." <http://www.registrar.arizona.edu/gradepolicy/incomplete.htm>

In other words, the grade of Incomplete is given only in those instances where an examination has been missed or another major course requirement has not been met as a result of a medical emergency that has been documented. **The grade is NOT to be assigned in lieu of an E or when the performance throughout the semester has been generally unsatisfactory.**

## Course Policies

### 1. Attendance Policy and class participation - READ CAREFULLY:

The only way to improve your ability to understand and express yourself in French is by exposing yourself to the language as much as possible. For that reason, active class participation (10% of your grade) and regular attendance (10%) are required for all scheduled classes. No matter what the reason for the absence is, failure to attend class always results in missed

opportunities to hear and speak French. **If you arrive 10 minutes late for class or leave 10 minutes early, you will be considered absent for that class and receive a 0 for participation that day.**

**Absence:** The French and Italian Department will automatically allow up to 4 one-hour absences with no penalty. 4 one-hour absences represent a week worth of instruction, that's a lot of time considering that we only have 15 weeks of class. **Every absence beyond the 4th one-hour absence will take points away from your attendance grade. See chart below.**

Number of 1-hour absences	Maximum points possible
0-4	10
5	9
6	8
7	7
8	6
More than 8 (you have now missed the equivalent of 2 weeks of class)	0

**-- Note that in cases of excessive number of absences and missed assignments, your instructor will proceed with an administrative drop --**

Please note: You will not be penalized for

- absences due to **participation in authorized university activities, however** these must be documented in writing on letterhead from a coach, director, or other faculty member in charge and must be provided **in advance of the absences**. If you must miss an exam for an authorized university activity, you may make it up, provided that you make arrangements **at least one week in advance**. No other make-up exams will be given for any reason. Missed class assignments **must** be made up.

- absences due to **observance of religious holidays recognized by the university, however** you will need to inform your instructor **in advance** that you will be missing class because of a religious holiday. The list of non-work religious holidays recognized by the university can be found here:

<http://www.registrar.arizona.edu/religiousholidays/calendar.htm>. If you must miss an exam for an authorized university activity, you may make it up, provided that you make arrangements **at least one week in advance**. No other make-up exams will be given for any reason. Missed class assignments **must** be made up.

**Whenever absent, missed class assignments must be made up and turned on the day you come back to class or you will receive a 0.**

In the case of **chronic illness or personal emergencies requiring prolonged or frequent absences**, you should **withdraw from this course** and repeat it when circumstances allow fulfillment of course requirements.

## 2. Students with Disabilities:

If you anticipate issues related to the format or requirements of this course, please meet with me. I would like us to discuss ways to ensure your full participation in the course. If you determine that formal, disability-related accommodations are necessary, it is very important that you be registered with Disability Resources (621-3268; [drc.arizona.edu](http://drc.arizona.edu)) and notify me of your eligibility for reasonable accommodations. We can then plan how best to coordinate your accommodations.

## 3. Academic Integrity:

**Students enrolled in courses at The University of Arizona are expected to adhere to the highest standards of academic conduct.** Your instructor will be alert to any kind of inappropriate conduct in the course. Suspicion of misconduct will be handled by the university's official rules and policies. **The penalty for cheating or plagiarism for all assignments is an automatic E as well as a conference with your instructor.**

**Examples of academic misconduct in this course include but are not limited to the following:**

- ☐ **Submitting plagiarized work** for an academic requirement. Plagiarism is the representation of another's work or ideas as one's own; it includes the unacknowledged word for word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas.
- ☐ **Copying work or otherwise turning in written work that is not original to you.** Cheating in this case applies both to the copier and the person who allows his or her work to be copied.
- ☐ **Copying answers directly from the answer key** (as opposed to doing the assignment first and then correcting mistakes from the answer key) **on workbook assignments.**
- ☐ **Having someone else do or write your assignments for you.**
- ☐ **Using a translator** in any way to complete assignments.
- ☐ **Using a tutor to help you with your assignments.** Tutors may only be consulted for extra practice beyond the course requirements, for help on non-graded assignments, or for explanations of assignments which have already been evaluated and will not be turned in again. Assignments which have been influenced by the help of a tutor prior to being graded will be treated as plagiarized work.
- ☐ **Receiving or passing exam information to other students before, during or after the exam.** Cheating in this case applies both to the receiver of the exam information and the person who gives the information.
- ☐ **Resubmitting work from a previous French class** which incorporates that instructor's feedback as one's own ideas is dishonest and will be treated as such
- ☐ **Alteration of university forms used to drop or add courses to a program, or unauthorized use of those forms including the forging of signatures.**
- ☐ **Use of any unauthorized aids on exams** (e.g., cheat sheets, textbook, dictionaries, etc.) is strictly prohibited.
- ☐ **Students are responsible for understanding what constitutes academic dishonesty.**

For more information on this topic, consult the University of Arizona's policy on Academic Misconduct at: <http://dos.web.arizona.edu/uapolicies/>

**All suspected cases of academic misconduct will be reported to the Committee on Academic Misconduct** as required by University rules. The Department of French and Italian will abide by the decisions of the Academic Misconduct Committee.

