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Department of French and Italian
July 2011
French 310: Writing Skills in French**

Introduction:

The main reason for my personal and professional interest in the Piedmont Project was the unique opportunity to learn from my colleagues representing different academic departments how they are implementing in the undergraduate curricula various issues regarding sustainability and the environment. I was particularly interested in the Project's emphasis on the sense of place and was thrilled to discover among the offered readings several articles that were especially helpful in terms of expanding my own understanding of the subject and also in finding a way to incorporate new reading and writing assignments in my current *Writing Skills in French* course.

The inspiration for my newly redesigned curriculum came from Aldo Leopold's piece *The Land Ethic*. In his article the author emphasizes the idea of a new ecological conscience, where man is viewed as a member of a community of interdependent parts, or what he calls a "biotic community", which includes soils, water, plants, and animals, or collectively: the land. Published for the first time in 1948, this article raises, among other key issues, the need for a different education, not in terms of *volume* but rather in terms of *content*, due to the fact that the evolution of the land ethic is altogether an intellectual as well a psychological process. The quintessential educational imperative urges everyone to quit thinking about sustainability as solely an economic problem. All individuals, as members of the "biotic team", should examine their actions in terms of what is ethically and esthetically right, as well as economically expedient: a thing is right when it tends to preserve the integrity, stability, and beauty of the biotic community.

During the seminar, I was extremely pleased to find similar ideas in a more recent book entitled *The Web of Life* (Anchor Books Doubleday, 1996), in which Fritjof Capra, a professor from Berkley, introduces the concept of "deep ecology", where the world, similarly to Aldo Leopold's vision, is conceived not as a collection of isolated objects, but as a network of phenomena that are fundamentally interconnected and interdependent. One of the author's statements that I found particularly significant for my course was that the essence of a deep ecology is to ask deeper questions. Thus, my goal is to introduce in my current course curriculum a variety of new texts – historical documents, fiction, poetry, critical essays, and also a series of powerful documentary films that would enable my students to reflect more deeply on the sense of place: from the critical analysis of the various contexts out of which each specific text originated, ultimately to the understanding of the significance of place and our personal responsibility in the worlds we live in and deeply care about.

****Note:** This course is entirely taught in French, and all oral and written assignments are in French. For the commodity of reading, the content of the course syllabus is presented in English, except a) the original titles (in cursive in the syllabus); b) the recurring rubrics of the class activities/assignments: Etudier=to study; Ecrire= to write; Lire= to read; Faire= to do; Rendre= to turn in, etc.

French 310:

Writing Skills in French

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Course description: Through the reading and viewing of a variety of literary, cultural, historical and environmental texts, this course will explore the ways in which words and images structure thought, communication and the interaction of the subject in particular social contexts. Great attention will be paid, both through reading and extensive written work, to the environmental concerns and the shifts in perception and ways of thinking about the natural world. From systematic readings to written responses and, further, to more elaborated papers, students will be encouraged to build-up a framework for exploring these complex issues and, consequently, to summarize, interpret, evaluate, present and substantiate an opinion or argument leading to correct and effective expression in French.

Texts :

- *Tâches d'encre* (Siskin et al. 2004)
- *Comme un roman*, by Daniel Pennac
- *Reprise* (McGraw-Hill 2006)
- *Le Petit Robert*, French dictionary
- French-English dictionary
- Selections of various texts, accessible on Blackboard (including material related to Atlanta and Emory, and to other sites in Georgia)

Grade :

- | | |
|--------------------------------------|-----|
| ▪ Attendance and class participation | 10% |
| ▪ Reflection Papers* | 30% |
| ▪ Course Journal | 10% |
| ▪ Reading Logs | 10% |
| ▪ Mid-semester exam | 10% |
| ▪ Final Paper | 30% |

**Reflection Papers :*

- Version C = in-class peer-editing
- Version B = revised version
- Version A = final version



