

**DEPARTMENT OF MODERN LANGUAGES
AND CULTURAL STUDIES**

<https://uofa.ualberta.ca/modern-languages-and-cultural-studies>

2018-2019 Fren: 301 B1: Introduction to French Literary Studies
(Winter Term)

Instructor: Chris Reyns-Chikuma

Time: MWF 9:00-9:50

Office: Arts 210A

Place: HC 2 15

Telephone: /

Fax: 780-492-9106

Office Hours: MW, just after class,

E-mail: reynschi@ualberta.ca

or by appointment

Personal Website: /

Course Website: eClass

Course Prerequisite: Fren 298 or consent of department

It is your responsibility as a student to ensure that you have the appropriate prerequisites for the course.

Course-based Ethics Approval in place regarding all research projects that involve human testing, questionnaires, etc.?

Yes No, not needed, no such projects approved.

Community Service Learning component

Required Optional None

Past or Representative Evaluative Course Material Available

Exam registry – Students' Union

<http://www.su.ualberta.ca/services/infolink/exam/>

See explanations below

Document distributed in class

Other (please specify)

NA

Additional mandatory Instructional fees (approved by Board of Governors)

Yes No

Course Description, Objectives and Expected Learning Outcomes:

Using this year Nobel Prize given to a French author as an opportunity, we will study 6 short texts and one longer text by Maryse Condé, the recipient of the prize this year. Our **objectives** are, first, to read these texts and talk about them within their context; second, to discuss concepts and themes such as the history of slavery, colonialism, gender studies and the issues of appropriation and adaptation, and to debate their relevance today. Third, in small groups, students will choose one of the texts, and will prepare a small group presentation that will take place on March 27 in a round table the day of the public celebration of the Nobel Prize. Last but not least, we will all together focus on

one play that one group of students (actors, technicians, ‘advertisers’, ...) will rehearse in class and stage for the same public event. We will also collaborate with Dr. Rao’s Translation class that will be working on the surtitles for the play.

Outcomes

At the end of this course, students will be able to

- read longer texts in French (compared with short texts read for the previous levels),
- discuss them in French around contemporary concerns or cultural debates such as history of slavery, colonialism, appropriation, magic realism, ...
- prepare a short public presentation in French,
- and collaborate in French in a group to stage a play through individual initiatives (research in French, memorization of some parts of texts in French), small group participation, and finally the whole class final project (presenting our work to an open-to-the-public audience).

Texts:

All textbooks will be on reserve in Rutherford; you can borrow them for a period of 2 hours (which should be sufficient for each short text; but buying some of them might be also a safer option, since you are 20+ in this class).

- I. Longer text by Maryse Condé, *Pays mêlé*, Folio, 1989.
- II. Short texts for youth by Maryse Condé
 1. *Haiti Chérie/Rêves amers*, 1991-2017
 2. *Chiens fous dans la brousse*, 2006 [unavailable > copy handed in class]
 3. *La Belle et la bête, Guadeloupe*, 2013
- III. Théâtre by Maryse Condé
 1. *La Faute à la vie*, 2009
 2. *Pension Les Alizés*, 1988
 3. *An tan revoluzion*, 1989 [available online]
- IV. + some short essays (on key concepts like appropriation, réalisme magique, ...)

Grade Distribution (see “Explanatory Notes”):

Attendance: 10%

General participation in class: 20%

Participation in the main event (March 27): 20%

Oral presentation in class on the longer novel (TBD during first week): 10%

Short essay on one of the texts seen in class (due last class in April): 20%

Final essay: reflection on the public event (due the class just after the event): 20%

No final exam.

