

Emory University – Department of French & Italian
Dr. Gina Gallois – May 2017

Writing Skills in French: Focus on Sustainability
French 310

Course creation statement: In re-designing this syllabus for French 310, the first writing focused class after first and second-year French, I kept the basic structure of an existing course that works very well to improve students' ability to write in French and changed one of the main texts to a French textbook about sustainability. This allowed me to shift the focus of the entire semester to sustainability through secondary readings at 7 different points in the semester (about every two weeks.) I decided to use the textbook *Développements durables: Tous les enjeux en 12 leçons* not only because it is an excellent primer for students with no prior experience in the domain of sustainability, but also because it provides an excellent foundational vocabulary for students unaccustomed to learning about sustainability in French. Students will become fluent in some of the major issues facing countries all around the world: poverty, health, population, education, natural disasters, and sustainable development in France and Europe. Each chapter also contains a focused case study from various countries such as Botswana, Haiti, China, and Madagascar. The writing textbook we use in this course, *Tâches d'encre*, guides students through a specific genre of writing in each chapter. I decided to keep the chapters as they were, but to tweak the writing assignments where necessary to encourage students to focus their attention on sustainability related topics. In the first chapter for instance, we will focus on writing descriptions. The book directs students to write a description of a remarkable scene; I specified that the scene described should be a place that has been damaged by human intervention or perhaps a place that has been damaged and subsequently rehabbed. Students learn to talk about the senses in describing their scene in the third person and to use techniques like comparisons for a more vivid and interesting description. In addition to the two textbooks listed, I plan to make use of current events covered in the Francophone press where appropriate, short videos on various topics, and a documentary film in French, which students will review as one of their writing assignments.

Course objectives: Writing is a craft one must hone throughout one's education, particularly when it comes to writing in a second language. In this course, we will practice close reading and analysis using excerpts from authentic literary texts in our writing manual, *Tâches d'encre*, as well as several chapters from our textbook about sustainability, *Développements durables : Tous les enjeux en 12 leçons*. Each of the five units that compose this course focuses on a specific type of writing: description, narration, essay, report/review, commentary. Students will be presented with several examples of a given type of writing, which we will study, discuss, and analyze in concert with the multi-step production of a written text of the same type on the student's choice of sustainability related topics. They will learn to produce culturally and linguistically appropriate texts of their own in each of the genres listed above. In this way, students will drastically expand their vocabulary, close reading, analytical, stylistic, and grammatical skills in French as they learn about environmental and sustainability "cases" from around the world.

Course texts:

- *Tâches d'encre* (Siskin et al. 2016, 4^e édition)
- *Développements durables : Tous les enjeux en 12 leçons*, by
- *Contrastes : Grammaire du français courant* (Rochat, 2009), or another advanced grammar manual
- *Online resources: Bescherelle, Le Grand Robert (Emory databases,) Wordreference.com, etc.*

- *Demain*: A documentary film by Mélanie Laurent and Cyril Dion (2015)
- Additional readings, videos available on Canvas
- Journal – students keep a journal of in-class writing, notes, homework, etc.

Evaluation:

▪ Participation & attendance	20%
▪ Compositions (final drafts)	20%
▪ Composition process	20%
▪ Journal	10%
▪ Homework, in-class writing	10%
▪ Final composition project	20%

