

## **French 3310 – Introduction to Literature**

**Spring 2013**

**Instructor:** Madame Najia Alameddin

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**Office Hours:** Mon and Wed: 2-3pm  
Th 12:00-1pm and by apt.

**Course Number, Section Number, and Course Title:**  
FREN 3310 – 001- Introduction to Literature

**Time and Place of Class Meetings:**  
Tu/Th 9:30pm – 10:50am TH 219

For administrative purposes, this document is in English. This class, however, will be taught entirely in French.

### **Description of Course Content:**

We will study and familiarize ourselves with principles of literary analysis pertaining to genre, concepts of literary structure, language, and criticism through examination of selected works.  
Prerequisite: FREN 2314 with a grade of C or better.

### **Goals:**

Learn the distinguishing characteristics of different literary genres.  
Learn how to identify types of discourse and register.  
Improve analytical reading skills in French.  
Learn how to formulate *axes de lecture*  
Learn the structure of a *commentaire composé*  
Learn to discern the effects of rhetorical devices.

### **Student Learning Outcomes- Students will:**

- ✓ Develop their critical thinking skills through close textual analysis.
- ✓ Improve their analytical writing skills
- ✓ Identify components of a short passage: intro, dev. and conclusion.
- ✓ Be able to identify a text's genre and discourse type.
- ✓ Identify lexical fields and rhetorical devices and begin to discern their subtleties.
- ✓ Be able to write a *commentaire composé*.

## **Required Textbooks and Other Course Materials:**

**Readings:** a link to selected handouts/pdfs will be sent to your UTA blackboard.

### **TEXTS:**

**Narvaez. *À la découverte des genres littéraires*. Paris: Ellipses, 2001  
ISBN 2-7298-0188-x**

**Micheline Joyeux. 100 Exercices Les Figures de style exemples et corrigés. Paris: Hatier, 1997.**

**Maupassant, *Le Horla et autres contes fantastiques*. Paris: Flammarion, 2006- ISBN-10: 2080722638**

**A good synonym dictionary.** You can buy a paperback one online

**This course will be using Blackboard. All things course related can be accessed through this site.**

## **Class composition and grading:**

### **Class participation and preparation: 20%**

Participation in the oral exercises is very important. This exercise is not to intimidate, but rather to pinpoint common problem areas. If one student doesn't understand a point, most likely the class will have the same problem. We may at times be peer editing. This is an exercise that will teach the student to recognize common grammatical errors and learn to read with an eye to textual organization. You will be able to bring these skills to your own work. Exercises assigned for completion outside of class are counted towards class participation. Pop quizzes may also be given and be counted toward the participation grade. To participate of course, you must be present in class as well and attendance will be part of the participation and preparation grade.

### **3 papers (Commentaires composés) : 30%**

This is a standard formal exercise in literary commentary and widely practiced in France. Guidelines will be given and the method will be practiced in class. You will be able to use this type of method for many of your courses. The paper will be from 3-5 pages, double-spaced, Times or Times New Roman, 12pt. standard margins.

**#1-Poésie (March 19)**

**#2-Poésie (April 9)**

**#3-Le Horla (May 2)**

**Late papers:** If your paper is late, the tardiness will be reflected in a lower grade for the assignment.

## 2 tests : 30% 1. genre et type de texte (Feb. 7)

## 2. Les effets de style; and Les champs lexiques (March 5).

**Final: 20%** - The exam will include un commentaire composé in class and other activities that we have studied in the course.

**Grading Policy:** This is a content-oriented course in French in which all students –both native speakers of French and French as a second language speakers— are expected to retain information about French grammar and literary style, and exercise their interpretive and critical thinking skills in relation to assigned topics and texts. A student’s performance in this course is not predicated on their command of spoken or written French in comparison with other students, but rather against their own level and improvement. However a certain minimum level of competency is required and the student must be able to effectively communicate, comprehend and complete the course assignments to produce quality work. In short, there is one grading standard for all students, regardless of cultural or linguistic background.

This is a class in which you will be introduced to the formal French exercise in close reading known as a *commentaire composé*. You will be graded on the mastery and retention of information and your skills performing this exercise. I do not expect you to be literary experts but rather show mastery of the techniques studied in the course. How well you attempt to follow the models presented is an important to succeed. The written assignments will be graded on spelling, grammar, critical thinking, specificity, clarity and whether or not instructions are followed.

