

17th Annual UWSP Teaching Conference

January 15<sup>th</sup>, 2013

*Education As Transformation*

*Reflecting On Our Teaching – A Scholarly Approach*

Presentation:

“Backward Design, E-Portfolios, and Self-Assessment in a French Literary Seminar”

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Handouts:

- FR 340 Syllabus (old)
- FR 340 Syllabus
- FR 340 Syllabus (revisions)
- Book Fair – Library Visit – Lesson Plan
- E-Portfolio Handout (Rationale & Components)
- E-Portfolio Rubric
- E-Portfolio Students’ Responses (Summary)
- Student Evaluation Form
- Student Evaluation Responses (Summary)

Instructor Vera Klekovkina ([Vera.Klekovkina@uwsp.edu](mailto:Vera.Klekovkina@uwsp.edu))  
Office CCC 408  
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Office Hours TBA

## **FR 340 – Introduction à la littérature Niveau intermédiaire**

TEXT RENTAL : *Littérature, tome 2* Bordas [204028477X]  
*Grammaire à l'œuvre*, 5 ed., by John Barson [0030723949]  
TEXT PURCHASE: *Bonjour Tristesse* de Françoise Sagan [0685239276]  
*Le Bourgeois gentilhomme* de Molière [2035834163]

### OBJECTIFS DU COURS:

Le but de ce cours est de vous donner une vue générale de la littérature française depuis le Moyen-âge jusqu'au XXème siècle. Nous apprendrons à lire et à analyser le théâtre, la poésie, et le roman français. Nous apprendrons aussi à écrire en français, en utilisant la structure française pour des explications de textes, des rédactions et des essais.

### RÉSULTATS D'APPRENTISSAGE:

Avec un effort continu et sincère de votre part, dans ce cours :

- Vous approfondirez votre connaissance de la littérature française.
- Vous serez plus sensibles aux genres et mouvements littéraires différents.
- Vous améliorerez votre expression orale et écrite en français.

### BAREME DES NOTES:

Travail de classe :

Présence	5%
Participation	15%
Dossier de travail	15%

Travail écrit :

2 Devoirs écrits	30%
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Travail oral :

1 Présentation orale	10%
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Examens :

Examen final	25%
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### CALENDRIER DU COURS (en bref) :

Semaines 1-5 Théâtre (Devoir écrit # 1 : L'essai)  
6-10 Poésie (Devoir écrit # 2 : L'explication de texte)  
10-15 Roman (Examen final)

Instructor Vera A. Klekovkina ([Vera.Klekovkina@uwsp.edu](mailto:Vera.Klekovkina@uwsp.edu))  
Office CCC 408  
Tel 295-8909  
Office Hours Mondays and Wednesdays from 11h00 to 11h50 and by appointment

## FR 340 – Introduction to French Literature



Giuseppe Arcimboldo,  
*The Librarian* (1566); [Site](#)

« La lecture est une amitié. » [Reading is a friendship.]

Marcel Proust (1871-1922), *Sur la lecture*

« Chaque lecture est un acte de résistance. Une lecture bien menée sauve de tout, y compris de soi-même. » [Each reading is an act of resistance. A well-conducted reading saves from everything, including oneself.]

Daniel Pennac (1944-), *Comme un roman*

« La lecture apporte à l'homme plénitude, le discours assurance et l'écriture exactitude. » [Reading maketh a full man, conference a ready man, and writing an exact man.]

Sir Francis Bacon (1561-1626)

### COURSE DESCRIPTION:

This course provides an overview of French literature since the Middle Ages to the 20<sup>th</sup> century. We will learn to read and analyze drama, poetry, and novels in French. But most importantly, we will see that reading has epistemological and ontological, as well as psychological benefits, which can help us write and speak, create and question the world around us. By getting to know others via their ways of thinking and (self-)expressing, we can reflect better on ourselves.

### COURSE PURPOSE:

The overall purpose of this course is, therefore, to reflect on the otherness of 'foreign' individual(s)/ideas/texts and uniqueness of the self as we relate to a different culture. This can help us to self-assess our own life, our need or reluctance to read, as well as question our own inclination or avoidance of self-expression through writing and public speaking.

