

FR2600E – INTRODUCTION TO FRENCH LITERATURE
TUESDAYS 9:30-10:30 AND THURSDAYS 9:30-11:30
BR MSJ 202

CONTACT INFORMATION

Instructor	Mme Heather Kirk
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Office Hours	Tuesday 10:30-12:00 and Wednesday 10:00-11:30, or by appointment.

CURRENT CALENDAR COURSE DESCRIPTION

A study in depth of some major French texts, with training in the skills of literary analysis.

Antirequisites: FR2605F/G, FR2606F/G

Prerequisites: FR1900E, FR1910, or permission of the Department.

COURSE DESCRIPTION AND OBJECTIVES

French 2600E is a survey course of Francophone literatures designed to introduce well-known, canonical literary works to students. No previous literary studies experience is necessary, as together, we will explore masterpieces from the Middle Ages to contemporary France and Québec, while developing the skills necessary to analyse various literary genres and practices. Our corpus is principally composed of prose works (*contes, nouvelles, romans*); we will explore the development and evolution of this practice through French literary history. This course's primary objective is to improve the student's linguistic skills: reading, writing, listening, and speaking while exploring other cultures.

LEARNING OUTCOMES/TRANSFERABLE SKILLS

French 2600E is an interactive course, and as such, requires the active participation of each student. By the end of this course, students will be able to:

- Identify and define the primary characteristics of various French literary movements (Baroque, Classicism, Romanticism, Realism, Post-Modernism, etc.)
- Appreciate the insight of others through shared discussion and collaborative analysis
- Formulate your own literary opinions
- Reinforce your critical thinking skills
- Expand your understanding of world history and cultures
- Learn and appreciate the ambiguities and nuances of the French language
- Progress your vocabulary skills and work towards greater language mastery
- Identify language devices (comparison, metaphor, allusion, etc.)
- Use new modes of communication (*compte rendu critique, explication de texte*)
- Plan, organise, and write two research essays on works studied in class

BRESCIA COMPETENCIES

- COMMUNICATING IDEAS
 - Students will be able to develop clear, thoughtful, and developed arguments and messages that target specific audience and incorporates others' perspectives.
 - Students will demonstrate the ability to follow the conventions and techniques of French literary studies.
 - CRITICAL THINKING
 - Students will be able to identify and develop focussed subject inquiry, finding appropriate evidence from various sources.
 - Students will regularly make up of search tools to find relevant, and often credible sources.
 - SOCIAL AWARENESS AND ENGAGEMENT
 - Students will demonstrate surface understanding of, and interest in, different cultures and social issues.
 - Students will show an understanding of the complexity of culture by asking questions and expressing an openness to differences in cultures and social issues.
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COURSE MATERIAL

Required works (in order of reading):

1. Molière. *Le Tartuffe*. Paris, Gallimard, Folio plus classiques, 2005.
2. Voltaire. *Candide, ou l'optimisme*. Paris, Gallimard, Folio plus classiques, 2003.
3. Maupassant, Guy de. *Boule de suif*. Paris, Gallimard, Folio plus classiques, 2007.
4. Camus, Albert. *L'Étranger*. Paris, Gallimard, Folio plus classiques, 2005.
5. Ernaux, Annie. *La Place*. Paris, Gallimard, Folio plus classiques, 2006.

Recommended texts:

1. A French-language dictionary, such as the *Petit Robert* or the *Micro Robert*.
2. A French verb book, such as the *Bescherelle*.

Additional material (excerpts and poems) will be made available on the FR2600E OWL site under "Resources – Textes littéraires". See the section highlighted in green below for the schedule of texts.

Students are required to print and bring the posted texts to class in order to earn full "Active Engagement" marks.

