

## UWSP

French 340, Syllabus

TuTh 2 p.m. - 3:15 p.m., CCC 305

Instructor

Vera A. Klekovkina (Vera.Klekovkina@uwsp.edu)

Office

CCC 408

Tel

(715) 346-3232

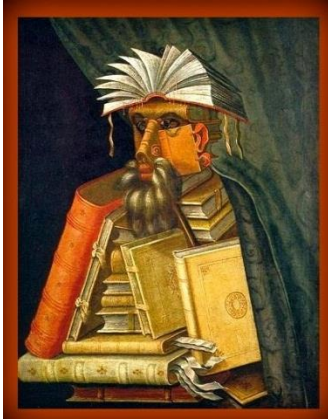
Office Hours

Tuesdays at 1 pm and Thursdays at 10 am @ CCC 408

## World Languages and Literatures

Fall 2018

### 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 poetry, drama, 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.

#### 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?

#### 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.

## GEP Investigation Level & Critical Thinking Learning Outcomes

*Upon completing this requirement, students will be able to:*

<b>Humanities</b>	<ul style="list-style-type: none"> <li>• Demonstrate an ability to read carefully, speak clearly, think critically, or write persuasively about cultures and cultural works/artifacts (including texts, images, performances, and technologies, as well as other expressions of the human condition).</li> <li>• Identify and analyze how beliefs, values, languages, theories, or laws shape cultures and cultural works/artifacts.</li> <li>• Engage a variety of ideas and worldviews critically by formulating reflective and informed moral, ethical, or aesthetic evaluations of cultures and cultural works/artifacts.</li> </ul>
<b>Critical Thinking (Pilot)</b>	<ul style="list-style-type: none"> <li>• Explain critical thinking as a process of identifying, analyzing, evaluating, and constructing reasoning in deciding what conclusions to draw or actions to take.</li> <li>• Identify (a.), analyze (b.), evaluate (c.), or construct (d.) reasoning as they apply it to general or discipline-specific questions or issues.</li> </ul>

### FREN 340 Course Learning Outcomes:

*With diligent effort on their part, students will be able to:*

#### CLO 1 Oral Communication (WLL PLO 1)

- A. Students will be able to communicate thoughts, ideas and opinions orally in French at the Intermediate-High Level as described by the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines.
- B. Explain critical thinking as a process of identifying, analyzing, evaluating, and constructing reasoning in deciding what conclusions to draw or actions to take. (CT LO 1)  
Assignment(s): Critical thinking quiz, literary terms quiz & class discussions and debates

#### CLO 2 Written Communication (WLL PLO 2)

- Students will be able to communicate thoughts, ideas, and opinions in writing in French at the Intermediate-High Level as described by the ACTFL Proficiency Guidelines.  
Assignment(s): 3 written papers and final project

#### CLO3 Interpretative Communication (WLL PLO 3)

- A. Students will be able to interpret authentic material in French language in its written and spoken form on a variety of topics at the Intermediate-High Level as described by the ACTFL Proficiency Guidelines. (HUM LO 1 & CT LO 2)
- B. Engage a variety of ideas and worldviews critically by formulating reflective and informed moral, ethical, or aesthetic evaluations of cultures and cultural works/artifacts. (HUM LO 3)  
Assignment(s): Concept and arguments maps

#### CLO4 Intercultural Competency (WLL PLO 4)

- A. Students will be able to distinguish the relationship between the products, practices, and perspectives of the cultures of the target language and compare them to their own. (HUM LO 2)  
Assignment(s): Final project

#### CLO5 Communities (WLL PLO 5)

- Students will be able to defend the usage of the language beyond the school setting.  
Assignment(s): Survey on the target language exposure outside of the classroom