### ENDURING UNDERSTANDINGS:

*FR340 Introduction to French Literature students will understand that...*

- Reading is an analytical and interactive undertaking.
- Reading is a multifaceted activity which leads to the encounter with the Other and the self.
- Reading is an art which can fulfill creative aspirations within us.
- Reading nurtures self-expression.

### ESSENTIAL QUESTIONS:

- Why do we read?
- How can we know others and ourselves through reading?
- How can reading be creative?
- How can reading help you write and speak in French?

**FRENCH, GERMAN AND SPANISH**

GOALS

WITH A DILIGENT EFFORT ON THEIR PART, STUDENTS WILL BE ABLE TO

- 1. Communication**
- 1a.** demonstrate an ability to read representative examples of authentic literary texts of the various literary genres in relation to their historical and cultural contexts in the target language; identifying the main ideas and supporting details.
  - 1b.** participate in discussions about literary texts of the target culture; demonstrating a ability to narrate in all major time frames with ease and confidence using connected discourse of paragraph length (Intermediate high).
  - 1c.** demonstrate an emerging ability to express and negotiate differences of opinions and discuss some topics abstractly.
  - 1d.** demonstrate an ability to write and describe in the major time frames of past, present and future, producing narration and description which is often but not always of paragraph length and which shows good control of frequently used grammatical structures and generic vocabulary of the target language.
  - 1e.** write interpretative essays about important literary texts in the target language; applying appropriate literary terminology, locating, evaluating and utilizing secondary sources and demonstrating an emerging ability to develop an argument and construct hypotheses.
- 2. Cultures**
- 2a.** recognize textual genres and movements and articulate their value as aesthetic expressions of personal and collective experiences of the target culture.
  - 2b.** identify the major traditions of literatures of the target culture and demonstrate an appreciation for the diversity of literary and social voices within those traditions.
  - 2c.** identify cultural and societal practices and historical perspectives evidenced in various texts of the target culture.
- 3. Connections**
- 3a.** recognize the role of literary texts as diverse expressions of human experience across cultures.
  - 3b.** demonstrate an understanding of both text and context and a developing awareness of themselves as situated historically and culturally.
- 4. Comparisons**
- 4a.** recognize how various writers and literary texts of the target culture have influenced other writers and cultures, including those of the United States.
  - 4b.** recognize and compare how writers use the creative resources of language in fiction, poetry, nonfiction prose, and drama to explore the entire range of human experience.
- 5. Communities**
- 5a.** appreciate the knowledge of the target language and culture gained through reading literary texts in the original language.
  - 5b.** demonstrate an awareness and curiosity for other cultural perspectives.

## GRADING STRUCTURE:

Your final grade will be calculated according to the following structure:

Class Work:		25%
• Attendance	5	
• E-Portfolio	10	
• Participation	10	
Written Work:		25%
□ <i>Compte rendu</i>	8	
• <i>Explication de texte</i>	9	
• <i>Dissertation</i> (in class)	8	
Research Project:		25%
□ Oral Presentation	10	
□ Visual Actualization (PPP & E-Portfolio)	5	
□ Essay	10	
Exams :		25%
□ Quiz	10	
□ Final exam	15	
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Total	100 pts.	100%

## GRADING SCALE:

	89-87 B+	79-77 C+	69-67 D+	
93 A	86-83 B	76-73 C	66-63 D	59 and under F
92-90 A-	82-80 B-	72-70 C-	62-60 D-	

## GRADING POLICY:

I will be using a **non-competitive grade scale**. In other words, the grade you get will not depend on how well others in the class have done. Your grade is based on your mastery of each of the required tasks; you decide for yourself how hard you want to work. Every student in this course can receive an “A” if she or he does the assigned tasks diligently and thoroughly and if they make progress in their own work.

