

Français 241 – Printemps 2010
Introduction to Literature of France and the Francophone World

“No matter how much experience we may gather in life, we can never in life
get the dimension of experience that the imagination gives us. Only the arts
and sciences can do that, and of these, only literature gives us the whole
sweep and range of human imagination as it sees itself.”
Frye, The Educated Imagination.

Dr Joanne M. McKeown
Comenius 407

(610) 861-1396
jmckeown@moravian.edu

Heures de présence: mardi: 13h00 – 14h00; mercredi: 9h00-11h00

Please note that my off-campus supervision of 1 student teacher may sometimes make it impossible for me to keep these hours. It is advisable to confirm my availability by e-mail.

Matériaux:

Beckett, Samuel. *En attendant Godot*. Editions du Minuit, 1997. (to be purchased individually)
Gide, André. *La Symphonie pastorale*. D. C. Heath, and Co.
Hirsch, Bette G. and Chantal P. Thompson. *Moments littéraires: An Anthology for Intermediate French*. 2^e édition. Houghton Mifflin, 2006.

Multi-média:

“Le Cid.” – DVD – 1998 – theatrical production – metteur en scène: Thomas le Douarec, Paris
La Symphonie pastorale. 1946 classic film by Jean Delannoy
audio recordings of poetry and fables, as available

Objectifs Principaux:

- To learn the most significant literary moments and movements in Francophone literature, produced primarily, but not exclusively, in France. The material will be organized into genres (theatre, poetry, fictional prose), so as to make possible the viewing of Beckett’s *Waiting for Godot* in Moravian College’s theatre in mid February. The students will gain a better appreciation of the social and historical forces at work in literary output.
- To learn the terminology and skills necessary to discuss and write about diverse literary genres analytically in French.
- To use the MLA style sheet correctly for a short research paper.

Objectifs Secondaires:

- To continue to develop skills in speaking the target language, specifically with respect to literary texts.
- To continue to develop skills in writing in the target language, specifically in response to literature

Distribution de la Note:

Examens (2)	30%
Examen final	20%
Travail de recherche	10%
Reaction papers (2)	15%
Récitations (2)	15%
Devoirs et participation	10%

Course Academic Honor Policy:

When preparing any work for a grade you are prohibited from using electronic translation services. Doing so is probably plagiarism. Electronic dictionaries used for single word inquiries or for short idiomatic expressions are acceptable. If ever you are unsure about how you are using an electronic source please contact the professor. In any case, hand-held dictionaries are preferable.

Course Policies:

There are **no make-ups for Exams** except in the most serious of situations which I will evaluate on a case by case basis.

Grades on Reaction papers will **drop a full-letter grade** for each day that they are late. They must be prepared without the help of electronic translation devices, and are to be done **independently**. Students may discuss their work with me before the due date.

Daily assignments must be prepared for the date on which they are due. You may find it helpful to **collaborate with classmates on these**. I do not object to students helping each other, particularly with questions related to reading comprehension, as long as no individual does work *for* someone else.

I encourage you to make use of my **office hours** if you need any help. If you cannot come during my official hours you may make an appointment with me at a time that is convenient.

The Department sponsors a **tutoring program** which provides help to you free of charge. You will hear more about this during the early weeks of the semester.

In order to have a **class-room environment that is conducive to learning** I ask that the following conditions be respected. Students are expected to **arrive in class on time**. Repeated late arrivals will be reflected in a **lowered class participation grade**. Students are also expected to participate fully in class work. Unsatisfactory classroom behavior, such as little or no verbal response, uncooperative interaction with others for group work, or a disrespectful attitude will be reflected in a **lowered class participation grade**. **Cell phones** must be turned off. **Please limit how much food you bring into class**; discussing texts while eating may be tricky! Thank you for your cooperation!