Final grades are calculated by multiplying the grade of each assignment by the percentage points it is worth, and then adding each percentage value for a score out of 100. See categories below, and course webpage for more information on calculating your grade. (Dr. Conway’s explanation)

Final Grade Key: 90-100=A; 80-89=B; 70-79=C; 65-69=D; 0-64=F An “A” on an assignment will not be given for good work. An “A” is for outstanding or impeccable work. It follows that “B” is for good work— above average and demonstrating originality and creative thinking. A “C” is mastery of the material, adequate demonstration of content. “D” is partial understanding of material but inadequate demonstration of content.

### **PARTICIPATION:**

Preparedness and active participation in class discussions will be an integral part of your final grade. Criteria for class participation grade:

**A:** Is fully prepared every class period. Makes significant, thoughtful contributions in class every day, both when called on and voluntarily.

**B:** Is **prepared** every class period (this means having read the assigned text before class). Contributes regularly to class discussions in a thoughtful manner, both when called on and voluntarily. The “B” student is more passive than the “A” student, as this student generally waits for others to raise issues.

C: Is prepared nearly every class period (this means having read the assigned text before class).<sup>1</sup> Contributes to class discussions, but rarely takes the initiative to actively participate thoughtfully in discussions.

D: Is prepared only occasionally for class discussions. Speaks rarely in class, even when called on and rarely makes any significant contribution to class discussions.

F: Absent from class (either physically or mentally). You will receive a + or  $\sqrt{\phantom{x}}$  or – for each class period. They will be averaged and determine part of your grade.

**Attendance Policy:** Mandatory. Regular attendance is a very important contributing factor to your success in a language class. There is a strong correlation between attendance and doing well in the course. When you miss class you will not only miss quizzes (which may not be made up), but practice of oral communication, homework assignments to be completed or turned in, and pertinent discussions-- all of which are tied to your final grade. Those who attend regularly will be rewarded for doing so through their course grade. Those who do not attend will have points taken away from their course grade. Frequent absenteeism (more than two absences) will result in the deduction of points from the final grade as follows: 3 absences= two points deducted; 4= three points deducted; 5= four points deducted, 6= six points deducted, 7= seven points deducted, 8= eight points deducted, etc. Students who exceed 4 absences should initiate the drop process as their grade will suffer seriously. Excessive absences may cause the student to receive an F for their course work.

Absences for medical reasons must be documented by a note from the doctor. Please note that due to recent disclosures about the forgery of such notes, the professor may contact the doctor for verification. \*Whether an absence is excused or not, it is the student's responsibility to make up missed work. The student is also responsible for the material covered in class during lecture. Be sure to get contact information from fellow students so that you can go over the class lecture notes. Do not email the professor and expect to have the assignments sent to you.

**Tardiness:** Although it is understood that events occur beyond the student's control that may cause him or her to be tardy occasionally, students who are habitually late for class are disruptive and disrespectful to both their teachers and fellow students. For this reason, it is asked that you try to arrive in class a little before class begins. Points may be deducted from the student's grade for habitual tardiness.

**Drop Policy:** See UTA drop policy

### **Americans With Disabilities Act:**

The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 - The Rehabilitation Act of 1973 as amended. With the passage of federal legislation entitled *Americans with Disabilities Act (ADA)*, pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens. As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with

informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability). Also, you may visit the Office for Students with Disabilities in room 102 of University Hall or call them at (817) 272-3364.

### **Academic Integrity:**

It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University.

"Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts."

(Regents' Rules and Regulations, Series 50101, Section 2.2)

**Please note:** Plagiarism is the use of someone else's work—exact wording or the reformulation of ideas --without the proper attribution ie. quotation marks or appropriate formatting for the cited text, in footnotes or parenthetical form specifying the author, title, publisher and year, pages or internet site and date consulted and when the page was last updated. We want you to research and read secondary sources. You are, in many cases, required to do so. Scholars' and students' work participate in and contribute to an ongoing intellectual conversation. However, you must be certain and careful to properly give your sources their due.

NOTE: Translation from any other language into French or vice-versa without proper attribution and identification of author and source falls under the rubric of plagiarism. This applies to material found on the WEB as well as books, periodicals, brochures, etc. Please do not use a translation program or software. Work that has been run through a translation program will not be accepted. It will not be graded. If you have ANY doubts or questions pertaining to your research, your writing, or the formalities of citation, do not hesitate to consult your professor or the Modern Language Guidelines or one of UTA's librarians. Using sources is integral to the academic process and critical analysis but it is **IMPERATIVE** that you attribute ideas, language, sources, etc. correctly. Any incidences or suspected incidences of plagiarism will be referred to the proper UTA authorities.

All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

**I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence. I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.**

### **Student Support Services Available**

The University of Texas at Arlington supports a variety of student success programs to help you connect with the University and achieve academic success. These programs include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals.