## REQUIRED READINGS:

<u>TEXT RENTAL :</u>	<i>Littérature, tome 2</i> Bordas [204028477X] <i>Grammaire à l'œuvre</i> , 5 ed., by John Barson [0030723949]
<u>TEXT PURCHASE:</u>	<i>Bonjour Tristesse</i> de Françoise Sagan [0685239276] <i>Le Bourgeois gentilhomme</i> de Molière [2035834163]

## ASSIGNMENTS:

### I. CLASS WORK (25%)

1. **Attendance:** This class will move at a brisk pace. If you **MUST** be absent, let me know in advance; you will need to provide a written proof for your absences. Take down the e-mail address of several classmates so that you can inquire about assigned readings and material that you miss. *I will not respond to emails asking me what the next assignment is.*

All the assigned readings must be read carefully. Take notes and write down questions while you read in order to ask them during class discussions. Check our course D2L site for reading handouts and other homework assignments.

2. **E-Portfolio:** By the end of the course, you will have compiled an electronic portfolio for this course. More detailed guidelines will be distributed early in the course and I will look at your portfolios every two weeks to see your progress. *This is an excellent tool for reflection and self-assessment of your learning for it promotes an integrative learning experience! Take advantage of it.*
3. **Participation:** This class requires active engagement with the material: all students are expected to come to class well-prepared and to participate regularly in class discussions. *The course's success depends on your active participation!*

## II. Written Work (25%)

1. **Compte rendu** (Book review) on Molière's *Le Bourgeois gentilhomme*: 1.5+ pages (450+ words), typed, double space. Due date - October 12<sup>th</sup> by 7 pm.
2. **Explication de texte** (Textual analysis) of one of the poems studied in class: 2-3 pages (500-750 words), typed, double space. Due date - November 2<sup>nd</sup> by 7 pm.
3. **Dissertation** (Thesis-antithesis-synthesis essay) on Françoise Sagan's *Bonjour, tristesse*: in class – November 20<sup>th</sup>; notes and paper dictionaries are allowed.

Before turning in each written assignment, check:

- Spelling and accents, gender and verb conjugation; agreements between nouns and adjectives, subjects and verbs.
- Organization and development of your ideas.
- Interesting title & citation of your sources in the MLA format, 7<sup>th</sup> edition (if necessary)

Keep in mind that:

- **Electronic submission is mandatory (if not written in class).**
- You must upload your papers in D2L Dropbox. Our course D2L Dropboxes are linked to Turnitin.com - the anti-plagiarism software.
- One of the written assignments must be included in your e-Portfolio & accompanied by a reflection (Further details will be provided in class).

## III. Exams (25%)

1. **Interrogation** (Quiz): Tuesday, September 18<sup>th</sup>, 2012, in class
2. **Final exam:** Monday, December 17<sup>th</sup>, 2012 at 08:00-10:00

There will be two exams during the semester: **Interrogation** (quiz) will take place after the introductory portion of the course and will test your knowledge of literary vocabulary and your ability to identify literary movements and genres as well as narrative techniques covered in class. **Final exam** is a comprehensive exam which will include identification questions and short essay questions on the texts studied in class.

## IV. Research Project [Core Performance Task] (25%)

1. **Oral Presentation:** 5-10 minutes; *Last two weeks of the course*
2. **Visual Actualization:** PPP Presentation (5 slides) + E-Portfolio; *Last two weeks of the course*
3. **Essay:** 2-3 pages (500-750 words), typed, double space; *Wednesday November 28<sup>th</sup>, 2012 by 7 pm in D2L Dropbox.*

This course core performance task will allow you to use all of your abilities in a comprehensive manner: **reading, writing, speaking, and listening in French**. This is a research project on one of the texts used in the course anthology, Bordas' *Littérature II*, but not covered in class. You will write an essay on your chosen text, prepare a PowerPoint Presentation and an oral presentation to go along with your essay. After the oral presentation, you will answer your peers' questions. More detailed explanations of each component will be provided in class and on D2L.  
*Note: Your PPP presentation must be linked to your e-Portfolio & accompanied by a reflection.*

**SPECIAL EVENT: Book Fair at the UWSP Library (*La Foire aux Livres*) – October 11<sup>th</sup>, 2012 at LRC 107**

During our visit to the library, we will see many French books and films the library holds. You will explore some of the books and present your findings to your classmates. More detailed instructions will be given on the day of the visit.