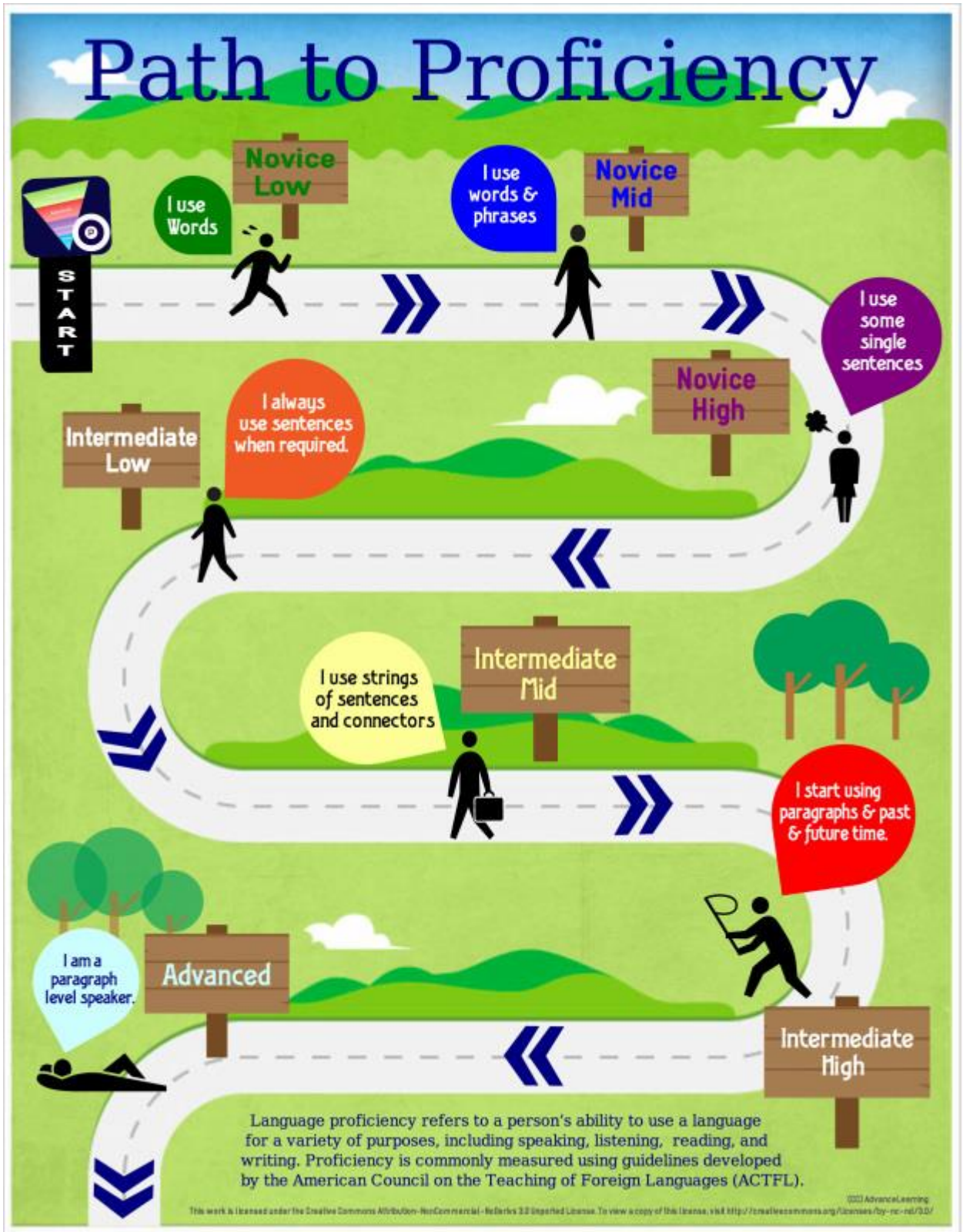


Image source : <https://scsworldlanguages.weebly.com/uploads/8/3/8/6/83866566/pathtoproficiency.pdf>

GRADING STRUCTURE:

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

<b>Class Work:</b>		<b>25%</b>
• Attendance	5	
• Participation	10	
• 2 Interrogations	10	
<b>Assignments:</b>		<b>55%</b>
□ <i>Devoir 1</i>	15	
• <i>Devoir 2 + Carte/Débat</i>	15 + 5	
• <i>Devoir 3 + Carte/Débat</i>	15 + 5	
<b>Final Project:</b>		<b>20%</b>
□ <b>Concept/ Argument map</b>	5	
□ <b>Oral (PPP) Presentation &amp; Bibliography</b>	15	
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<b>Total</b>	<b>100 pts.</b>	<b>100%</b>

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, 5 ed.</i> , 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%)**

- 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. **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!*
3. **Interrogations:** A. *Critical Thinking Quiz* (online) & B. *Literary Terms Quiz* (in class) Tuesday, September 18, 2018, in class you will take the literary terms quiz. It 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.

## II. ASSIGNMENTS (55%)

1. **Commentaire composé (15%)** of one of the poems studied in class: 2+ pages (500+ words), typed, double space. Due date – Saturday October 6, 2018 by midnight.
2. **Concept map (5%)** for the class debate on Molière's *Le Bourgeois gentilhomme*. Due date – Saturday, October 27, 2018 by midnight.  
**Commentaire composé (15%)** of Molière's *Le Bourgeois gentilhomme*: 2+ pages (450+ words), typed, double space. Due date – Saturday, November 11, 2018 by midnight.
3. **Argument map (5%)** for the class debate on Sagan's *Bonjour, tristesse*. Due date – Sunday, November 25, 2018 by midnight.  
**Commentaire composé (15%)** on Françoise Sagan's *Bonjour, tristesse*. Due date – Saturday, December 8, 2018 by midnight.

