

Syllabus for  
**FRE 303—Survey of French Literature I**  
3 Credit hours  
Fall 2018

**I. COURSE DESCRIPTION**

A study of the beginnings of French literature and its development up to the time of the French Revolution. Covers most activities listed in the ACTFL intermediate high competencies.  
(Taught in French.)  
Prerequisite: FRE 204 or equivalent.

Survey of French Literature is a course of study covering the period from the Middle Ages until the French Revolution. There is a wealth of literature to choose from, and it is obviously impractical in a course of this scope to attempt to examine more than a select few writings from each period. The selections do not necessarily reflect solely that which is best, but rather that which is most representative of French literature as a whole. Consequently, many writings, which may be termed without question as excellent are omitted due to lack of time. It is hoped that the intellectually curious student will examine on his or her own many areas left untouched by this course.

The main goal for each piece of literature studied is to determine the relative importance of the work in the overall history of French literature. While the course is not superficial in its treatment of literary works, the emphasis is nonetheless on breadth rather than depth. On the average, approximately one class hour is devoted to each selection.

Inasmuch as the reading required for the course is quite extensive, it is suggested as a guide that a minimum of two hours outside preparation be done for each hour spent in class. All class lectures and discussions will be in French.

**II. COURSE GOALS**

In this course the student is exposed for the first time to a very serious study of French literature. It provides the student an opportunity to comprehend the ideals of the French people as a whole and to acquaint himself or herself with their philosophy, moral judgment, and their appreciation of the values of life and truth through literature. As intangible as it may seem, the student will discover a moving humanism influenced by ancient Greek and Roman civilization and see how it is transmitted from the Middle Ages to the period of enlightenment of the 18th century. He or she will see how "la Raison" becomes part of reasoning in the composition of novels, poetry, and drama, and this will further provide the opportunity to compare these aspects with American heritage in general.

**III. COURSE OBJECTIVES**

**A. Terminal Objectives**

As a result of successful class participation and teacher lecture, the student will be able to do the following:

1. Read without direct translation the current anthologies in French.
2. Discuss works written by principal authors.
3. Demonstrate in class discussion and on tests knowledge of biographical facts concerning authors.

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4. Discuss in French the political and social implications of authors and works presented in the survey.
5. Analyze literary works as to content, style, theme and structure.
6. Discuss history relevant to the French Revolution as it relates to major literary trends of the time.
7. Write a term paper in French.
8. Support a Christian world view through writing analyses related to literary topics.
9. Perform most activities listed in the ACTFL intermediate high competencies.

B. Objectives for students in Teacher Preparation Programs

The Course Goals for the Teacher Preparation Program meets the "competency-based" requirements established by the Oklahoma Commission on Teacher Preparation. This course meets the following competencies:

1. Listening
  - a. Understands main ideas and supporting details of oral presentations and conversations (e.g., prepared speeches, news broadcasts, interviews, short lectures).
  - b. Understands spontaneous speech on a variety of basic topics.
  - c. Comprehends sustained conversation or narrative of general topics.
2. Speaking
  - a. Initiates, sustains, and closes a general conversation.
  - b. Narrates and describes events, objects and activities with supporting details.
  - c. Participates in spontaneous, face-to-face conversation involving more complicated skills and social situations, such as elaborating, apologizing, debating.
  - d. Displays some ability to support opinions, explain in detail, and make assumptions.
  - e. Uses varied strategies, such as paraphrasing or restating, to facilitate communication in the language being studied.
3. Reading
  - a. Reads authentic (from the culture of the language studied) materials, such as selected short stories, poetry and other literary works, articles, personal correspondence and simple technical material written for the general reader.
  - b. Comprehends facts in authentic (from the culture of the language studied) texts and materials and makes appropriate inferences.
  - c. Comprehends authentic (from the culture of the language studied) communications via various media and technology.
4. Writing
  - a. Communicates by writing simple facts and ideas.
  - b. Expresses narratives and descriptions of a factual nature.
  - c. Writes professional and social correspondence.
5. Culture
  - a. Is knowledgeable about the products of the culture of the language being taught.
  - b. Is knowledgeable about practices of the culture of the language being taught
  - c. Is able to compare and contrast local culture and cultures of the language being taught.
6. Second language acquisition

Is knowledgeable about first language development and its relation to second language learning.