POLICIES AND OTHER CONSIDERATIONS:

**I. UWSP COMMUNITY BILL OF RIGHTS AND RESPONSIBILITIES**

UWSP values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, a set of expectations have been developed for all students and instructors. This set of expectations is known as the Rights and Responsibilities document, and it is intended to help establish a positive living and learning environment at UWSP. For more information go to: <http://www.uwsp.edu/stuaffairs/Pages/rightsandresponsibilities.aspx>

**II. AMERICANS WITH DISABILITIES ACT**

If you have a disability and require classroom and/or exam accommodations, please register with the Disability Services Office and then contact me at the beginning of the course. I am happy to help in any way I can. For more information, please visit the Disability Services Office, located on the 6<sup>th</sup> floor of the Learning Resource Center (the Library).  
You can also find more information here: <http://www4.uwsp.edu/special/disability/>.

**III. ACADEMIC HONESTY:**

Your work must be just that, **your** work. If, at any point, you borrow a passage or an idea (!) from one of the course texts, or any other respectable sources (books, [on-line] journals and magazines, etc.), you **must attribute** that material and **give a clear citation** in MLA format (7<sup>th</sup> edition). Remember that professors and UWSP overall take plagiarism very seriously and penalties for being caught can be very severe.

**Use of Google Translate or other translating software:** Although it can be a useful tool on occasions, you need to write in French yourself in order to get the best learning results possible from your education.

**COURSE SCHEDULE:**

S1	ma	4-sept.	<b>Course Introduction</b>
	j	6-sept.	Literary genres and vocabulary
S2	ma	11-sept.	Figures of speech and rhetorical and narrative strategies
	j	13-sept.	Literary movements
S3	ma	18-sept.	<b>Quiz &amp; Theater – Introduction</b>
	j	20-sept.	<i>Le Bourgeois gentilhomme</i> (Acte I)
S4	ma	25-sept.	<i>Le Bourgeois gentilhomme</i> (Acte II)
	j	27-sept.	<i>Le Bourgeois gentilhomme</i> (Acte III)
S5	ma	2-oct.	<i>Le Bourgeois gentilhomme</i> (Acte IV)
	j	4-oct.	<i>Le Bourgeois gentilhomme</i> (Acte V)
S6	ma	9-oct.	<b>Written Assignment# 1 : <i>Compte rendu</i></b>
	j	11-oct.	<b>Book Fair &amp; Research Project &amp; E-Portfolio Practicum</b> (Library LRC 107)
S7	ma	16-oct.	<b>Poetry – Introduction</b>
	j	18-oct.	Poetry – <i>Le romantisme</i>
S8	ma	23-oct.	Poetry – <i>La modernité et la révolte</i>
	j	25-oct.	Poetry – <i>La poésie contemporaine</i>
S9	ma	30-oct.	<b>Written Assignment # 2 : <i>Explication de texte</i></b>
	j	1-nov.	<i>Research Project &amp; E-Portfolio Practicum</i> (Library 3d floor, 316)
S10	ma	6-nov.	<b>Novel – Introduction &amp; <i>Bonjour, tristesse</i></b> (7-18)
	j	8-nov.	<i>Bonjour, tristesse</i> (19-67)
S11	ma	13-nov.	<i>Bonjour, tristesse</i> (71-116)
	j	15-nov.	<i>Bonjour, tristesse</i> (117-154)
S12	ma	20-nov.	<b>Written Assignment # 3 – <i>Dissertation</i></b> in class on <i>Bonjour, tristesse</i>
	j	22-nov.	<b>Thanksgiving</b>
S13	ma	27-nov.	<b>Essay (Research Project) &amp; FILM : <i>Bonjour, tristesse</i></b>
	j	29-nov.	<b>FILM : <i>Bonjour, tristesse</i></b>
S14	ma	4-déc.	<u>Students' Research Projects</u>
	j	6-déc.	<u>Students' Research Projects</u>
S15	ma	11-déc.	<u>Students' Research Projects</u>
	j	13-déc.	<b>General review</b>

N.B. This is a tentative schedule - changes may be needed during the semester.