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, 8<sup>th</sup> edition (if necessary)

Keep in mind that:

- **Electronic submission is mandatory.**
- You must upload your papers in D2L Dropbox. Our course D2L Dropboxes are linked to Turnitin.com (anti-plagiarism software).

## III. FINAL PROJECT (25%)

1. Visual representation of your argument/position (**concept or argument map**) (5%)
2. **Oral Presentation** (7-10 minutes) & **PPP Presentation** (3-4 slides, optional) (15%)

The seminar's final project 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 targeting your critical thinking skills and communication skills as you will ponder on the future of reading as an intellectual practice and see what current scholarly articles are written on this subject, as well as what role reading plays in your life (concrete examples, please). First, you will map your ideas by using a concept or an argument map, then you will prepare an oral presentation with PPP or Prezi to include supporting evidence (make sure to format your bibliography accordingly on the last slide!). After the oral presentation, be ready to answer your peers' questions.

**SPECIAL EVENT: Book Fair at the UWSP Library (*La Foire aux Livres*) – October 9<sup>th</sup>, 2018 in 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 sources (books, [on-line] journals and magazines, blogs, etc.), you **must attribute** that material and **give a clear citation** in MLA format (8<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. Translating a paper or even a paragraph you originally wrote in English in French with the help of any automatic translating software is considered a form of academic cheating because it does not demonstrate your ability to speak and/ or write in the target language.

COURSE SCHEDULE:

S1	ma	4/9	<b>Course Introduction &amp; Visual Thinking as critical thinking</b>
	j	6/9	Literary genres and vocabulary
S2	ma	11/9	Figures of speech and rhetorical and narrative strategies
	j	13/9	Literary movements
S3	ma	18/9	<b>Quiz</b>
	j	20/9	<b>Poetry – Introduction</b>
S4	ma	25/9	Poetry – <i>Le romantisme</i>
	j	27/9	Poetry – <i>La modernité et la révolte</i>
S5	ma	2/10	Poetry – <i>La poésie contemporaine</i>
	j	4/10	<b>Devoir écrit # 1 – Commentaire composé d’un poème</b>
S6	ma	9/10	<b>Book Fair &amp; Final Project Practicum (Library LRC 107)</b>
	j	11/10	<b>Theater – Introduction</b>
S7	ma	16/10	<i>Le Bourgeois gentilhomme</i> (Acte I)
	j	18/10	<i>Le Bourgeois gentilhomme</i> (Acte II) <b>Corrections pour Devoir 1</b>
S8	ma	23/10	<i>Le Bourgeois gentilhomme</i> (Acte III)
	j	25/10	<i>Le Bourgeois gentilhomme</i> (Acte IV) & <i>Carte conceptuelle pour le débat</i>
S9	ma	30/10	<i>Le Bourgeois gentilhomme</i> (Acte V)
	j	1/11	<b>Débat 1 en classe</b>
S10	ma	6/11	<b>Devoir écrit # 2 Commentaire composé du <i>Bourgeois gentilhomme</i></b>
	j	8/11	<b>Novel – Introduction &amp; <i>Bonjour, tristesse</i> (7-18)</b>
S11	ma	13/11	<i>Bonjour, tristesse</i> (19-67)
	j	15/11	<i>Bonjour, tristesse</i> (71-116)
S12	ma	20/11	<i>Bonjour, tristesse</i> (117-154) & <i>Carte argumentaire pour le débat</i>
	j	22/11	<b>THANKSGIVING</b>
S13	ma	27/11	La pensée critique et les cartes argumentaires
	j	29/11	<b>Débat 2 en classe</b> <b>Corrections pour Devoir 2</b>
S14	ma	4/12	<b>Devoir écrit # 3 : Commentaire composé de <i>Bonjour, tristesse</i></b>
	j	6/12	<b>Final Project Practicum: “The Future of Reading”</b>
S15	ma	11/12	<u>Students’ Final Projects</u>
	j	13/12	<u>Students’ Final Projects</u> <b>Corrections pour Devoir 3</b>

**No final exam but the final submission of the map and your PPP is on Monday, December 17, 2018 between 10:15AM - 12:15PM.**

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