Resources in French: <http://www.coh.arizona.edu/french/uoa/index.html>

## Calendrier du cours

FREN 201		En classe
Août	24	Syllabus, attentes. Chapitre 1: Au seuil de la culture: L'enfant et la famille
	25	Chapitre 1: Au seuil de la culture: L'enfant et la famille (cont.)
	26	Chapitre 1: Au seuil de la culture: L'enfant et la famille (cont.)

	27	Chapitre 1: Au seuil de la culture: L'enfant et la famille (cont.)
	31	Chapitre 1: Au seuil de la culture: L'enfant et la famille (cont.)
Septembre	1	Chapitre 1: Au seuil de la culture: L'enfant et la famille (cont.)
	2	Chapitre 1: Au seuil de la culture: L'enfant et la famille (cont.)
	3	Chapitre 1: Au seuil de la culture: L'enfant et la famille (cont.)
	7	<b>Labor Day – Pas de classe</b>
	8	Chapitre 1: Au seuil de la culture: L'enfant et la famille (cont.)
	9	Chapitre 1: Au seuil de la culture: L'enfant et la famille (cont.)
	10	Chapitre 1: Au seuil de la culture: L'enfant et la famille (fin)
	14	Atelier d'écriture 1
	15	Chapitre 2: Passage vers la communication: Perspectives interculturelles
	16	Chapitre 2: Passage vers la communication: Perspectives interculturelles (cont.)
	17	Chapitre 2: Passage vers la communication: Perspectives interculturelles (cont.)
	21	Chapitre 2: Passage vers la communication: Perspectives interculturelles (cont.)
	22	Chapitre 2: Passage vers la communication: Perspectives interculturelles (cont.)
	23	Chapitre 2: Passage vers la communication: Perspectives interculturelles (cont.)
	24	Chapitre 2: Passage vers la communication: Perspectives interculturelles (cont.)
	28	Chapitre 2: Passage vers la communication: Perspectives interculturelles (cont.)
	29	Chapitre 2: Passage vers la communication: Perspectives interculturelles (cont.)
	30	Chapitre 2: Passage vers la communication: Perspectives interculturelles (cont.)
Octobre	1	Chapitre 2: Passage vers la communication: Perspectives interculturelles (cont.)
	5	Chapitre 2: Passage vers la communication: Perspectives interculturelles (fin)
	6	Atelier d'écriture 2
	7	Anatole le vampire: discussion 1
	8	Anatole le vampire: discussion 2
	12	<b>Evaluation Globale 1.1: Interpretation (Ecoute et Lecture) et Présentation (Expression écrite)</b>
	13	<b>Evaluation Globale 1.2: Entretien (Expression orale)</b>
	14	Chapitre 3: Accès à la formation de l'esprit
	15	Chapitre 3: Accès à la formation de l'esprit (cont.)
	19	Chapitre 3: Accès à la formation de l'esprit (cont.)
	20	Chapitre 3: Accès à la formation de l'esprit (cont.)
	21	Chapitre 3: Accès à la formation de l'esprit (cont.)
	22	Chapitre 3: Accès à la formation de l'esprit (cont.)
	26	Chapitre 3: Accès à la formation de l'esprit (cont.)
	27	Chapitre 3: Accès à la formation de l'esprit (cont.)
	28	Chapitre 3: Accès à la formation de l'esprit (cont.)
	29	Chapitre 3: Accès à la formation de l'esprit (cont.)
Novembre	2	Chapitre 3: Accès à la formation de l'esprit (cont.)
	3	Chapitre 3: Accès à la formation de l'esprit (fin)
	4	Atelier d'écriture 3
	5	Anatole le vampire: discussion 3
	9	Anatole le vampire: discussion 4
	10	Chapitre 4: Perspectives sur l'exil
	11	Chapitre 4: Perspectives sur l'exil (cont.)
	12	Chapitre 4: Perspectives sur l'exil (cont.)
	16	Chapitre 4: Perspectives sur l'exil (cont.)
	17	Chapitre 4: Perspectives sur l'exil (cont.)
	18	Chapitre 4: Perspectives sur l'exil (cont.)
	19	Chapitre 4: Perspectives sur l'exil (cont.)
	23	Chapitre 4: Perspectives sur l'exil (cont.)
	24	Chapitre 4: Perspectives sur l'exil (cont.)
	25	Chapitre 4: Perspectives sur l'exil (cont.)
	26	<b>Thanksgiving – Pas de classe</b>
	30	Chapitre 4: Perspectives sur l'exil (cont.)
Décembre	1	Chapitre 4: Perspectives sur l'exil (fin)
	2	<b>Evaluation Globale 2.1: Interpretation (Ecoute)</b>
	3	<b>Evaluation Globale 2.2: Entretien (Expression orale)</b>
	7	Atelier d'écriture 4
	8	Anatole le vampire: discussion 5
	9	Anatole le vampire: discussion 6
	11 (8:00-10:00PM)	<b>Evaluation Globale 2.3: Interpretation (Lecture) et Presentation (Expression écrite)</b> <b>If you have a time conflict or three finals on this day, please make arrangements with your instructor to take the exam earlier in the day on May 12. Evidence of time conflict will need to be provided.</b>

Note that the rules for attendance and participation are clearly stipulated in the syllabus and that no exception will be made to them.

