

**FREN 3622A**

Survey of French Literature II

3 hours of credit

Prerequisite: FREN 3400 or permission of instructor

CRN #21898

Day/Time: TR 3:30pm-4:45pm

West Hall Room 144

Department: Modern and Classical Languages

College: Arts and Sciences

University: Valdosta State University

Instructor: Dr. M. Hardin, PhD

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Office Hours: TR 11:00am-12:00noon; 4:00pm-5:00pm; or by appointment

**Course Description**

**FREN 3622:** This course is designed to expand the student's ability to speak, write, and read French. The student will demonstrate the ability to summarize the development of French literature during the 19<sup>th</sup> and 20<sup>th</sup> centuries..

**TEXTBOOK** (Required): Berg, R.-J. *LITTÉRATURE FRANÇAISE: Textes et Contextes*, Tome II. Fort Worth, Texas: Holt, Rinehart and Winston, 1994.

**COURSE OBJECTIVES:** This course is designed to improve the student's ability to speak, write, read and understand the French language while gaining a rather strong general view of French literature during 19<sup>th</sup> and 20<sup>th</sup> centuries. Upon successfully completing this course the student will demonstrate the ability to summarize the development of French literature during the 19<sup>th</sup> and 20<sup>th</sup> centuries. S/he will also be able to explain the role that important authors played.

**STUDENT OUTCOMES: High proficiency. Intermediate / Advanced Output.**

By the end of this course, the successful student will be able to

**A. Reading Comprehension:**

- Understand the main idea(s) and most supporting details of a prose narrative, written for native speakers of the target language and that contains unfamiliar content as well as more complex grammatical structures and vocabulary.
- Answer questions in the target language or in English based upon the content of the reading selection.

**B. Writing:**

- Begin to write an accurate, meaningful, and short essay dealing with abstract

- topics, particularly those that require expressing and/or defending an opinion.
- Produce a writing sample of at least 250 words on a topic appropriate to course content.
  - Begin to produce writing samples comprehensible to native speakers unaccustomed to dealing with non-native speakers of the target language.
  - Demonstrate an ongoing improvement based upon the instructor's comments about previous writing assignments.

*C. Listening Comprehension:*

- Understand both the main idea(s) and most supporting details in a short conversation, a monologue or a narrative of approximately 250 words, on topics appropriate to the course content.
- Understand complex questions phrased using the indicative and subjunctive moods and their respective tenses.
- Understand the instructor's use of appropriate vocabulary for this level.

*D. Speaking:*

- Handle routine communicative tasks in the classroom setting.
- Begin to demonstrate an ability to ask and answer complex questions using vocabulary appropriate to this level as well as the indicative and subjunctive moods and their respective tenses.
- Begin to produce speech comprehensible to native speakers unaccustomed to dealing with non-native speakers of the target language.

*E. Culture:*

- Begin to demonstrate an awareness of social, linguistic, and cultural references that go beyond the literal meaning of the written text.
- understanding of the relationship between the **practices and the perspectives** of the cultures studied.
- Demonstrate an understanding of the relationship between the **products and the perspectives** of the cultures studied.

**Criteria for evaluation of speaking:**

The objective is for the student to communicate a comprehensible spoken message. The question the instructor must answer is: does the message the student is attempting to communicate make sense? These criteria are designed to help determine the comprehensibility of the student's message.

- **Fluency** (is the delivery so slow and halting that it interferes with comprehension, or is it beginning to be smoother and more like normal speech even though utterances may be quite brief?)
- **Pronunciation** (is pronunciation accurate enough so as not to interfere with comprehension by an individual accustomed to dealing with non-native speakers of Spanish?)
- **Accuracy** (although speech may not be error free, is it correct enough to make

sense, to be understood by individuals accustomed to dealing with non-native speakers of Spanish?) Elements to be considered under the category "accuracy" are control of verb tenses appropriate to this level and comprehensibility. Speech that interferes with comprehensibility of the message should be penalized.