DISTRIBUTION OF MARKS AND ASSIGNMENTS

Tests (2 x 5%)	10%
Analyse d'un personnage (<i>Le Tartuffe</i>)	10%
Explication de texte (<i>L'Étranger</i>)	10%
Compte rendu critique (<i>Boule de suif</i>)	10%
Essay 1 (<i>Candide</i>)	10%
Essay 2 (<i>L'Étranger</i>)	15%
Final Exam	25%
Active Engagement	10%

Tests: Both tests (on *Candide* and *Boule de suif*) are to check reading comprehension. The tests will be divided into two parts: the first will check if students understand essential plot points; the second will verify if students understand important aesthetic definitions covered in class.

Analyse d'un personnage: In this at-home assignment, students will study one character from *Le Tartuffe*. They may work either alone or with one partner. They will describe the character's role in the plot, briefly summarising their chosen character's actions. Students will also analyse the character's motivations, their morals, and their psychological profile. Students who choose to work with a partner for this exercise will share the workload; they will also share the final mark.

Compte rendu critique: In this at-home assignment, students will play the role of literary critic/book reviewer. They will briefly summarise the plot of the assigned text, identify the main characters, and finally judge the work based on their own tastes.

Explication de texte: This is a "close reading" exercise that will allow students to go beyond the surface meaning of a text. Students will be given a short passage from a text to analyse. They will identify rhetorical devices and describe the structure in order to find the secondary meaning of the text.

Essay: At the end of each semester, students will prepare and submit a research essay based on a topic suggested by the professor (or proposed by the student if desired). The primary objective of this assignment is to reflect upon a work studied in class using secondary sources to help support your analysis.

Active Engagement: This mark will be based on regular attendance, preparation, participation, and respect for classroom etiquette (Please note sleeping, watching videos, texting, chatting with your neighbour or other disruptions will affect your mark). Each unjustifiable absence will result in a 0,5-mark loss, though this mark is not based solely on attendance.

For any assignment or test worth 10% or more of the final grade, students must submit documentation and contact an academic advisor to obtain an official accommodation recommendation from an academic advisor.

**Late assignments will be assessed a penalty of 5% per day (including weekends).
An assignment is considered late if received after 5pm on the due date.**

The proper use of French language (vocabulary, spelling, grammar, syntax) will count for 15% of each mark, including tests and the final exam

PROGRAMME HEBDOMADAIRE : SEMESTRE I

Semaine du	Sujets et lectures	Devoirs
3 septembre	Introduction, présentations	
10 septembre	Le Moyen Âge <ul style="list-style-type: none"> • Présentation historique Textes : <ul style="list-style-type: none"> ○ <i>La Chanson de Roland</i> ○ <i>Tristan et Iseult</i> ○ « Le lai du chèvrefeuille » 	
17 septembre	Le Moyen Âge <ul style="list-style-type: none"> • La poésie courtoise Textes : <ul style="list-style-type: none"> ○ « Seulete suis » ○ « La ballade des pendus » ○ <i>La cité des dames</i> 	
24 septembre	La Renaissance <ul style="list-style-type: none"> • Présentation historique Textes : <ul style="list-style-type: none"> ○ « Migonne, allons voir si la rose » ○ « Le soir qu'Amour vous fit... » ○ « Je vous envoie un bouquet » ○ « Heureux qui comme Ulysse » ○ « Je me ferai savant » 	
1 ^{er} octobre	La Renaissance <ul style="list-style-type: none"> • Essais et prose • Textes : <ul style="list-style-type: none"> ○ <i>Gargantua</i>, « Leçon de sagesse politique » ○ « Des cannibales » ○ « De l'amitié » 	
8 octobre	Semaine de lecture *Commencer à lire <i>Le Tartuffe</i>*	
15 octobre	Le XVII ^e siècle <ul style="list-style-type: none"> • Présentation historique • <i>Le Tartuffe</i> (Acte I) 	
22 octobre	Le XVII ^e siècle <ul style="list-style-type: none"> • <i>Le Tartuffe</i> (Acte II) 	Analyse (25/10)
29 octobre	Le XVII ^e siècle <ul style="list-style-type: none"> • <i>Le Tartuffe</i> (Acte III et IV) *Commencer à lire <i>Candide</i>* 	
5 novembre	Le XVII ^e siècle <ul style="list-style-type: none"> • <i>Le Tartuffe</i> (Acte V et conclusions) 	
12 novembre	Le XVIII ^e siècle <ul style="list-style-type: none"> • Présentation historique 	Test 1 (13/11)

