



ANTELOPEVALLEY COLLEGE

Academic Affairs
Course Outline of Record

Academic Affairs Only

- New Course
- COR Revision 2/14/2008
- COR Update
- Pre Req/Advisories
- Other Changes
- Effective Date

COURSE SUBJECT & NUMBER: FREN 203

COURSE NAME: *Advanced French

COURSE UNITS: 3 **COURSE HOURS:** 3

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*

Prerequisite: Completion of FREN 202

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description.)*

Reading and discussion of literary texts. Students will also read contemporary non-literary texts, such as newspapers, magazines, and essays on topics of current interest. Course includes advanced vocabulary building, essay writing, and critical analysis of literary and non-literary texts. The course is conducted entirely in French and is intended for French majors, students studying literature or linguistics or other subjects that require more than two semesters of a foreign language, or those seeking to broaden or maintain their proficiency in French language and French and French-speaking cultures. (CSU, UC, AVC)

COURSE OBJECTIVES: *(Use Bloom's taxonomy to formulate concise, performance-based measurable objectives common to all students. Objectives must be closely aligned with course content, assignments, and methods of evaluation.)*

Upon completion of course, the successful student will be able to:

1. Discuss and analyze a variety of advanced level French and Francophone texts, having gained 500 words of new vocabulary.
2. Apply knowledge acquired to read aloud, converse with other students and the instructor, and make 10-15 minute oral presentation in French on a topic requiring research with correct pronunciation and intonation.
3. Prepare and organize, in French, essays that are clearly focused on a central idea and demonstrate critical analysis of texts in support of that thesis. Essays will have few mechanical errors.
4. Demonstrate critical thinking in discussing texts and in writing essays.
5. Demonstrate understanding and knowledge of major French and Francophone authors and their works.

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COURSE CONTENT: *(Enter course content in terms of specific topics or a specific body of knowledge that each instructor must cover. Put topics in outline form with major and minor headings. Title 5 requires that each instructor must cover all material listed below.)*

I. More complex grammatical structures, vocabulary and idiomatic expressions needed to be able to read, analyze and discuss assigned readings.

II. An anthology of high intermediate level literature written by major French and Francophone authors such as:

- A. "Le Lai du laustic" by Marie de France
- B. "Gargantua" and "L'abbaye de Thélème" (excerpts) by François Rabelais.
- C. "Lettres" (excerpts) by Mme de Sévigné
- D. "Fables" by Jean de La Fontaine
- E. "L'Ecole des femmes" (excerpts) by Molière
- F. "Histoire d'un bon Bramin" by Voltaire
- G. "Emile ou de l'éducation" (excerpts) by Jean-Jacques Rousseau
- H. "Mme Bovary" (excerpts) by Gustave Flaubert
- I. "Le Père Goriot" (excerpts) by Gustave Flaubert
- J. "Correspondances" by Charles Baudelaire
- K. "Au bonheur des dames" (excerpts) by Emile Zola
- L. "Les Mains sales" by Jean-Paul Sartre
- M. "Une mort très douce" by Simone de Beauvoir
- N. "Un couple" by Colette
- O. "La Cantatrice chauve" by Ionesco (Romania/France)
- P. "Passion simple" (excerpts) by Annie Ernaux
- Q. "L'Africain" (excerpts) by Jean-Marie Gustave Le Clézio
- R. "La pluie d'été" (excerpts) by Marguerite Duras (France/Vietnam)
- S. "Cahier d'un retour au pays natal" by Aimé Césaire (Martinique)
- T. "Femme noire" by Léopold Sédar Senghor (Senegal)
- U. "L'Aventure ambiguë" (excerpts) by Cheikh Hamidou Kane (Senegal)
- V. "Chemin d'école" (excerpts) by Patrick Chamoiseau (Martinique)
- W. "L'enfant de sable" (excerpts) by Tahar Ben Jelloun (Algeria)
- X. "De quoi t'ennuies-tu Eveline" by Gabrielle Roy (Canada)
- Y. "L'Ecole" by Antonine Maillet (Canada)
- Z. "Moi, mes souliers" by Félix Leclerc (Quebec)
- AA. "Dans tes yeux" Bernard Dadier (Ivory Coast)

III. Genres, styles, literary devices and structural features of French and francophone literature such as:

A. Fiction:

- 1. Historical fiction – Historical novel
- 2. Realistic fiction
- 3. Tales of imagination and fantasy

B. Nonfiction

C. Prose and Poetry

D. Short-stories

E. Satire, whimsy and the use of humor

F. Common literary devices:

- 1. imagery
- 2. metaphor and metonymy
- 3. symbolism and allegory
- 4. personification
- 5. synaesthesia

G. The theme: meaning or moral

H. The main problem or conflict of a plot and how it is resolved

- I. Levels of reality: the conscious, or “real” world, and the dream world
- J. Surrealism
- K. Existentialism
- L. The “nouveau roman”
- M. Theater of the absurd
- N. Feminism
- O. Postcolonialism
- P. “Négritude”

IV. Sociopolitical, historical and cultural information related to the assigned readings such as:

- A. The role of intellectuals in the political process
- B. Colonization and decolonization
- B. The role of women in a patriarchal society
- C. The struggle of humankind against nature
- D. The identity and struggles of artists and intellectuals in society.