- **Vocabulary** (is it appropriate for this level and is the student able to use it in context?)
- **Creativity** (is the student beginning to be able to depart from textbook vocabulary, phrases and mostly memorized material in order to demonstrate an emerging ability to engage in meaningful conversation, express feelings and emotions, and to present information accurately to a degree appropriate for this level of study?)

### **Criteria for evaluation of writing:**

The objective is for the student to communicate a comprehensible written message. The question the instructor must answer is: does the message the student is attempting to communicate make sense? These criteria are designed to help determine the overall comprehensibility of the student's message.

- **Content** (Is the argument, or content, clearly defined? Are ideas connected, clearly presented in a logical, straightforward manner and supported by examples where appropriate?)
- **Organization** (Does the writing sample present ideas and a conclusion in a logical sequence that clearly indicates how one idea leads to the next? Are transitional devices used appropriately for this level of study? In other words, does the writing sample have a clearly stated theme, perhaps even a thesis statement, as well as a beginning, middle and end?)
- **Vocabulary** (Does the student demonstrate appropriate use of vocabulary in context for this level of language learning?)
- **Accuracy** (Does the student demonstrate an appropriate use of grammar at this level of language learning?)

**Creativity** (is the student able to depart from textbook vocabulary, phrases and mostly memorized material in order to demonstrate an emerging ability to engage in meaningful conversation, express feelings and emotions, and to present information accurately?)

**PREPARING FOR CLASS:** Each student **must** read and understand the literary work and information about the author for each class period. S/he must also look up all words s/he does not know. If you do not have a good French/English dictionary, you may use the ones in the library. **ALL FRENCH MAJORS MUST PURCHASE A GOOD FRENCH/ENGLISH DICTIONARY.** You are encouraged to prepare for both class sessions over the week end—if you do so, you will only have to review on Wednesdays. You should be prepared to answer any question the professor may ask you about the author or the work.

**QUIZZES:** A quiz (announced or unannounced) may be given during any class period. Quizzes will usually be given on certain literary periods and will be announced. If all students are not prepared for class each day, a quiz may be given at the beginning of each class.

**FINAL EXAM:** The final exam in this course will be cumulative—it will test everything that has been taught in the course. Although specific items from the last chapter may be included, the final exam will mainly test the student’s ability to perform the above course objectives. **Each student should keep a notebook in which s/he will keep notes on the various authors and literary movements studied in class.**

**MINIMUM REQUIREMENTS FOR SATISFACTORY COMPLETION OF THE COURSE:**

1. Daily attendance (See attendance policy below!)
2. Completion of homework assignments, study of vocabulary and preparation of answers to the *matière à réflexion* section before each class session.
3. Satisfactory completion of all tests, term paper, quizzes, etc.
4. Speaking French in class
5. Ownership of required textbooks

**ATTENDANCE POLICY:** All students must attend class daily. Any student who misses more than 20% of class meeting time (6 days) is subject to failing this class—even if he/she has an A average (See university attendance policy in the Bulletin).

**PARTICIPATION:** All students must attend class everyday and be prepared to participate in the discussion. **Five points (5)** will be deducted from this grade for each day the student is absent.

**SPECIAL SERVICE:** Students requiring classroom accommodations or modifications because of a documented disability should discuss this need with the professor at the beginning of the quarter. Students not registered with the Special Services Program must contact the Special Services Office in Nevins Hall, Room 115. The phone number is 245-2498.

**GRADES**

Term Paper".....	20%
Class Participation .....	20%
Quizzes & other assignments.....	10%
Test I .....	20%
Final Exam .....	30%
	100%