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• Attendance	5	
• Participation	10	
• Interrogation (quiz)	10	
<b>Written Work:</b>		<b>30%</b>
□ <i>Compte rendu</i>	10	
• <i>Explication de texte</i>	10	
• <i>Dissertation (in class)</i>	10	
<b>Research Project:</b>		<b>45%</b>
□ Oral Presentation	10	
□ PPP Presentation	5	
□ Essay	15	
• E-Portfolio	15	
<b>Total</b>	<b>100 pts.</b>	<b>100%</b>

## ASSIGNMENTS:

### I. CLASS WORK (25%)

1. **Attendance:** This class will move at a brisk pace. If you MUST be absent, let me know in advance; you will need to provide a written proof for your absences. Take down the e-mail address of several classmates so that you can inquire about assigned readings and material that you miss. *I will not respond to emails asking me what the next assignment is.*

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- You must upload your papers in D2L Dropbox. Our course D2L Dropboxes are linked to Turnitin.com (anti-plagiarism software).
- One of the written assignments must be included in your e-Portfolio & accompanied by a reflection (Further details will be provided in class).

### III. RESEARCH PROJECT [CORE PERFORMANCE TASK] (45%)

1. **Essay:** 2-3 pages (500-750 words), typed, double space; *Tuesday November 27<sup>th</sup>, 2012 by 7 pm in D2L Dropbox.*
2. **Oral Presentation** (7-10 minutes)
3. **PPP Presentation** (3-4 slides)
4. **E-Portfolio**

This course core performance task will allow you to use all of your abilities in a comprehensive manner: **reading, writing, speaking, and listening in French**. This is a research project on one of the texts used in the course anthology, Bordas' *Littérature II*, but not covered in class. You will write an essay on your chosen text, prepare a PowerPoint Presentation and an oral presentation to go along with the essay. After the oral presentation, you will answer your peers' questions. Your PPP presentation must be linked to your e-Portfolio & accompanied by a reflection. More detailed explanations of each component will be provided in class and on D2L.

**E-Portfolio:** By the end of the course, you will have compiled an electronic portfolio for this course. More detailed guidelines will be distributed early in the course and we will have several practicum sessions to put it in place. *This is an excellent tool for reflection and self-assessment of your learning for it promotes an integrative learning experience! Take advantage of it.*

**SPECIAL EVENT: Book Fair at the UWSP Library (*La Foire aux Livres*) – October 11<sup>th</sup>, 2012 at LRC 107**

During our visit to the library, we will see many French books and films the library holds. You will explore some of the books and present your findings to your classmates. More detailed instructions will be given on the day of the visit.

11-oct. Research Project & E-Portfolio Practicum (Library LRC 107)

1-nov. Research Project & E-Portfolio Practicum (Library 3d floor, 316)

27-nov. ***Research Project & E-Portfolio Practicum (Library 3d floor, 316)***

**Library Visit – French Books & DVD Fair***La foire aux livres et aux films*

## Lesson Plan

<b>Time</b>	<b>Activities</b>
5 min	<p><b>Gathering &amp; Introductory Orientation (Prof. Vera Klekovkina)</b></p> <p><i>I will tell the students in French what we will be doing during our visit</i></p>
10 min	<p><b>Stacks and IMC Tour (Prof. Yan Liao)</b></p> <ul style="list-style-type: none"> <li>- Where are the French holdings in the library?</li> </ul>
20 min	<p><b>Catalog Search + E-Resources (Prof. Yan Liao) [handout in English]</b></p> <ul style="list-style-type: none"> <li>- How can we find French holdings in the library? (<i>wis – Stacks- French</i>)</li> <li>- How can we find French movies in the library? (<i>DVD – IMC – French</i>)</li> <li>- What other electronic resources do we have access to? <ul style="list-style-type: none"> <li>o Film on Demand</li> <li>o ArtStor (<i>pastorale – Molière – costume</i>)</li> </ul> </li> </ul> <p><i>Note: Students will work with laptops</i></p>
15 min	<p><b>Book/Film Fair (Students)</b></p> <p><i>Students will look at the books and DVDs provided by the library</i>  <i>The main goal is to browse through as many books/films as they can and choose one that they like the most</i></p>
10-13 min	<p><b>‘Reading Horizon’ Activity (Students) [handout in French]</b></p> <p><i>Students will study one book/film of their choice and take down the following info: title, author, date, number of pages or film length, [actor names], [front cover art], back cover text or teaser.</i></p>
10 min	<p><b>E-Portfolio Practicum (Prof. Vera Klekovkina)</b></p> <p><i>I will show the students our course E-Portfolio template and explain them how they can earn extra credit for the French Book Fair</i></p>
2 min	<b>Wrap-Up</b>