	<ul style="list-style-type: none"> • <i>Candide</i> 	
19 novembre	Le XVIII ^e siècle <ul style="list-style-type: none"> • <i>Candide</i> 	
26 novembre	Le XVIII ^e siècle <ul style="list-style-type: none"> • <i>Candide</i> 	Dissertation (29/11)
3 décembre	Le XVIII ^e siècle <ul style="list-style-type: none"> • <i>Candide</i> 	
Dernier cours : le 5 décembre Période des examens finals : du 10 décembre au 21 décembre NB. Il n'y a pas d'examen d'hiver dans le cours de FR2600E		

PROGRAMME HEBDOMADAIRE : SEMESTRE II

Semaine du	Sujets et lectures	Devoirs
7 janvier	Le XIX ^e siècle <ul style="list-style-type: none"> • Présentation historique (1800-1850) • Le romantisme Textes : <ul style="list-style-type: none"> • Hugo, « Demain, dès l'aube » • Hugo, « Les Djinns » 	
14 janvier	Le XIX ^e siècle <ul style="list-style-type: none"> • Le romantisme et le symbolisme *Commencer à lire <i>Boule de suif</i>* Textes : <ul style="list-style-type: none"> • Musset, « À une fleur » • Lamartine, « Le lac » • Baudelaire, « L'Albatros » 	
21 janvier	Le XIX ^e siècle <ul style="list-style-type: none"> • Le symbolisme Textes : <ul style="list-style-type: none"> • Baudelaire, « Une charogne » • Rimbaud, « Le dormeur du val » • Verlaine, « Mon rêve familial » 	
28 janvier	Le XIX ^e siècle <ul style="list-style-type: none"> • Le réalisme et le naturalisme • Présentation historique (1850-1914) • <i>Boule de suif</i> 	Test 1 (29/01)
4 février	Le XIX ^e siècle <ul style="list-style-type: none"> • <i>Boule de suif</i> • La société à l'époque industrielle 	
11 février	Le XIX ^e siècle <ul style="list-style-type: none"> • <i>Boule de suif</i> (suite et fin) 	Compte rendu (14/03)
18 février	Semaine de lecture *Commencer à lire <i>L'Étranger</i> *	

25 février	Le XX ^e siècle <ul style="list-style-type: none"> • Présentation historique • L'existentialisme et l'absurde • <i>L'Étranger</i> 	
4 mars	Le XX ^e siècle <ul style="list-style-type: none"> • <i>L'Étranger</i> • Meursault : analyse du personnage 	
11 mars	Le XX ^e siècle <ul style="list-style-type: none"> • <i>L'Étranger</i> (suite et fin) 	Explication (14/03)
18 mars	Le XX ^e siècle <ul style="list-style-type: none"> • Le postmodernisme • <i>La Place</i> 	
25 mars	Les XX ^e -XXI ^e siècles <ul style="list-style-type: none"> • <i>La Place</i> • L'autobiographie et l'autofiction 	
1 ^{er} avril	Les XX ^e -XXI ^e siècles <ul style="list-style-type: none"> • <i>La Place</i> (suite et fin) 	
8 avril	Les XX ^e -XXI ^e siècles <ul style="list-style-type: none"> • Conclusions, révisions 	Dissertation (08/04)
Dernier cours : le 9 avril Examens finals : du 11 avril au 30 avril		

2018-19 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

1. POLICY REGARDING MAKEUP EXAMS AND EXTENSIONS OF DEADLINES

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation **must** be made through an Academic Advisor and include supporting documentation.

Academic accommodation for illness will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete her academic responsibilities. Minor ailments typically treated by over-the-counter medications will not normally be accommodated.

