

Frch 4123 Survey of French Literature to 1800: Independent Study

FA 2017

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de Roland à Rousseau

Description of Independent Study:

This independent study is structured to replace FRCH 4123 Survey of French Literature to 1800, as a requirement for graduation in the French major.

Prerequisite(s): ENG 1113, ENG 1213, and 17 hours of French.

Additional Description:

This course surveys French literature from the Middle Ages to the Revolution of the late 18th century. Students are expected to gain a detailed understanding of the principal writers and schools of thought of the time periods covered. Of primary focus are the socio-historical context within which these major texts were written and their particular contribution to the broader picture of French literature and history. This course will help students comprehend the role these texts played in building modern French culture. Group discussions and writing assignments will allow students to develop their analytical skills and will be essential to developing their comprehension of the texts. The course will set students up for further in-depth study of early French literature.

Required Texts:

Berg, R.-J. *Littérature française: textes et contextes, tome I*

- (ISBN: 978-0-470-00291-9)

M.T. Anderson (Author), Andrea Offermann (Illustrator) *Yvain: The Knight of the Lion*

- (ISBN: 0763659398)

Course Outcomes

By the end of the course, students should be able to:

1. Demonstrate 4000-level (advanced) French language skills through a summative oral presentation on the independent study material and experience.
2. Identify the major works of French literature before 1800 and understand their relationship to each other.
3. Reflect on texts within their historical context (as demonstrated through weekly writing assignments).
4. Analyze and synthesize texts from the target period while demonstrating research skills appropriate to French literature through two medium-length papers.
5. Demonstrate initiative through active independent study and thorough preparation of each week's reading and writing assignments.

Transformational Learning Objectives

Upon successful completion of this course, it is expected that each student will achieve three goals of the central six (<http://www.uco.edu/central/tl/central6/index.asp>).

- Research, Scholarly and Creative Activities – students will critically analyze historical literary texts and economic and social issues, and will integrate course material into both short weekly writing assignments and two larger analytical papers.
- Discipline Knowledge - students will expand their knowledge of French literature, culture, society and history from the Middle Ages to the French Revolution.
- Global & Cultural Competencies – students will gain exposure to historical relationships between cultures and peoples and learn about the foundations of French culture through exploration of its literary history.

Breakdown of Course Components

Your final grade will be based on the following criteria:

Weekly Writing	25%	A	90-100
2 Papers	50%	B	80-89
Oral Presentation	15%	C	70-79
Group Participation	10%	D	60-69
		F	59 or below

Assignment Overview

1. Weekly Writing
 - a. For the independent study, weekly writing will replace much of the discussion that would normally take place during frequent class meetings.
 - b. Writings will be due the day before our meeting.
 - c. 2 components
 - i. Journal – a 1pg reflection on the reading (reactions, difficulty, enjoyment, connections to other texts/interest, etc.). This is very open topic and will largely be your own initiative.
 1. It is recommended that you keep the journal in one document, adding to it every week. This will be helpful for your final presentation at the end of the semester.
 - ii. Reading Questions – each week, questions will be assigned that follow the reading for the week. This will both check for comprehension and encourage closer, independent readings of the text.
2. Research Papers
 - a. There will be two 5pg papers, one as a midterm and another as a final. Topics will be announced on the weeks indicated in the calendar. The due dates are also clearly marked below.
 - b. **Students are also encouraged to submit their work for presentation at the NCUR 2018 conference to be held at UCO on April 4-7, 2018.**
3. Oral Presentation
 - a. Students will demonstrate proficiency in oral French at the 4000-level. This will take place during the group's final meeting for the semester.
 - b. The presentation will cover the students' journal reflections throughout the semester.
4. Participation
 - a. Each student's regular participation in group discussions is essential.
 - b. Preparation for group (by completing reading assignments on time) will be counted as part of the participation grade.

Late Work Policy:

Absolutely no late work will be accepted without **documentation** of a legitimate emergency or medical issue. If you receive accommodations for athletic, religious, or disability reasons, you must notify me the first week of class and all arrangements for make-up work **MUST** be made **in advance**, before the assignment or your absence.

UNIVERSITY POLICIES

1. Regents' Statement on Course Workload and Homework-OSRHE II-2-34

It is expected that a full-time college student will spend a minimum amount of time each week in class attendance and study out of class approaching a 40-hour work week. A person employed on a full time basis should not simultaneously expect to maintain a full-time academic schedule. At the undergraduate level, this means that for each hour in class, a student is expected to spend at least three (3) hours doing homework. For a three-credit class, a student is expected to spend nine (9) hours a week doing homework.