Calendar

Le théâtre:

Jan	18	lun	Introduction		
	20	mer	La Farce médiévale		<i>La farce du cuvier</i>
	22	ven	16è s.	Jodelet	
	25	lun	17è s. –	Corneille	<i>Le Cid</i>
	27	mer	suite		
	29	ven		Molière	<i>Ecole des femmes</i>
Feb	1	lun			<i>Le bourgeois gentilhomme</i>
	3	mer		Racine	<i>Phèdre</i>
	5	ven	lecture dramatique		
	8	lun	19è s.	Hugo	<i>Hernani</i>
	10	mer	20è. s.	Anouilh	<i>Antigone</i>
	12	ven		Ionesco	<i>La cantatrice chauve</i>
	15	lun		Beckett	<i>En attendant Godot</i>
	17	mer	suite		
	19	ven	suite		
	22	lun	Examen		

La poésie

	24	mer	MA	Charles d'Orléans	
	26	ven	16è s.	Louise Labé	<i>“Je vis je meurs”</i>
			<i>midterm grades due</i>		
Mar	1	lun		Ronsard	<i>Ode à Cassandre</i>
	3	mer	17è s.	La Fontaine	
	5	ven	suite		

conge

<i>I</i>	15	lun	19è s.	Hugo	<i>`a Villequier</i>
	17	mer		Lamartine	<i>Le lac</i>
	19	ven		Verlaine	
				Rimbaud	
	22	lun	Récitation d'un poème		
	24	mer		Appolinaire	
	26	ven	Examen		

La fiction en prose

	29	lun	18è s.		<i>Lettres de Mistress Henley</i>
	31	mer		Montesquieu	<i>Les lettres persanes</i>
April	2	ven	<i>conge</i>		
	5	lun	<i>conge</i>		
	7	mer		Voltaire	<i>Un bon bramin</i>
	9	ven	19è. s.	Balzac	<i>Le père Goriot</i>

Le monde francophone

	12	lun	20è. s.	Césaire	
	14	mer		Jelloun	
	16	ven		Roy	
	19	lun		Gide	<i>La symphonie pastorale</i>
	21	mer	suite		
	23	ven	suite		
	26	lun	suite		
	28	mer	suite		
	30	ven	<i>dernier jour de classe</i>		

Please note: This calendar is subject to change

Important Dates and Special Assignments:

- | | |
|--|--|
| 1) Lecture Dramatique | le 5 février |
| 2) Viewing of <i>Waiting for Godot</i> - | le weekend du 20 février |
| 3) Examen I | le 22 février, |
| 4) Travail de recherche | le 1 mars (premier brouillon)
le 17 mars (version finale) |
| 5) Récitation d'un poème: | le 22 mars |
| 6) Examen II | le 26 mars |
| 7) Response papers – | le 31 mars (pour la poésie)
le 28 avril (pour la prose - <i>La symphonie pastorale</i>) |
| 8) Final Exam | tba |

1) Students will memorize dialogue from a play studied in class and will act it out in class using props and minimal costuming. They will work in groups of two.

2) The class will attend a performance of *Waiting for Godot* by the Moravian College Theatre Company during the weekend of February 20. Students who cannot attend with the class must attend a different performance.

3) Examen I covers theatre as studied in class. Students are also responsible for introductions to the 17th and 20th centuries (beginning on pages 59 and 159) in our anthology.

4) Every student will write a short research paper on some aspect of comedic theatre. Students will use the MLA style sheet; papers must have a minimum of four pages of text and a works cited page; 1 “ margins, double spaced, typed accents. A first draft is due on Mar. 1; the final version is due on Mar. 17. All students will have a conference with Professor McKeown to discuss the thesis, overall organization and composition of the first draft. The final grade will reflect both copies as well as the conference.

5) Students will memorize and recite a poem for the class. The poem should be one studied together in class. Students should precede their recitation with a short explanation of why they chose this particular work and remind the class of the poem's author and it's composition date.

6) The second exam will cover poetry as studied in class. Students are also responsible for introductions to the Moyen Age, 16th and 19th centuries (beginning on pages 17, 39, 115) in our anthology.

7) Although students will be asked to respond to readings throughout the semester as part of their homework assignments, they will do two formal written responses. One response will be to a poem; the second response will be to the short novel read at the end of the semester. Responses will be typed, 1” margins, double-spaced, typed accents, 1 ½ - 2 pages.

8) The final will cover the novel as studied in class, with special emphasis on Gide's short novel. Students will also be responsible for introductions to Francophonie, and the 18th and 19th centuries (beginning on pages 231, 91 and 115) in our anthology.