Dates

Course Schedule

- 8/23/17**
- Introduction: How do we learn to write in a foreign language?
 - What is Sustainability? Begin reading “Qu’entend-on par développement durable?”
- 8/25/17** **Preparation:**
- Finish reading: “Qu’entend-on par développement durable?” pp. 10-17
 - Make a list of new vocabulary words, expressions, and questions or comprehension problems you have as you read.
 - Make a list of verbs in the reading – divide them into columns according to their conjugations
- 8/28/17** **Preparation:**
- Studay: **Chapter 1, Description**, p.8-11
 - Write: Atelier d’écriture I (5 complex sentences minimum)
 - Read: Le Clézio, « Blue Bay », p.11-12
 - Prepare: Réactions et compréhension, p.12-13
- 8/30/17** **Preparation:**
- Write a summary of « Blue Bay » (one sentence per paragraph)
 - Write/Prepare: Les actes de paroles, p.16-21
 - Exercises: odd numbers only...1, 3, 5, etc.
- 9/1/17** **Preparation:**
- Write: Atelier II, p.21
 - Read: La stylistique, p.22-26
 - Exercices A-F: even numbers only...2, 4, 6, etc.
- 9/6/17** **Preparation:**
- Read: « Renouveau », p.27
 - Write: Atelier III, p.28
- 9/8/17** **Preparation:**
- **Write: Composition 1, version C***: A vivid description of a natural scene that has been harmed by human intervention or has been damaged and rehabilitated (250 words). Refer to « Retouches », p.28. Post your draft to Canvas AND bring a hard copy to class for peer editing.

- 9/11/17** **Preparation:**
- **Turn in: Composition 1, version B***
- In Class :**
- Chapter 1, *La Description* : Review and conclusions
 - *Développements durables: Chapter 1 “Comment le développement durable est-il mis en oeuvre en Europe et en France?”* pp. 18-35
 - **Journals due**
- 9/13/17** **Preparation:**
- Study: **Chapter 4, Narration**
 - Read/prepare: p.72-75
 - Write: Atelier I, p.72
- 9/15/17** **Preparation:**
- Read: De Beauvoir, « La prise de conscience », p.76-78
 - Write: summary of the text
- 9/18/17** **Preparation:**
- Read/prepare: Les actes de parole, p.81-86
 - Exercises: even numbers only
 - Atelier II, p.86
- 9/20/17** **Preparation:**
- **Turn in: Composition 1, version A (final draft)**
 - Read/prepare: La stylistique, p.86-91
 - Exercises: odd numbers only
- 9/22/17** **Preparation:**
- Read: « Roses blanches » p.92
 - Write: Atelier III, p.93
- 9/25/17** **Preparation:**
- **Composition 2, version C:** Narrate the story of an event that changed your perspective of sustainability in some way. Did you learn something new about the world? about yourself? about others? (400 words). Refer to Retouches, p.93. Post your draft to Canvas AND bring a hard copy to class for peer editing.
- 9/27/17**
- Preparation:**
- **Turn in : Composition 2, version B**
- In Class:**
- Chapter 4, *La Narration* : Review and conclusions
 - *Développements durables: Chapter 2, “Le Rapport population/développement durable, objet de débats?”* pp. 36-55
 - **Journals due**
- 9/29/17** **Preparation:**
- Study: **Chapter 5, Essay**
 - Read/prepare: p.96-98
 - Write: Atelier I, p.96

- 10/2/17 Preparation:**
- Read: Camus, « La contagion », p.99-100
 - Write: Summary of the text
- 10/4/17 Preparation:**
- Read/prepare: Les actes de paroles, p.104-109
 - Exercises: odd numbers only
 - Write: Atelier II, p.109
- 10/6/17 Preparation:**
- **Turn in: Composition 2, version A (final draft)**
 - Read/prepare: La stylistique, p.109-113
 - Exercises: Even numbers only
- 10/9/17 Fall Break**
- 10/11/17 Preparation:**
- **Composition 3, version C** : Write a persuasive essay about a topic in sustainability that is most important to you. (500 words) Refer to Retouches, p.115. Post your draft to Canvas AND bring a hard copy to class for peer editing.
- 10/13/17 Preparation:**
- Chapter 5, *L'Essai* : Review and conclusions
 - *Développements durables: Chapter 3, "La Santé des populations, indicateur de développement durable ?"* pp. 56-73
 - **Journals due**
- 10/16/17 Preparation:**
- **Turn in: Composition 3, version B.**
 - Study: Chapter 6, La Dissertation
 - Read/prepare: p.118-120
 - Write: Atelier I, p.119
- 10/18/17 Preparation:**
- Read: « L'écologie sentimentale », p.122-123
 - Read/prepare: p.123-127
- 10/20/17 Preparation:**
- Read/prepare: les types de progression de dissertation, p.127-128
 - Read/prepare: Les actes de paroles, p.130-132
 - Exercises: p.131
 - Write: Atelier II, p.132
- 10/23/17 Preparation:**
- **Turn in: Composition 3, version A (final draft)**
 - Read/prepare: La stylistique, p.133-134
 - Exercises: Even numbers only
- 10/25/17 Preparation:**
- Read: « L'importance de la photographie », p.136-137
 - Write: Atelier III, p.137