- 12 Les poètes romantiques: Lamartine (pp. 33-36), *Le Lac* (pp. 36-38), matière à réflexion (pp. 43-44)
- 17 *Le Papillon* (pp. 43-44); Vigny (pp. 59-61), *La Mort du loup* (pp. 65-67), matière à réflexion (p. 72)
- 19 Hugo (pp. 72-78), *Tristesse d'Olympio* (pp.79-83), matière à réflexion (p. 91)
- 24 Marceline Desbordes-Valmore (pp. 93-94), *Le Secret* (pp. 94-95), matière à réflexion (p. 98); Balzac (pp. 165-168), *Facino Cane* (pp. 168-178)
- 26 Flaubert et le réalisme (pp. 219-224), *Un Coeur simple* (pp. 224-246)
- 31 Zola et le naturalisme (pp. 247-250); *L'Attaque du moulin* (pp. 250-268)
- février 2 La Modernité poétique (Baudelaire) (pp. 269-273); *L'Invitation au voyage* (pp. 276-277)
- 7 Rimbaud (pp. 285-289); *Le Bateau ivre* (pp. 290-293)
- 9 Verlaine (pp. 296-301); *Chanson d'automne* (pp. 301-302)  
matière à réflexion (p. 307)
- 14 Mallarmé (pp. 308-312); *L'Azur* (pp. 312-313), matière à réflexion (p. 316)
- 16 Révision
- 21 Test I
- 23 Survol (pp. 321-334) LE XXe SIÈCLE
- 28 Poètes de la Belle Epoque (pp. 335-337); Guillaume Apollinaire (pp.337-340), *Le Pont Mirabeau* (pp. 345-346), matière à réflexion (p. 352)
- mars 1 Nouvelles Expériences romanesques: De Gide à Céline (pp. 369-370); André Gide (pp. 371-374), *L'Immoraliste* (pp. 374-378), matière à réflexion (p. 379)
- 6 Marcel Proust (pp. 379-386), *Un Amour de Swann* (pp. 386-401), matière à réflexion (401-403)
- 8 Collette (pp. 403-406); *Chéri* (pp. 406-418), matière à réflexion (pp. 418-419)
- 13 SPRING BREAK (NO CLASS)
- 15 SPRING BREAK (NO CLASS)

- 20 Du Symbolisme au surréalisme: Précurseurs et marginaux (1910-1920) (pp. 437-438); Paul Valéry (1871-1945) (pp. 438-442), *Le Cimetière marin* (pp. 443-447)
- 22 *Les Pas* (447-448), matière à réflexion (p. 448); Le Surréalisme (pp. 465-474); André Breton (1896-1966) (pp. 480-481) *Ma Femme* (pp. 483-484), matière à réflexion (p. 485)
- 27 Paul Eluard (1895-1952) (pp. 485-486), “*La terre est bleue...*” (p.486); Louis Aragon (1897-1982) (pp. 489-490), *Eclairage à perte de vue* (p. 490), matière à réflexion (p.493)
- 29 Romanciers de la condition humaine: Malraux, Sartre et Camus (pp. 495-497); Jean-Paul Sartre (pp. 519-525), Avant de lire (pp. 525-526)
- avril 3 Jean-Paul Sartre, *La Nausée* (pp. 526-546), matière à réflexion (pp. 546-547)
- 5 Albert Camus (pp. 547-555), *La Pierre qui pousse* (pp. 555-572), matière à réflexion (pp. 572-574)
- 10 Le Nouveau Roman (pp. 597-603); *L’Expulsé* (pp. 605-613), matière à réflexion (p. 813)
- 12 Marguerite Duras (pp. 620-624), *Aurélia Steiner* (pp. 624-628), matière à réflexion (p. 628)
- 17 L’Aventure poétique moderne: Saint-John Perse, Ponge, Michaux, Prévert, Char (pp. 629-630); Francis Ponge (1899-1988) (pp. 640-642), *Le Pain* (pp. 643-644), matière à réflexion (p. 648)
- 19 Jacques Prévert (1900-1977) (pp. 653-657), *La Grasse Matinée* (pp. 657-658), matière à réflexion (p. 660)
- 24 Queneau, Perec et l’Oulipo (pp. 665-667), *La Cigale et la Fourmi* (p. 669); Raymond Queneau (1903-1976) (p. 670), *Alexandrins* (pp. 670-671), matière à réflexion (p. 682)
- 26 Le Second Souffle du roman: Deux romanciers contemporains (pp. 683-684); Patrick Modiano (pp. 698-699), *De si braves garçons* (pp. 700-707), matière à réflexion (p. 707)
- mai 1 L’Examen final (Thursday, 5:00pm-7:00pm)