	Categories	%	Dates
1	Attendance	10	Every class
2	General participation	20	Every class
3	Event participation	20	Both to prepare the event and at the event
4	Oral presentation	10	TBD in class
5	Short essay	20	Last class
6	Final essay	20	April 1 st [not a joke! ☺]

		100%	
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Date of Deferred Final Exam (if applicable):

Please consult the following site:

[https://calendar.ualberta.ca/content.php?catoid=6&navoid=806#Examinations_\(Exams\)](https://calendar.ualberta.ca/content.php?catoid=6&navoid=806#Examinations_(Exams))

For information on how to apply for a deferred exam see [“I Missed my Final Exam, Now What?”](#)

Explanatory Notes on Assignments:

3. **Participation in the Nobel event** (March 27) varies according to the choice of the student including presenting a short paper on one of the shorter texts (5 minutes each), or being an actor or being a supportive stage staff (technician for sound, light, ...), or an ‘advertiser’ (preparing advertising material to publicize the event). We will collaborate with Dr. Rao’s Translation class for the “surtitles” in English.

4. **Oral presentation** in class on one of the texts (TBD during first week) would be 5-10 minutes with a textual-visual support (e.g., PPT); this presentation is a rehearsal for the public presentation during the Nobel event (all, except the main actors in the play, have to be involved in these presentations)

5. **Short essay** on one of the texts studied in class (due last class in April) will be 800 words on a topic chosen by the students with the previous instructor’s agreement.

6. **Final essay**: reflection on the public presentation experience (due the class just after the event); it should be 800 words (NYT, 12, double space).

Required Notes:

Policy about course outlines can be found in the [Evaluation Procedures and Grading System](#) of the University Calendar.

Student Responsibilities:

Academic Integrity:

The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at www.governance.ualberta.ca) and avoid any behaviour that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

All students should consult [the Academic Integrity website](#). If you have any questions, ask your instructor.

An instructor or coordinator who is convinced that a student has handed in work that he or she could not possibly reproduce without outside assistance is obliged, out of consideration of fairness to other students, to report the case to the Associate Dean of the Faculty. See the [Academic Discipline Process](#).

Language courses:

Students involved in language courses and translation courses should be aware that the use of on-line translation to complete assignments constitutes a form of cheating as the student's own understanding and work is therefore not reflected. Also, students in language courses should be aware that, while seeking the advice of native or expert speakers is often helpful, excessive editorial and creative help in assignments is considered a form of cheating that violates the Code of Student Behaviour.

Learning and Working Environment:

The Faculty of Arts is committed to ensuring all students; faculty and staff are able to study and work in an environment that is safe and free from discrimination and harassment. It does not tolerate behaviour that undermines that environment. The Department urges anyone who feels that this policy is being violated to:

- Discuss the matter with the person whose behaviour is causing concern; or
- If that discussion is unsatisfactory, or there is concern that direct discussion is inappropriate or threatening, discuss it with the Chair of the Department.

For additional advice or assistance regarding this policy you may contact the [Office of the Student Ombuds](#). Information about the [University of Alberta Discrimination and Harassment Policy and Procedures](#) is described in [UAPPOL](#).

Territorial Statement:

“The University of Alberta acknowledges that we are located on Treaty 6 territory, and respects the histories, languages, and cultures of the First Nations, Métis, Inuit, and all First Peoples of Canada, whose presence continues to enrich our vibrant community.”
(from the beginning of the Calendar).

University of Alberta Sexual Violence Policy:

The Sexual Violence Policy was approved by GFC in June 2017. It plays a vital role in ensuring a safe and respectful learning and working environment.

As defined in the policy, **sexual violence** is any sexual act or act of a sexual nature, or act targeting sexuality, whether physical or psychological, committed without consent.

Sexual violence is a complex and serious problem in society and on university campuses. Sexual violence can affect individuals of all gender identities, gender expressions, and sexual orientations, as well as those from all ages, abilities, racial, cultural and economic backgrounds. Through this policy, the University of Alberta recognizes its responsibility to reduce sexual violence in the University community. The university aims to do so by fostering a culture of **consent** and support through education, training and policy. The University recognizes the possible effects of trauma on those who have experienced sexual violence and supports the efforts of individuals to seek support and recover.