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TYPICAL HOMEWORK ASSIGNMENTS: (Do not include in-class work, quizzes, or tests)

This information is necessary for all credit courses. Assignments should be closely related to course objectives, content, and methods of evaluation. (See sample of a “Model Outline” in the AP&P Standards & Practices handbook.) Include a range of assignments (minimum of three) from which faculty may choose when designing their syllabus.

1. Describe nature and frequency of typical reading assignments if applicable; note if any are required:

This course requires that each student reads all the grammatical explanations before coming to class (daily). Other specific readings assignments will be given from the textbook and hand-outs provided by the instructor (as needed during the semester)

2. Describe nature and frequency of typical writing assignments if applicable; note if any are required:

Students will complete exercises in the workbook (daily), Lab Manual exercises (weekly, and short essays (at least 5 times during the semester).

3. Describe nature and frequency of typical computational assignments if applicable; note if any are required:

N/A

4. Describe other types of homework assignments that students may be asked to complete (oral presentations; special projects; visual/performing arts; etc); note if any are required:

Students will:

- a. Watch videos and answer specific questions about what they saw.
- b. Practice the dialogue written as homework for presentation to class.

5. Describe those critical thinking skills that are derived from assignments listed above; be sure that they reflect course objectives.

Students will:

- a. Express their opinions applying basic vocabulary and syntax learned in class
- b. Compare and contrast different cultures
- a. Examine and analyze different types of literature in order to ask and answer questions.

6. For categories 1-4 above, describe the estimated time per week it would take a student to complete homework assignments. Title 5 uses the Carnegie formula for establishing units using a 2:1 ratio as follows: 1 hr. lecture = 2 hrs. homework; 2 hrs. lecture = 4 hrs .homework; etc. For example: reading textbook—2 hours; writing reports—3 hours.

10 hours of homework per week is required including:

Reading Assignments: 5 hours per week, completing reading assignments

Writing Assignments: 2 hours per week, writing short essays about literature read.

Computational Assignments: 1 hour per week

Other Assignments: 2 hours per week doing exercises found in the Text and/or Workbook, and answering questions aiming at developing critical skills and offering opportunities to check reading comprehension.

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METHODS OF INSTRUCTION: *(Methods must be consistent with content and appropriate to objectives; state in terms of what instructor will be doing in order to present course content to students: for example, lecture, demonstration, present audio/visual materials; facilitate group work, etc. Do not list specific instructional equipment.)*

Material will be presented primarily through readings, lectures, and student oral presentations. Advanced vocabulary study will focus on exercises that demonstrate word formation patterns in French. Texts will be supplemented by tapes, CDs, DVDs, multimedia, and music as appropriate.

METHODS OF EVALUATION: *(These must be clearly related to course objectives and reflect course content and assignments in order to comply with Title 5 requirements. Describe what instructor will be looking for when evaluating various assignments and tests in order to determine whether students have met course objectives. Grades must be based on demonstrated proficiency in subject matter and determined, where appropriate, by essays, objective and essay tests, research papers or projects, problem solving exercises, or skills' demonstrations.)c*

1. Weekly homework assignments: vocabulary/grammar exercises and short essays on readings.
2. Weekly quizzes covering new vocabulary, grammar reviewed, and literature studied.
3. Two (or more) group or individual five-page researched papers.
4. Two (or more) group or individual oral Power Point presentations discussing researched papers (approximately 10 minutes each).
5. Two mid-term exams covering vocabulary learned, grammar reviewed, and a short essay on readings.
6. Final exam including:
 - vocabulary and grammar studied and reviewed during the semester.
 - Short essays comparing and contrasting writers, their works and/or styles of writing.
 - A brief interview testing ability and knowledge of the literature studied.

Suggested Texts or other Instructional Materials *(list several when possible; include title, author, publisher, date, and latest edition.)*

Moments littéraires, 2nd edition, Bette G. Hirsch, Chantal P. Thompson, Houghton Mifflin, 2006.

Panaché littéraire, 3rd Edition, Mary J. Baker, Jean-Pierre Cauvin, Heinle, 1995.

Vagabondages littéraires: Initiation à la littérature d'expression française, 1st Edition, Scott Carpenter, Françoise Denis, Cheick M. Chérif Keïta, Marie-Christine Massé, Eva Posfay, Dana Strand, Cathy Yandell, Mc Graw Hill, 1996.