## E-Portfolio Rationale & Components

### Departmental Learning Outcomes: 5Cs

1. **Communication**
2. **Cultures**
3. **Connections**
4. **Comparisons**
5. **Communities**

### Linguistic Skills:

- A. Oral comprehension (Listening)
- B. Written comprehension (Reading)
- C. Oral production (Speaking)
- D. Verbal competency (Writing)

### E-Portfolio Rationale:

In today's world, information is collected and stored electronically, almost universally. D2L E-Portfolio tool provides you with a convenient and reliable way of collecting your educational data and assignments, helping you track your own academic progress. FR340 e-Portfolio will help you see and comment on your progress in French. This e-Portfolio can be linked to your comprehensive language e-Portfolio (for Majors and Minors in French).

***This is an excellent tool for reflection and self-assessment of your learning for it promotes an integrative learning experience! Take advantage of it.***

### E-Portfolio Components:

#### ■ **Course Essential Questions – 8 Short Answers**

- 4 Initial Answers + 4 Updated Answers
- 1. Why do we read?
- 2. How can we know others and ourselves through reading?
- 3. How can reading be creative?
- 4. How can reading help you write and speak in French?

#### ■ **One writing assignment – One Short Reflection**

- What were the difficulties?
- What did you learn about the text and yourself as you finished the written assessment?
- What else can you do to improve your writing in French?

#### ■ **Research Project – One longer Reflection**

- What were the difficulties?
- What did you learn from the core performance task (your research project) about the French literature and yourself?
- What else can you do to further your knowledge of French and Francophone literature?

#### ■ **Book Fair – Reflection (Extra-Credit Opportunity)**

- Which book did you choose at the Book Fair? Why?
- Describe your experience of browsing through French books and materials from the library.

### E-Portfolio Students' Responses – Summary

#### E-Portfolio Components:

- Course Essential Questions – 8 Short Answers
  - 4 Initial Answers + 4 Updated Answers

Question #1, Initial response: “A reading is conducted well when there are readers who love it, to be capable of changing their opinions and beliefs.” (Simone LaMarche, FR 340, Fall 2012)

Question# 2, Final response: “A reading is well conducted when the **readers pay attention**, when they follow it with faith. They must have an open mind if they want to enjoy the suspension of disbelief or if they want to allow the reading to change their opinions and their beliefs.” (Simone LaMarche, FR 340, Fall 2012)

Question # 2, Initial response: “When reading, we learn from different points of view and find what is interesting for us and for others.” (Brittney Kimball, FR 340 Fall 2012)

Question # 2, Final response: “When we read the written thoughts of others, we are able to better understand their thoughts and opinions in which they are trying to portray to us. **In the process of attempting to understand their thoughts, we better learn how to formulate our own and better understand our own forms of reading and writing.**” (Brittney Kimball, FR 340 Fall 2012)

Question # 3, Initial response, “I think that the reading can be creative if the plot is interesting and unusual. The mystery has the most creativity because the ending is the most difficult to write.” (Elly Keily, FR 340 Fall 2012)

Question # 3, Final response, “**Reading can be creative because there are no boundaries.** Anyone can write about anything. Oftentimes reading gives us creativity and new ideas.” (Elly Keily, FR 340 Fall 2012)

Question #4, Initial Response: “Reading in French gives us examples of phrases that we can use in our own life, both in our writing and in conversation.” (Isabel Laperruque, FR 340 Fall 2012)

Question #4, Final Response: “One of the most interesting aspects of literature is **the myriad ways in which authors can transform rigidly correct phrases to have the same meaning, but perhaps to be more beautiful and eloquent.** Reading can therefore improve our comprehension and give us different ways to express ourselves, both in speaking and in writing.” (Isabel Laperruque, FR 340 Fall 2012)