2. ADA Statement

The University of Central Oklahoma complies with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990. Students with disabilities who need special accommodations must make their requests by contacting the Coordinator of Disability Support Services at (405) 974-2516. The DSS Office is located in the Nigh University Center 309. Students should also notify the instructor of special accommodation needs by the end of the first week of class.

3. Psychologically Safe Environment

In this class, each student's questions and ideas are valuable and will be respected. It is essential that a safe and comfortable environment be established to allow each student to question, challenge, and share ideas openly.

4. UCO Academic Integrity Statement

Your participation in this course comes with the expectation that your work will be completed in full observance of the UCO Student Code of Conduct to be downloaded at:

<http://www.uco.edu/student-affairs/conduct/files/codeofconduct.pdf>

***Note that the use of on-line translating programs to complete assignments constitutes a violation of the Student Code of Conduct.**

5. Academic Affairs' Student Information Sheet

The Student Information Sheet can be found (<http://sites.uco.edu/academic-affairs/files/aa-forms/studentinfosheet.pdf>) for information on general university policies and expectations.

Course schedule:

(dates may be subject to change)

Together we will arrange a weekly meeting for one hour to discuss that week's readings and check in on assignments.

I strongly recommend reading the questions you'll answer about the reading FIRST. It will help your comprehension to know what you're looking for. Feel free to look up a synopsis as well if you're unclear on plot with these older texts. I'd prefer to spend our limited discussion time on the analytical details rather than plot overview.

Semaine #	Lecture pour la semaine	À écrire / faire
1 - Semaine du 21 août		Premier RDV ensemble
2 - Semaine du 28 août	<i>Le Moyen Age</i> p.3-6 <i>La Chanson de Roland</i> p.7-65	*journal 1 p.67 – 1, 3 p.68 – 5
3 – Semaine du 4 septembre	Littérature courtoise p.71-71 <i>Lanval</i> p.76-82	*journal 2 p.83 – 3, 5
4 – Semaine du 11 septembre	<i>Yvain : The Knight of the Lion</i>	*journal 3 Faites une comparaison d'Yvain et de Lanval. En quoi sont-ils similaires ? Différents ? Lequel est plus héroïque pour vous ?
5 – Semaine du 18 septembre	Théâtre profane p.121-143 <i>La farce de maître Pathelin</i> p.124-143	*journal 4 p.144 – 3, 4
6 – Semaine du 25 septembre	Intro à la Renaissance p.161-164 Rabelais <i>Gargantua</i> p.165-181	*journal 5 p.180 - 2 (Vous recevrez les sujets pour la première composition.)
7 – Semaine du 2 octobre	Poésie de la Renaissance - p.183-209	À rendre – intro et plan
8 – Semaine du 9 octobre	Montaigne <i>Essais</i> p.213-231	À rendre – 1 ^{ère} composition ! (Le prof part à une conférence.)

9 – Semaine du 16 octobre	Intro au 17 ^e et au Baroque p.235-252 Corneille <i>Le Cid</i> Actes I & II p.253-272 https://www.youtube.com/watch?v=N21WdzOuc7c https://www.youtube.com/watch?v=jV8TcwK2-V8 https://www.youtube.com/watch?v=irtwo_oOXU0	*journal 6 (vacances d'automne)
10 – Semaine du 23 octobre	Corneille <i>Le Cid</i> Actes III-V p.273-299	*journal 7 p.299 – 1, 4 Pourquoi pensez-vous que <i>Le Cid</i> est libellé une « tragi-comédie ? » Entre le devoir et l'amour, lequel gagne à la fin de la pièce ?
11 – Semaine du 30 octobre	Racine p.353-357 <i>Phèdre</i> p.358-403 Regarder : https://www.youtube.com/watch?v=tVojvGK7wHM&t=147s	*journal 8 p.403 – 1 (lisez bien « avant de lire » p.357) Qu'est-ce qui distingue Racine de Corneille ?
12 – Semaine du 6 novembre	La Fontaine <i>Fables</i> p.405-419	*journal 9 p.419 – 2, 4
13 – Semaine du 13 novembre	Montesquieu <i>Lettres persanes</i> p.451-463	*journal 10 p.463 – 1, 2, 3a (Vous recevrez les sujets pour la deuxième composition.)
14 – Semaine du 20 novembre	Voltaire <i>Candide</i> p.465-501	(Thanksgiving – pas de réunion)
15 – Semaine du 27 novembre	Voltaire <i>Candide</i> p.501-534	À rendre – intro et plan
16 – Semaine du 4 décembre	Rousseau p.537-561	À rendre – 2 ^e composition ! * Venir présenter votre résumé des réflexions de la classe.