**Final Review Week:** UTA policy will apply. Check UTA catalogue for details.

### **E-Culture Policy:**

The University of Texas at Arlington has adopted the University email address as an official means of communication with students. Through the use of email, UT-Arlington is able to provide students with relevant and timely information, designed to facilitate student success. In particular, important information concerning registration, financial aid, payment of bills, and graduation may be sent to students through email. All students are assigned an email account and information about activating and using it is available at [www.uta.edu/email](http://www.uta.edu/email). New students (first semester at UTA) are able to activate their email account 24 hours after registering for courses. There is no additional charge to students for using this account, and it remains active as long as a student is enrolled at UT-Arlington. Students are responsible for checking their email regularly. You may contact me via email. I will not however open attachments. If you are submitting a paper electronically for some reason (class absence on due date of paper for example and you do not want a lower grade for late work) paste the text into the body of the email. You must also hand in a hard copy of the assignment when you come to class or bring it to the main office to be put in my mailbox. The electronic email version will mean that the paper is not late if submitted electronically on time but I will not consider it a final submission of the assignment and it will not be graded. Only the hard copy receives a grade. Note: the electronic copy must be the same as the hard copy or it is considered a draft and the hard copy late).

### **What is the proper format for writing an e-mail?**

There are a few important points to remember when composing email, particularly when the email's recipient is a stranger, superior and/or someone with whom you have a formal relationship.

- Subject line in an e-mail:
  - Include a meaningful subject line which highlights the purpose of your e-mail to help the reader know the e-mail's content.
  - Do not write an entire e-mail in the subject line.
- Addressing an e-mail:
  - Always begin your e-mail with a greeting like Dear Mme/ professeure Alameddin
- Grammar in an e-mail:
  - Always use whole words
  - Use standard spelling, punctuation, and capitalization.
  - Do not write an entire e-mail in ALL CAPS
- Content of an e-mail:

- Write professional e-mails. Make sure your e-mail is direct and to the point.
- Consider the audience of your e-mail:
  - Professionals and those in academic institutions see their e-mail accounts as business.
  - Do not write unnecessarily long e-mails or waste the recipient's time.
  - Be friendly and cordial in your e-mail.
- Return responses to an e-mail:
  - Thoroughly read over an e-mail before you write a return response. Often time questions have already been previously answered.
- Please keep in mind:
  - Although e-mails are most often answered on a daily basis, some e-mails make take a day or two to be answered. Around important due dates such as those for papers or other projects, e-mails make take longer to respond to. Please do not send additional e-mails concerning the same topic. If it has been over a week and you have not received a response, chances are that the professor has not received your e-mail or may be out of town.

**These email protocols by Karl Stolley, Allen Brizee- from Purdue University OWL website**

<http://owl.english.purdue.edu/owl/resource/636/01/>

**Make-up Exam Policy:** No make-up exams unless the professor is notified before the exam and only under special circumstances. **Quizzes may not be made up.**

**Grade Grievance Policy :** The MODL has a grade grievance policy and protocol in place. You will be expected to follow the policy. The student needs to speak first with the professor about any grading issues. If the issue is unresolved after consulting with the professor first, the student may contact the French section head ( Dr. Aimee I. Pelletier) or the MODL chair, Dr. Antoinette Sol.

**TO BE SUCCESSFUL (with a minimum of stress):**

**Read in French.** Try to keep English translations out of your mind. Try to absorb meaning as you read words and avoid slipping into English. With practice you will be able to read much faster, and you will be better prepared to discuss the reading in French.

**Read the story more than once.**

Authors build sentences or paragraphs or stories much as carpenters build houses. They start with a plan, the theme; they prepare the foundation, the setting and characters; and then they construct the frame, the plot. The first reading should be to determine the foundation and the framework of the story. When and where does the story take place? Who is involved? What are the basic elements of the plot? Who does what, when, and where?

**Use the dictionary only as a last resort!**

Your reading will be much easier and faster if you learn to recognize meanings of words in ways other than looking them up in the dictionary.

**Be aware of cognates.** English speakers know thousands of French words before they begin to study French, since many of the words are very much alike in both languages. The meaning of words such as conversation, entrée, and prudent should be recognized immediately.

This course requires that you read, review and really learn your grammar as well as write quite a bit. Under the rubric "DEVOIRS" you will find the pages due for the following session. It is up to you to schedule your study time and will take self-discipline by staying in this course, students acknowledge that they have received, read, understood and accept the terms of this syllabus. A copy of this syllabus will be posted on the course webpage. You are expected to consult the site regularly.