#### IV. TEXTBOOKS

##### A. Required Textbooks

Berg, R.J. *Litterature Francaise: Textes et contexts, Tome I. Fort Worth: Harcourt, 1994. ISBN 9780470002919*

#### V. COURSE POLICIES AND PROCEDURES

##### A. University Policies and Procedures

1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments." Plagiarism is usually defined as copying someone else's ideas, words, or sentence structure and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:
  - a. Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;
  - b. Failing to meet group assignment or project requirements while claiming to have done so;
  - c. Failing to cite sources used in a paper;
  - d. Creating results for experiments, observations, interviews, or projects that were not done;
  - e. Receiving or giving unauthorized help on assignments.  
By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.
4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
5. Students are to be in compliance with University, school, and departmental policies regarding the Whole Person Assessment requirements. Students should consult the Whole Person Assessment handbooks for requirements regarding general education and the students' majors.
  - a. The penalty for not submitting electronically or for incorrectly submitting an artifact is a zero for that assignment.
  - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

##### B. Department Policies and Procedures

1. **Class Assignments**
  - a. Students need to come to class with the appropriate textbooks, course materials, and other supplies as designated by the professor.
  - b. Professors may refuse to accept an assignment if it has inappropriate content, does not meet the assignment's criteria (e.g., not typed, incorrectly documented), is incomplete, is suspected of plagiarism, or is turned in too late.
2. **Tardies**—Tardies are an inconvenience to the other class members and the professor, and they prevent the late student from obtaining maximum value from the class. Therefore, excessive tardies may adversely affect the semester grade. It is to the student's advantage to make sure that the professor is informed immediately following the close of the class that the student was tardy and not absent. It is not the professor's responsibility to stop the class to mark the tardy; the student is the one responsible for conveying that information immediately following that class, not at a later time.
3. **Late Work**
  - a. The student is responsible for obtaining class assignments and material covered during an absence, and all work is expected to be completed as scheduled. Late work may result in a lower grade. An absence is not an excuse for turning in late work or for being unprepared with assignments for the class following the absence. Computer or printer malfunction does not constitute an excuse for late work; students should have their work prepared in time to ensure that they can get it proofread, edited, and printed prior to the instructor's due date. These responsibilities assist the student in professional development.
  - b. Any test taken late (except if the absence is administratively excused) incurs the ORU late exam fee (\$15), which must be paid before the late test can be taken.
  - c. Assignments missed because of administratively excused absences are accepted with no penalty. Generally, assignments missed from an excused absence, such as sickness or family crises, can be made up and the instructor should be notified as soon as possible to reach an agreement on due dates and possible penalties. Each instructor has his or her own late-work policy that is given to students at the beginning of a course, so a teacher may decide that work missed because of an unexcused absence cannot be made up. Instructors use their own judgment in accepting late work resulting from all other absences. In cases where absences can be anticipated, such as for non-University sponsored mission trips, the work should normally be submitted prior to the absence.
4. **Attendance**
  - a. **Excused and Unexcused Absences**—As stated in the university policy section of this syllabus, class attendance is mandatory, but because unavoidable circumstances can prevent perfect attendance, each student is allowed to miss class the number of times per week a class meets. This allowance is intended for illness, personal business, and emergency. Work missed because of an excused absence (e.g., illness, family emergency) can be made up; however, it is up to the teacher's discretion whether or not to accept work missed due to an unexcused absence (e.g., oversleeping, skipping class). If a student exceeds this number of absences, the student may lose points due to late work or for excessive

absences, which may affect the semester grade. Extended illnesses are handled on an individual basis and require verification from a doctor.

- b. **Administratively Excused Absences**—Only absences that are required by approved University activities are given administrative excuses. Students who must miss class for University-sponsored activities must follow these procedures:

- (1) Inform the professor before the event and make arrangement for the work to be submitted prior to the absence or at a mutually agreed upon deadline.
- (2) Present an administrative excuse form with appropriate signatures when he or she returns to class. Doctors' or nurses' notes, or letters from groups sponsoring mission trips or activities do not qualify a student for an administratively excused absence.
- (3) Obtain information covered during an absence. All work must be completed as scheduled.
- (4) Not commit to class presentation (oral reports, speeches, group presentations, etc.) on a date that the student will be gone. Makeup work is not permitted if the student voluntarily committed to a performance on the date of an administratively excused absence.

5. **Plagiarism**—Each student attending Oral Roberts University is required to do his or her own academic work and must not inappropriately collaborate with other students on assignments.