Class Schedule

- 26 août**
- Course introduction: *Ecrire – pourquoi ? Comment ?*
 - *Comme un roman* : ch.1-2 (ébauche de lecture)
- 31 août**
- Finir la lecture : *Comme un roman*, ch.1-2 (pp.13-16)
 - Etudier: **Chapitre 1, La Description**, p.12-14
 - Ecrire : Atelier d'écriture I (5 phrases complexes minimum)
- 2 septembre**
- Lire : Le Clézio, « Désert », p.15
 - Préparer : Compréhension du texte, p.16
 - Ecrire le résumé du texte « Désert » (une phrase par paragraphe !)
 - Lire/préparer : Les actes de paroles, p.20-24
 - Faire les exercices (numéros impairs)
- 7 septembre**
- Ecrire : Atelier II, p.24.
 - Lire/préparer: La stylistique, p.24-26.
 - Faire les exercices (numéros pairs).
 - Lire : « Renouveau », p.29-30
 - Ecrire : Atelier III, p.30.
 - **Documentaire, *Des forêts et des hommes* (2011):** Exploration et discussion
- 9 septembre**
- **Ecrire : Rédaction 1, version C*** : Une description vivante (250 mots). Consultez « Retouches », p.30-31. Envoyez votre rédaction à notre conférence Learnlink avant la classe. Vous en imprimerez également une copie que vous apporterez en classe.
- 14 septembre**
- **→ A rendre aujourd'hui au professeur : Rédaction 1 version B*.**
 - Chapitre 1, *La Description* : Synthèse
 - Remise des journaux
 - *Comme un roman*, FT#1 (pp.17-40) : Exploration et discussion
- 16 septembre**
- Etudier : **Chapitre 3, La Narration.**
 - Lire/préparer : p.58-61
 - Ecrire : Atelier I, p.58
 - Lire : De Beauvoir, « La prise de conscience », p.62-63
 - Ecrire : résumé du texte
- 21 septembre**
- Lire/préparer : Les actes de parole, p.67-73.
 - Faire les exercices (numéros pairs).
 - Atelier II, p.74.
 - Lire : « Roses blanches » p.78
 - **L'éco-attitude au féminin, de Carla de Haut (2009):** Exploration et discussion

- 23 septembre
 - **→ A rendre aujourd'hui au professeur : Rédaction 1 version A* (finale).**
 - Lire/préparer : La stylistique, p.75-77
 - Faire les exercices (numéros impairs).
 - Ecrire : Atelier III, p.79.

- 28 septembre
 - **Rédaction 2, version C*** : Un récit passionnant (400 mots). Consultez Retouches, p. 79. Envoyez la rédaction à notre conférence Learnlink avant la classe. Vous en imprimerez également une copie que vous apporterez en classe.
- 30 septembre
 - **→ A rendre aujourd'hui au professeur : Rédaction 2 version B.**
 - Chapitre 3, *La Narration*: Synthèse
 - Remise des journaux
 - *Comme un roman*, FT#2 (pp. 41-67) : Exploration et discussion

- 5 octobre
 - Etudier : **Chapitre 4, L'Essai**
 - Lire/préparer : p.81-83
 - Ecrire : Atelier I, p.82.
 - Lire Camus, « La contagion », p.84-85
 - Ecrire : résumé du texte

- 7 octobre
 - **→ A rendre aujourd'hui au professeur : Rédaction 2 version A* finale.**
 - Lire/préparer : Les actes de paroles, p.90-94.
 - Faire les exercices (numéros impairs).
 - Ecrire : Atelier II, p.94
 - **Documentaire, *Le cauchemar de Darwin (2004)***: Exploration et discussion

- 12 octobre
14 octobre
 - **Vacances d'automne**
 - Lire/préparer : La stylistique, p.95-98.
 - Faire les exercices (numéros pairs).
 - **Rédaction 3, version C** : Un essai percutant (500 mots) Consultez Retouches, p.100. Envoyez la rédaction à notre conférence Learnlink avant la classe. Vous en imprimerez également une copie que vous apporterez en classe.
 - Chapitre 4, *L'Essai* : Synthèse
 - *Comme un roman*, FT#3 (pp.71-92): Exploration et discussion
 - Remise des journaux

- 19 octobre
 - **→ A rendre aujourd'hui au professeur : Rédaction 3 version B*.**
 - Etudier : **Chapitre 5, La Dissertation**
 - Lire/préparer : p.102-106.
 - Ecrire Atelier I, p.103.

- 21 octobre
 - Lire : Bernard Vaudour-Fagnet, « L'écologie sentimentale »
 - Lire/préparer : Les actes de paroles, p. 115-116.
 - Ecrire : Atelier II, p.117.
 - **Documentaire, *Solutions locales pour un désordre global (2004)***: Exploration et discussion