### ~ Tentative Schedule ~

You are responsible for checking the online version of the syllabus as this is a tentative version that is subject to change according to how much or little we cover during our meetings. If the schedule is changed, it is because I need to accommodate you. I do not change the schedule capriciously. The students in the class either need more time to assimilate the material or are ahead of the schedule; not all groups of students work at the same pace every year. A link to the page syllabus can be found on UTA's faculty profile pages at <https://www.uta.edu/ra/real/editprofile.php?pid=1585&onlyview=1>, Or you can go directly to the class Blackboard page.

**Once again, you are also responsible to check your UTA email frequently for official communications**

Devoirs are due for the next session.

#### **WEEK ONE**

**Jan 15-** Introduction/syllabus

Devoirs: lire pp. 3-16, A la découverte des genres littéraires

**Jan 17 -** Genres

Devoirs: lire pp. 17-27, A la découverte

#### **WEEK TWO**

**Jan 22 -** La fonction du langage

Devoirs: lire pp. 28-35, A la découverte

**Jan 24-** Registres/tonalités (Mythique, Merveilleux, Fantastique, Epique)

Devoirs: lire pp. 35-45, A la découverte

#### **WEEK THREE**

**Jan 29 -** Registre tragique, pathétique, dramatique

Devoirs: lire pp. 45-55, A la découverte



**Jan 31-**le registre comique, lyrique, polémique

Devoirs: exercices sur les registres

## **WEEK FOUR**

**Fév. 04-** exercices de style/Figures de style

Devoirs: 100 exercices pp. 4-16 (1, 2, 4, 7,8)

Lire pp. 115-120, A la découverte

**Fév. 07-** *Test-genres/ Figures d'analogie( Fren 3310)*

*\* pas d'examen ( Fren 4324)*

Devoirs: 100 exercices pp. 18-27 (9, 10, 13,15)

Lire pp. 120-125, A la découverte

## **WEEK FIVE**

**Fév. 12-** Figures de substitution

Devoirs: 100 exercices pp. 29-41 (16, 17, 18, 19, 20,21)

Lire pp. 125-131, A la découverte

**Fév14-** Figures d'opposition et d'amplification

Devoirs: 100 exercices pp. 42-58 (22, 23, 28, 30,33)

Lire pp. 131-136, A la découverte

## **WEEK SIX**

**Fév. 19-**Figures/ champs lexique

Devoirs: lire pp. 137-141, A la découverte; et lire les extraits des textes (à télécharger)

**Fév. 21-**Figures et Champs lexique

Devoirs: lire pp. 141-147, A la découverte

## **WEEK SEVEN**

**Fév26 –** Figures et Champs lexique

Devoirs: lire les poèmes distribués en classe

**Fév. 28- Les Mouvements Littéraires ( Dr. Aimée Israël Pelletier)**

Devoirs: travailler sur le poème distribué en classe pour le 1er commentaire

## **WEEK EIGHT**

**Mar 5-\****Test on Champs Lexique et figures/ Commentaire composé*

Devoirs: lire pp. 57-68, A la découverte

**Mar 07**(travail indépendant en classe)

**\*\*Schéma pour le Commentaire composé doit être rendu en classe !!!**

Devoirs: lire pp. 69-84, A la découverte

**WEEK OF SPRING BREAK! Mar 11-15**

**WEEK NINE**

**Mar 19- \*\*Commentaire Composé #1 due**

Devoirs: extraits- poèmes

**Mar 21- Fren 4324- présentations en classe ( poésie)**

Fren 3310- participation/ poésie

**WEEK TEN**

**Mar 26- poésie**

Devoirs: poésie

**Mar 28- poésie**

Devoirs: poésie

**WEEK ELEVEN**

**Avr. 2- poésie**

**Apr. 4-** schéma due pour CC #2

**WEEK TWELVE**

**Avr. 9- \*\* Commentaire composé #2 due !!**

Devoirs: lire le Horla (à télécharger)

**Avr. 11-** Le Horla

Devoirs: lire le Horla

**WEEK THIRTEEN**

**Apr. 16-** le Horla discussion

Devoirs: lire pp. 149-154, A la découverte

**Apr. 18-**Littérature des idées// Schéma pour le 3e CC due

Devoirs: lire pp. 155-162, A la découverte

**WEEK FOURTEEN**

**Apr. 23-** Littérature des idées

Devoirs: lire pp. 162-166, A la découverte

**Avr. 25- Littérature des idées**

**WEEK FIFTEEN**

**April 30-** Littérature des idées/

**May 2 -\*\* Commentaire Composé #3 sur *Le Horla* due !!**

**FINAL EXAM WEEK**

**May 7-** Révision

**May 9- Final exam 8- 10:30 am**