- a. Students must document all sources and ideas that are not their own original information by following correct MLA (Modern Language Association) documentation procedures. Failure to do this produces a plagiarized paper, which results in an F for the paper. Flagrant cheating results in an F for the course.
- b. Students may be asked to submit their assignments to Turnitin.com (an online anti-plagiarism program) or have their work submitted to D2L, which also submits work to Turnitin.com.

6. **Incompletes**—As stated in the University catalog, incompletes are granted only for “good cause,” such as extended hospitalization, long-term illness, or a death in the family. Students must petition for an incomplete using the form available in the English and Modern Languages Department. Very few incompletes are granted.

7. **Whole Person Assessment**—If this course requires a WPA assignment, it is listed in the next section (“Course Policies and Procedures”) and explained in the WPA Handbook. Students need to comply as indicated in this syllabus, by the instructor, and in the WPA Handbooks.

C. Course Policies and Procedures

1. Evaluation Procedure

Tests	25%
One Term Report	20%
Oral Reports	20%
Class Participation	20%
Final Exam	<u>15%</u>
	100%

2. Examinations

- a. Exams are scheduled to cover approximately each literary period studied.
  - b. Students desiring additional assistance are invited to see the instructor before or after class.
3. Term Report
- a. In addition to satisfactory mastery of the overall course content as evidenced by performance on the scheduled written exams during the semester, each student is required to write a term report in French. The report should be a minimum of eight pages in length, typewritten, double spaced, and have 1 inch margins. An outline must be submitted with the report. For further details on format, style, footnoting, etc., refer to the latest edition of the MLA Handbook for Writers of Research Papers.
  - b. **Term report due date is first class meeting of week 13.**
  - c. A list of suggested topics will be distributed. Students may choose from this list or may write on any other subject of their choice approved by the instructor. The selection of an area of inquiry should be made as early as practical in order to allow ample time for preparation of the report. Students are urged to strictly observe the above due date to avoid a reduction in grade for the course.
  - d. Eloquent literary style while desirable is certainly secondary to clarity and correctness of expression in French. The central theme of the report is most important, but do not sacrifice good usage for the sake of the idea. Furthermore, simple words do not necessarily mean simple thoughts. To wit, Descartes' simply worded statement, "*Je pense, donc je suis*" reveals a profound philosophical idea.

## VI. COURSE CALENDAR

Week 1	Overview <b>The Middle Ages</b> La Chanson de Roland
Week 2	Le Roman Courtois: Marie de France Les Fabliaux
Week 3	La Poésie Lyrique:
Week 4	<b>The 16th Century</b> Rabelais
Week 5	Renaissance Poets
Week 6	Montaigne
Week 7	<b>The 17th Century</b> Descartes Pascal Corneille
Week 8	Molière
Week 9	La Fontaine
Week 10	The Moralists
Week 11	Two Women: Mme de Sévigné; Mme de La Fayette
Week 12	<b>The 18th Century</b>
Week 13	Montesquieu
Week-14	Voltaire
Week-15	Rousseau L'Esprit philosophique
Week-16	<b>FINAL EXAM</b>



## Course Inventory for ORU's Student Learning Outcomes

### FRE 303—Survey of French Literature I Fall 2018

This course contributes to the ORU student learning outcomes as indicated below:

**Significant Contribution** – Addresses the outcome directly and includes targeted assessment.

**Moderate Contribution** – Addresses the outcome directly or indirectly and includes some assessment.

**Minimal Contribution** – Addresses the outcome indirectly and includes little or no assessment.

**No Contribution** – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

OUTCOMES & Proficiencies/Capacities		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
<b>1</b>	<b>Outcome #1 – Spiritually Alive</b> Proficiencies/Capacities				
1A	Biblical knowledge			X	
1B	Sensitivity to the Holy Spirit				X
1C	Evangelistic capability				X
1D	Ethical behavior				X
<b>2</b>	<b>Outcome #2 – Intellectually Alert</b> Proficiencies/Capacities				
2A	Critical thinking			X	
2B	Analytical problem solving			X	
2C	Global & historical perspectives				X
2D	Aesthetic appreciation				X
2E	Intellectual creativity			X	
<b>3</b>	<b>Outcome #3 – Physically Disciplined</b> Proficiencies/Capacities				
3A	Healthy lifestyle				X
3B	Physically disciplined lifestyle				X
<b>4</b>	<b>Outcome #4 – Socially Adept</b> Proficiencies/Capacities				
4A	Communication skills	X			
4B	Interpersonal skills	X			
4C	Appreciation of cultural & linguistic differences	X			
4D	Responsible citizenship				X
4E	Leadership capacity				X

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