To read the policy in more detail, please visit:

<https://policiesonline.ualberta.ca/PoliciesProcedures/Policies/Sexual-Violence-Policy.pdf>

Recording of Lectures:

Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the

instructor or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

Attendance, Absences, and Missed Grade Components:

Regular attendance is essential for optimal performance in any course. In cases of potentially excusable absences due to illness or domestic affliction, notify your instructor by e-mail within two days. Regarding absences that may be excusable and procedures for addressing course components missed as a result, consult sections [Attendance](#) and [Examinations](#) of the University Calendar. Be aware that unexcused absences will result in partial or total loss of the grade for the “attendance and participation” component(s) of a course, as well as for any assignments that are not handed-in or completed as a result.

Deferral of term work is a privilege and not a right; there is no guarantee that a deferral will be granted. Misrepresentation of facts to gain a deferral is a serious breach of the Code of Student Behaviour.

In this course, attendance and participation are very important in this class. For every class missed without a valid excuse, the grades (attendance and participation) will go down one letter.

Policy for Late Assignments:

Students who consult in advance with an instructor regarding contingencies preventing the timely completion of an assignment may, at the discretion of the instructor, be granted an extension just one time throughout the course with no penalty. However, if a second excuse will be granted for late assignments, half of the mark assigned for this particular work will be deducted. Otherwise, all assignments should be handed in on the stated deadline. Any assignment not handed-in in time or unexcused late assignments will not be given any marks. Late excuses will not be accepted for any reason.

Disclaimer:

Any typographical errors in this syllabus are subject to change and will be announced in class and posted on eClass. The date of the final examination is set by the Registrar and takes precedence over the final examination date reported in this syllabus.

Student Resources:

The best all-purpose website for student services is: <https://www.ualberta.ca/current-students>.

Accessibility Resources: (1 – 80 SUB)

The University of Alberta is committed to creating work and learning communities that inspire and enable all people to reach their full potential. Accessibility Resources promotes an accessible, inclusive, and universally designed environment. For general information to register for services visit the [Accessibility Resources](#) webpage.

The Academic Success Centre: (1-80 SUB)

[The Academic Success Centre](#) offers a variety of workshops on effective study and exam strategies. There are in-person and online sessions available for a modest fee.

The Centre for Writers: (1-42 Assiniboia Hall)

The [Centre for Writers](#) offers free one-on-one writing support to students, faculty, and staff. Students can request consultation for a writing project at any stage of development. Instructors can request class visits and presentations.

Health and Wellness Support: There are many health and community services available to current students. For more information visit the [Health and Wellness Support](#) webpage.

Office of the Student Ombuds:

The [Office of the Student Ombuds](#) offers confidential interviews, advice and support to students facing academic, discipline, interpersonal and financial difficulties.

Grading:

Assessment of the individual course components may be in the form of numerical marks or letter grades. The final letter grade will be based on "a combination of absolute achievement and relative performance in a class" (University Calendar, [Evaluation Procedures and Grading System](#)). The University Grading Procedure mandates that "a student's level of achievement of the goals/outcomes of a course, their grade, and the descriptor of that grade must be aligned" (<https://policiesonline.ualberta.ca/>). The following guidelines have been adopted by the Department of Modern Languages and Cultural Studies:

“MLCS Undergraduate Grading Scale”

Descriptor	Letter Grade	Grade Point Value	%
Excellent. A+, A or A- is earned by work which is superior in content and form and demonstrates an exceptional grasp of the subject matter. The grade of A+ designates work that far exceeds course expectations. Grades in the A range are normally achieved by a small number of students.	A+	4.0	97-100
	A	4.0	93-96
	A-	3.7	90-92
Good. B+, B or B- is earned by work that demonstrates a thorough comprehension of the course material and a good command of relevant skills. Grades in the B range are normally achieved by the largest number of students.	B+	3.3	87-89
	B	3.0	83-86
	B-	2.7	80-82
Satisfactory. C+, C or C- is earned by work that demonstrates an adequate grasp of the course material and relevant skills. Grades in the C range designate work that has met the basic requirements of the course.	C+	2.3	77-79
	C	2.0	73-76
	C-	1.7	70-72

Poor/Minimal Pass. D+ or D is earned by work that demonstrates minimal familiarity with the course material. Grades in the D range generally indicate insufficient preparation for subsequent courses in the subject matter.	D+ D	1.3 1.0	65-69 60-64
Failure	F	0.0	0-59