■ One writing assignment – One Short Reflection

“This was the first real writing assignment of the semester, so for me, it was a bit more difficult to remember proper grammar and syntax. I like the writing assignment though because I like to play the role of a critic when it comes to readings and movies. I learned that I do enjoy reading plays and theater more than I remembered, mainly because you can truly immerse yourselves in the roles of the characters this way. *Le Bourgeois Gentilhomme* was a very silly piece, but analyzing it in this paper allowed me to better understand the message being portrayed in the play about the issues with that time period. I still need to make some improvements in my French grammar and I need to clean up my writing skills so it is more concise with less repetition.” (Abigail Shansky, FR 340 Fall 2012)

■ Research Project – One longer Reflection

“The most difficult aspect of writing the essay for the research project was integrating the general themes of the course with the themes presented in the extract of *L'Étranger* by Albert Camus. There was a lot of information available about *L'Étranger* and it was difficult to write a cohesive essay addressing the themes of the novel and the ideas about the importance of reading. By completing the research project, I learned that I should practice to improve my speaking in French. The oral presentation was the most difficult part of research project. I am going to continue to read French literature in order to develop my knowledge of the language. French literature is now relevant to me because I understand it well enough to read and reflect in French. To improve my speaking, I am going to read out loud. I like the experience of reading the literature of other cultures and I am going to continue to study French and Spanish literature for my own enjoyment. I am worried about losing my French when I finish my studies at the university. To avoid that possibility, I am going to listen to the radio in French and read a lot. I believe that I have a great opportunity to enrich my life through French literature.” (Nathan Callope, FR 340 Fall 2012)

■ *Book Fair – Reflection (Extra-Credit Opportunity)*

“I really liked this experience. It was very useful because it gave me many means of research and amusement. I was very happy to find the works of Camus. Now that I know they are there, I will go read them.” (Austeen Yang, FR 340 Fall 2012)

“I appreciated this experience because it was relaxing to leave the classroom for a day to visit the library. Seeing all the books and movies inspired me to continue to read and practice my French during my vacations. It is always disheartening to lose my skills. I am determined to use these resources during the winter and summer.” (Simone LaMarche, FR 340, Fall 2012)

“I liked this experience because I like to read for enjoyment. The images on ARTstor were incredible and I didn't know that the library possessed so many DVDs in French at the library. I enjoy spending time in libraries and bookstores.” (Nathan Callope, FR 340 Fall 2012)

Nom: \_\_\_\_\_

	<u>Exceptionnel</u>	<u>Très bien!</u>	<u>Bien fait!</u>	<u>Adéquat</u>	<u>Faible</u>	<u>Non-adéquat</u>	Commentaires généraux
<b>Le Contenu – les éléments requis (65%)</b>							
1. Question essentielle #1							
2. Question essentielle #2							
3. Question essentielle #3							
4. Question essentielle #4							
5. Devoir écrit – réflexion courte							
6. Projet de recherche – réflexion							
7. La foire aux livres (optionnel)							

A = tous les 6 éléments | B+ = un élément manque | B = 2 éléments manquent  
 | C+ = 3 éléments manquent | C = 4 éléments manquent | D = 5 éléments manquent

<b>La Forme (10%)</b>							
Conception de site (thème, couleurs)							
Texte (police, taille, quantité)							
Images et objets inclus (optionnel)							

<b>Les langues (25%)</b>							
Exactitude (grammaticale et orthographique) <b>en français</b>							
Exactitude (grammaticale et orthographique) <b>en anglais</b>							

A = peu de fautes | B = assez de fautes mais la compréhension n'en souffre pas |  
 | C = beaucoup de fautes mais le message reste compréhensible |  
 | D = trop de fautes qui empêchent la compréhension |

**La Note:** \_\_\_\_\_

### Student Evaluation Form

FR 340 ENDURING UNDERSTANDINGS:

- Reading is an analytical and interactive undertaking.
- Reading is a multifaceted activity which leads to the encounter with the Other and the self.
- Reading is an art which can fulfill creative aspirations within us.
- Reading nurtures self-expression.

FR 340 ESSENTIAL QUESTIONS:

- Why do we read?
- How can we know others and ourselves through reading?
- How can reading be creative?
- How can reading help you write and speak in French?