- 26 octobre**
- **→ A rendre aujourd'hui au professeur : Rédaction 3 version A* finale.**
 - Lire/préparer : La stylistique, p.118-120.
 - Faire les exercices (numéros pairs).
 - Lire : « L'importance de la photographie », p.121-122.
 - Ecrire Atelier III, p.122-123.
- 28 octobre**
- **Rédaction 4 version C*** : Une dissertation sur l'éducation, à partir de la formule de Valéry, citée à la page 103 (600 mots). Consultez Retouches, p.123. Envoyez la rédaction à notre conférence Learnlink avant la classe. Vous en imprimerez également une copie que vous apporterez en classe.
 - Chapitre 5, *La Dissertation* : Synthèse
 - *Comme un roman*, FT#4 (pp.93-112): Exploration et discussion
 - Remise des journaux
- 2 novembre**
- **→ A rendre aujourd'hui au professeur : Rédaction 4 version B*.**
 - Etudier : **Chapitre 6, Le compte rendu.**
 - Lire/préparer : p.128-130.
 - Ecrire Atelier I, p.128.
- 4 novembre**
- Lire Laberge, « Magie d'Afrique », p.131-132.
 - Ecrire : résumé du texte.
 - Lire/préparer : Les actes de parole, p.136-141.
 - Faire les exercices (un au choix A et un au choix B).
 - Ecrire : Atelier II, p.140.
- 9 novembre**
- **→ A rendre aujourd'hui au professeur : Rédaction 4 version A* finale.**
 - Lire/Préparer : La stylistique, p.141-144.
 - Faire les exercices (les numéros pairs).
 - **Documentaire, *Un monde sans eau ?* (Udo Maurer, 2004):** Exploration et discussion
- 11 novembre**
- **Rédaction 5 version C*** : Un compte rendu fascinant. (600 mots). Consultez Retouches, p.145. Envoyez la rédaction à notre conférence Learnlink avant la classe. Vous en imprimerez également une copie que vous apporterez en classe.
 - Chapitre 6, *Le compte rendu* : Synthèse
 - *Comme un roman*, FT#5 (pp.115-153): Exploration et discussion
 - Remise des journaux
- 16 novembre**
- **→ A rendre aujourd'hui au professeur : Rédaction 5 version B*.**
 - Etudier : **Chapitre 7, L'explication de texte.**
 - Lire : Apollinaire, « Le pont Mirabeau, p.148.
 - Lire/préparer : p.148-151.
 - Faire les exercices (les numéros impairs).

- 18 novembre**

 - Lire : Explication de texte du poème « Mai », p.151-154.
 - Lire/préparer : Les actes de paroles, p.157-159.
 - Ecrire : Atelier II, p.159.

- 23 novembre**

 - **→ A rendre aujourd'hui au professeur : Rédaction 5 version A* finale.**
 - Lire/préparer : La stylistique, p.159-161.
 - Faire les exercices (les numéros pairs).
 - Lire : Desnos, « J'ai tant rêvé de toi... », p.162 (le poème)
 - Etudier : l'analyse du poème de Desnos, p.162-164.
 - Ecrire : Atelier III, p.165.

- 25 novembre**

 - Jour férié

- 30 novembre**

 - ***A vous maintenant !*** Ecrivez l'analyse du poème «Le pont Mirabeau» (500 mots). Consultez Retouches, p.165. Envoyez la rédaction à notre conférence Learnlink avant la classe. Apportez-la aussi en forme imprimée en classe.
 - **Chapitre 7, L'explication de texte : Synthèse**
 - **Comme un roman, FT#6 (p.154–fin): Exploration et discussion**

- 2 décembre**

 - Rédaction finale : discussion du plan
 - Bilan du cours, évaluations

Bonnes vacances !

Details and clarifications:

This class will be taught in French, and all oral and written work is to be in French.

All papers should be handed in on or before the due date. 5 points will be taken off the paper grade for each late day, including weekend days.

You are welcome to bring a water bottle but other beverages and foods are not allowed in our classrooms. Cell phones must be turned off prior to the beginning of class.

Attendance:

Given the emphasis that must be placed on participation and interaction in foreign language courses, the French Department has instituted the following attendance policy: *Students are required to attend **all** classes. You are allowed a maximum of **four** absences, which you should reserve for short illnesses and emergencies. The first absences beyond these limits will result in the lowering of your final course grade by ten per cent with an additional one per cent for each subsequent absence.* Your absence on religious holidays will be excused if you inform the instructor **in advance** via a Learnlink message. An absence beyond four may be excused if you suffer a serious medical or personal emergency, provided you obtain written confirmation from a doctor or dean.

Important: Please note that credit for attendance can only be granted if students attend the entire class. Arrival after the door is closed will count as 1/2 absence, as will frequent departures during class meetings.

Honor Code:

The class follows the rules of the Emory Honor Code. All work turned in for French 310 is to be your own. When the words of another are cited for any reason, they must be attributed and set off in quotation marks or « guillemets ». Evidence of plagiarism will be referred directly to the Emory Honor Council. Use of computer translation is immediately detectable and is an Honor Code violation. See http://www.college.emory.edu/current/standards/honor_code.html. For rules on avoiding plagiarism, go to <http://www.writingcenter.emory.edu/writing/plagiarism.html>.

Grade Scale:

A = 93-100 B+ = 87-89 C+ = 77-79 D+ = 67-69 F = 0-62

A- = 90-92 B = 83-86 C = 73-76 D = 63-66

B- = 80-82 C- = 70-72

Please Note: Reasonable accommodations are available for eligible students with a documentable disability and/or medical condition covered under the Americans with Disabilities Act of 1990 (ADA). This act ensures equal opportunity for persons with disabilities to participate in and benefit from all University programs and services. An Individualized Service Plan (IAP) will be developed for each student as appropriate. Students with special requests or with needs of accommodations may contact the office of Equal Opportunity Programs Office of Disability Services.