- 10/17/17** **Preparation:**
- **Composition 4, version C:** Write a “dissertation” on the relationship between ecology/sustainability and technological progress. (600 words). Refer to Retouches, p.138. Post your draft to Canvas AND bring a hard copy to class for peer editing.
- 10/30/17** **Preparation:**
- **Turn in: Composition 4, version B.**
- In Class:**
- Chapter 6, *La Dissertation* : Synthèse
 - *Développements durables: Chapter 4, “En quoi l’éducation est-elle une des composantes du développement durable ?”* pp.74-85
 - **Journals due**
- 11/1/17** **Preparation:**
- Study: **Chapter 3, Le compte rendu.**
 - Read/prepare: p.52-54
 - Write: Atelier I, p.52
- 11/3/17** **Preparation:**
- Read: Laberge, « Magie d’Afrique », p.55-56
 - Write: Summary of the text
- 11/6/17** **Preparation:**
- Read/prepare: Les actes de parole, p.60-63
 - Exercices: choose one from part A, one from part B
 - Write: Atelier II, p.64
- 11/8/17** **Preparation:**
- **Turn in: Composition 4, version A (final draft)**
 - Read/prepare: La stylistique, p.64-67
 - Exercices: Even numbers only
- 11/10/17** **Preparation:**
- Read: « Les Choristes », p.68
 - Write: Atelier III, p.68
- 11/13/17** **Preparation:**
- Composition 5, version C:** Write a compte-rendu of the documentary film *Demain*, by Mélanie Laurent and Cyril Dion. (600 mots). Refer to Retouches, p.69. Post your draft to Canvas AND bring a hard copy to class for peer editing.
- 11/15/17** **Preparation:**
- **Turn in: Composition 5, version B.**
- En classe :**
- Chapter 3, *Le compte rendu* : Review and conclusions
 - *Développements durables: Chapter 5, “Risques et catastrophes sont-ils des menaces pour le développement durable ?”* pp. 86-101
 - **Journals due**

- 11/17/17 Preparation:**
- **Etudier : Chapter 7, Commentary**
 - Read: Rimbaud, « Le dormeur du val », p.142
 - Read/prepare: p.142-144
 - Exercises: Odd numbers only
- 11/20/17 Preparation:**
- Read: Commentaire composé du poème « Ce cœur qui haïssait la guerre... », p.147-150
 - Read/prepare: Les actes de paroles, p.154-158
 - Write: Atelier II, p.159
- 11/22/17 Preparation:**
- **Turn in : Composition 5, version A (final draft)**
 - Read/prepare: La stylistique, p.159
 - Exercises: even numbers only
 - Read: Desnos, « J'ai tant rêvé de toi... », p.160 (poem only)
- 11/23-24/17 Thanksgiving Break**
- 11/27/17 Preparation:**
- Read: l'analyse du poème de Desnos, « J'ai tant rêvé de toi... », p.161-163
 - Write: Atelier III, p.163
- 11/29/17 Preparation:**
- **A vous maintenant !** Ecrivez l'analyse du poème « Le dormeur du val » (500 mots). Refer to Retouches, p.164. Post your draft to Canvas AND bring a hard copy to class for peer editing.
- 12/1/17 In Class:**
- **Chapter 7, Commentary: Review and conclusions**
 - *Développements durables: Chapter 6, "Pauvreté et développement durable sont-ils antinomiques ?" pp. 102-119*
- 12/4/17 In Class:**
- Final paper: planning
 - Course wrap-up, evaluations
 - **Journals due**