I. Could you demonstrate any of the course enduring understanding to a peer? Please explain your answer.

II. Were the essential questions helpful for your learning? How? Please explain your answer.

III. Did you feel that the course was well designed to help you answer the essential questions? Please explain your answer.



IV. Did the core performance task (research project) help you develop your reading, speaking, and writing skills in French? Please explain your answer.

V. How much did you learn in this class?

As much as  More than  Less than in other classes

Please explain your answer.

VI. Which class activities did you find most meaningful/ instrumental for answering the course essential questions?

VII. Is there anything you would change about the course?

### Student Evaluation Responses – Summary

I. Could you demonstrate any of the course enduring understanding to a peer? Please explain your answer. Yes: 11/11 No: 0/11

- “Yes, I could. The course is layed out very well. The goals are clear and the material is well chosen.” (Student #4)
- “I could demonstrate to a peer all the enduring understandings by discussing how reading addresses each of the points. I feel that this course was unique and interesting for its emphasis on the value of reading, irrelevant of the literature being studied” (Student #7)
- “I think I’ve long been indoctrinated into the belief that “reading is good!” To me the enduring undersigns & essential questions are just a deeper look into why reading is good. When it came to the course itself, I was more concerned with the specific content and advancing my French skills. These understandings & questions I just accepted to be true.” (Student #8)

II. Were the essential questions helpful for your learning? How? Please explain your answer.

Yes: 6.5/11 No: 3.5/11

- “Yes, it made me think about why we read and how our brains function when we do. I think people forget that it takes a lot of brain power and analytical skill to read because it comes so easily to us. We definitely take our ability to read for granted and it’s great that you made us think about it.” (Student #2)
- “They were and were not. I’ve always been a reader. I have never honestly considered why I was until I took this course, at least, I never ... put it into words.” (Student #5)
- “The essential questions helped me maintain a central focus throughout the seminar while reading and that was really interesting. I mean that I always kept in mind the essential questions about reading and became more aware of my own process of reading and studying literature.” (Student #7)
- “It occurs to me that all of my classes have these types of big, mushy concepts that I’m supposed to take away & that in some way justifies the course. I don’t believe that these are necessary to my learning because what I take from a class will be different from anybody else – but I understand why it’s being done like this. Mostly, I am indifferent to them.” (Student #8)

III. Did you feel that the course was well designed to help you answer the essential questions?

Please explain your answer. Yes: 9/10 No: 1/10

- “Yes, assignments forced me to actually think about what happens when we read.” (Student #2)

- “It confused me a bit, the essential questions.” (Student #5)
- “Yes, I feel like you did an absolute wonderful job! You though these questions through our writings and through analyzing all of the poems/novels we read.” (Student #10)

IV. Did the core performance task (research project) help you develop your reading, speaking, and writing skills in French? Please explain your answer. Yes: 10/10

- “Yes, because it allowed me to explore something in French completely on my own, making me feel like a real French student.” (Student #3)

V. How much did you learn in this class?

- As much as 4/10
- More than 6/10
- Less than in other classes 0/10

- “I have learned more real world applications in this class than any other literature class. Also I feel like I know how to write better from this class than I have learned in some of my English classes” (Student #1)
- “In all the French classes I’ve taken, I learned grammar, syntax, sentence structure, etc. This one put all these skills to test. So, I learned through doing.” (Student #4)
- “This class had a much more clearly defined goal than many other classes.” (Student #7)
- “I hate poems & you spoke/talked about them as if they were the most wonderful things in the world. It made me want to learn more about literature in French than I ever did in English.” (Student #10)

VI. Which class activities did you find most meaningful/ instrumental for answering the course essential questions?

- “I just really enjoyed doing the readings and having **good discussions** on them as a class. That helped me the most.” (Student #4)
- “**Research project**” (Student #11)

VII. Is there anything you would change about the course? Yes: 4/10 No: 6/10

- “The **work load** is a little off. It is hard to read 50 pages of French in a few days.” (Student #2)
- “Maybe **the amount of work all at once at the end of the semester**. It became a bit overwhelming.” (Student #3)
- “Less concentration (class time) on the layout of **the e-portfolio**”