Students must submit their documentation along with a request for relief specifying the nature of the accommodation being requested no later than two business days after the date specified for resuming responsibilities. In cases where there might be an extended absence or serious issue, students should submit their documentation promptly and consult their Academic Advisor for advice during their recovery period. Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, examinations, etc. Appropriate academic accommodation will be determined by the Dean's Office/Academic Advisor in consultation with the student's instructor(s). Academic accommodation may include extension of deadlines, waiver of attendance requirements for classes/labs/tutorials, arranging Special Exams or Incompletes, re-weighting course requirements, or granting late withdrawals without academic penalty

Please note that personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are **not** grounds for academic accommodation.

A UWO Student Medical Certificate (SMC) is **required** if a student is seeking academic accommodation on medical grounds. This documentation should be obtained at the time of the initial consultation with the physician/nurse practitioner or walk-in clinic. A SMC can be downloaded from: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf . The student must request documentation sufficient to demonstrate that her ability to meet academic responsibilities was seriously affected. Please note that under University Senate regulations documentation stating simply that the student "was seen for a medical reason" or "was ill" is **not** adequate to support a request for academic accommodation.

The full policy on requesting accommodation due to illness can be viewed at: http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12

2. ACADEMIC CONCERNS

If you feel that you have a medical or personal challenge that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds are not normally considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult your Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines (refer to the Registrar's website, <http://brescia.uwo.ca/academics/registrar-services/> or the list of official sessional dates in the Academic Calendar, see the Sessional Dates tab at <http://www.westerncalendar.uwo.ca/index.cfm?SelectedCalendar=Live&ArchiveID=>). You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. *Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.*

3. ABSENCES

Short Absences: If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

Extended Absences: If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate and warranted.

It is important to note that the Academic Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory

(http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=5&SelectedCalendar=Live&ArchiveID=#SubHeading_68).

4. SCHOLASTIC OFFENCES

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at: http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_20 .

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Scholastic Discipline for Undergraduate Students in the Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Academic Dean's Office, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Computer-marked Tests/exams:

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal is to be sent to the School Chair. If the response of the Chair is considered unsatisfactory to the student, she may then submit a written appeal to the Office of the Dean. If the student is not satisfied with the decision of the Dean, she may appeal to the Senate Review Board Academic (SRBA), if there are sufficient grounds for the appeal. For information on academic appeals you can consult your Academic Advisor or see the Student Academic Appeals – Undergraduate in the Academic Calendar

http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_14.

Note that final course marks are not official until the Academic Dean has reviewed and signed the final grade report for the course. If course marks deviate from acceptable and appropriate standards, the Academic Dean may require grades to be adjusted to align them with accepted grading practices.

6. PREREQUISITES

Unless you have either the prerequisites for a course or written special permission from the Dean to enroll in it, you will be removed from the course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisite(s).

7. SUPPORT

Support Services

The Brescia University College Registrar's website, with a link to Academic Advisors, is at <http://brescia.uwo.ca/academics/registrar-services/> . The website for the Student Development Centre at Western is <http://www.sdc.uwo.ca/> .

Mental Health and Wellness

Students may experience a range of issues that can cause barriers to your learning, such as increased anxiety, feeling overwhelmed, feeling down or lost, difficulty concentrating and/or lack of motivation. Services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about mental health and wellness at Brescia at <http://brescia.uwo.ca/life/mental-health-wellness/>. Students who are in emotional/mental distress should refer to Health and Wellness at Western, http://uwo.ca/health/mental_wellbeing/index.html, for information about how to obtain help for yourself or others.

Sexual Violence

All members of the Brescia University College community have a right to work and study in an environment that is free from any form of sexual violence. Brescia University College recognizes that the prevention of, and response to, Sexual Violence is of particular importance in the university environment. Sexual Violence is strictly prohibited and unacceptable and will not be tolerated. Brescia is committed to preventing Sexual Violence and creating a safe space for anyone in the Brescia community who has experienced Sexual Violence.

If you or someone you know has experienced any form of Sexual Violence, you may access resources at <http://brescia.uwo.ca/life/sexual-violence/>.

Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.