Bon courage!

## Sujets possibles d'écriture pour les entrées liées au romans courts lus pour ce cours

### Reactions à la lecture

- Quels étaient vos sentiments après la lecture du premier chapitre? Au milieu du livre? A la fin du livre?
- Est-ce que ce livre vous a fait rire, pleurer, sourire? Donnez vos réactions et expliquez les.
- Y-a-t-il des aspects communs entre ce livre et votre vie? Quel personnage aimeriez-vous être? Pourquoi?
- Aimeriez-vous acquérir un trait de personnalité d'un des personnages du livre? Décrivez ce trait et expliquez pourquoi vous l'aimez.
- Auriez-vous utilisé un nom différent pour l'un des personnages? Quel nom et pourquoi?
- Auriez-vous agité, réagit de la même façon que le personnage principal dans une situation particulière?
- Qu'est-ce qui vous a fait réfléchir dans ce livre?
- Qu'est-ce qui vous a déconcerté, embrouillé, confondus dans le cours de votre lecture?
- Y a-t-il une idée qui vous a amené à arrêter votre lecture, à penser, ou à vous poser des questions? Identifiez l'idée et expliquez vos réactions.
- Quels sont vos passages préférés dans le chapitre? Le livre? Pourquoi?
- Quelles questions aimeriez-vous poser à l'auteur du livre?
- Qu'est-ce que vous savez maintenant que vous ne saviez pas avant?
- Qui d'autre devrait lire ce livre? Pourquoi?
- Qui ne devrait pas lire ce livre? Pourquoi?
- Que pensez-vous qu'il arrivera dans l'histoire? Pourquoi?
- Qu'est-ce que les personnages feront dans 10 ans après la fin de l'histoire?

### Conscience des difficultés de lecture

En plus de vos réactions et l'intérêt que vous porter à la lecture du livre, commentez dans votre journal sur les difficultés de lecture que vous rencontrez et les stratégies que vous avez employées pour les remédier et si elles vous ont aidé(e) ou pas.

Il ne s'agit ici que de suggestions pour vous aider à commencer, mais si vous avez vos propres idées pour vos entrées, c'est parfait.

**Bonne Écriture!**

### Grille d'évaluation pour les entrées dans votre journal

**Vos entrées devraient être environ d'une page ou plus en longueur.**

	Excellent (4)	Bien (3)	Pas mal (2)	A améliorer (1)
<b>Réactions à la lecture (X4)</b>	Références à votre expérience personnelle qui appuient ta réflexion. Détails et justifications des réactions traitées en profondeur. Plusieurs aspects d'un problème sont explorés. Votre texte forme un tout qui démontre une réflexion de qualité supérieure.	Références pertinentes à votre expérience personnelle qui appuient ta réflexion. Détails et justifications des réactions traitées. Plusieurs aspects d'un problème sont explorés. Votre texte demande que vous poussiez la réflexion un peu plus en profondeur et en complexité.	Idées souvent exprimées de façon incomplète et superficielle. Réflexions manquant de détails. Vous faites preuve d'une certaine ouverture d'esprit. Les références à votre expérience personnelle n'aident pas toujours à préciser votre pensée.	Vous résumez le livre en faisant parfois référence à votre expérience personnelle mais sans approfondir votre pensée. Vous posez des questions par rapport au contenu du livre mais sans essayer d'y répondre ou d'explorer différentes possibilités.
<b>Clarté du message (X3)</b>	Idées exprimées de façon très claire et logique. Excellent choix de vocabulaire (précis et varié) Grammaire et structure impeccables.	Idées exprimées de façon assez claire. Les différentes parties du texte sont bien reliées. Grammaire et vocabulaire complexes et variés.	Les idées exprimées sont généralement claires. Parfois des erreurs de grammaire ou de vocabulaire rendent certaines parties floues-mais on peut quand même comprendre le sens de votre pensée.	Idées exprimées sont peu claires. Manque de variété et de précision du vocabulaire. Phrases simples. Erreurs fréquentes. C'est difficile à suivre.
<b>Conscience des difficultés de lecture (X2)</b>	Vous décrivez des difficultés rencontrées, vous expliquez les causes. Vous proposez des solutions pertinentes que vous mettez à l'épreuve et réévaluez.	Vous décrivez parfois des difficultés rencontrées. Vous proposez des solutions que vous essayez.	Vous décrivez de temps en temps des difficultés rencontrées, mais vous n'êtes pas capable de modifier la méthode de lecture.	Vous décrivez rarement des difficultés rencontrées.
<b>Intérêt pour la lecture (X2)</b>	Enthousiasme évident pour la lecture. Les périodes de lecture sont bien utilisées.	Vous démontrez un intérêt pour la lecture. Les périodes de lecture sont assez bien utilisées.	Vous faites un effort pour trouver quelques aspects intéressants à la lecture.	Attitude pas très positive pour la lecture en général.