



# WINTHROP UNIVERSITY

## FREN 395-600: Qui est « je » ? Identity in French and Francophone Literature Course Syllabus, Fall 2024

<b>Instructor:</b> Anna Igou, Ph.D. <b>Office Location:</b> Kinard 221 <b>Phone:</b> 803-323-2616 (email preferred) <b>E-mail:</b> igoua@winthrop.edu	<b>Office Hours:</b> MTWR 2-3pm and by appointment <b>Class Hours:</b> MW 12:30-1:45 pm Lab Hours (Kinard 307): TR 12:30-1:45 <b>CRN Number:</b> 14425 <b>Credit Hours:</b> 3 <b>Class Location:</b> Kinard 316
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### Course Description:

The English writer C.S. Lewis famously claimed that *we read to remind ourselves that we are not alone*. In a similar vein, one might also claim that a writer writes to say who she/he is, to construct another « self » in a world outside of him- or herself. In the century before Lewis, French poet Arthur Rimbaud, whose work we will be reading, penned the now-famous line, « *Je est un autre* ». What does he mean by this ? If Rimbaud's question destabilizes notions of fixed identity, he is not the first writer in the French literary canon to have played with the question of identity. It is thus with this topic in mind that we will begin our semester : *Qui est « je » ?* Reading across centuries, beginning with Marie de France in the Middle Ages and ending with Gaël Faye's prizewinning contemporary novel *Petit Pays* (2016), we will consider how writers respond to the world around them in interesting ways that allow us a glimpse into French/Francophone history through the prism of literature. I hope that at least one of these readings will resonate with you, or awaken you to the reality of worlds and lives you hadn't yet imagined—and that, like Lewis, you will be reminded that you are not alone.

### Course Goals and Student Learning Outcomes:

FREN 313 provides you the opportunity to expand your understanding of French and Francophone **cultures** through readings and discussions of carefully selected, chronologically organized texts from the Middle Ages to the present day. In reading these texts, you will learn more about historical events, draw cultural comparisons, and – on a very practical level – will increase your vocabulary significantly over the course of the semester. Regular class discussions will help you to practice your spoken French, and in-class writing exercises will be aimed at helping you to think creatively about the works we read and to find your own way – *en français* – of expressing your ideas.

### Required Materials:

1. *FREN 395 class reader* (available for purchase in WU Barnes & Noble Bookstore)
2. *Petit Pays* by Gaël Faye (2017) Édition Livre de Poche, ISBN: 978-2253070443

3. Laptop (<https://www.winthrop.edu/technology/student-laptops.aspx>)
4. Access to Blackboard (<https://bb-winthrop.blackboard.com/>)

**Prerequisite:**

- A. 5 or higher with no one domain less than a 4 on the STAMP assessment OR a 4 or higher on the AP FREN exam.
- B. High School GPA of a 3.0+

**Course Credit:**

FREN 395: French Literature is an AP-weighted, dual credit accrual course. Students earn one Carnegie unit of high school credit and three hours of transferrable college credit upon successful completion of the course.

Students at Rock Hill High School receive college credit through Winthrop University. Students complete the Pre-College Application to be registered for the course and will receive a college ID.

The course is a three-hour (credit) course and may be transferred to a college or university either in S.C. or out-of-state. Each college and university have a different protocol for how they will determine how many credits will transfer as well as whether they will count toward your major or general education requirements. Please call your prospective school's advising office for more information on not just whether your Winthrop University language credit will transfer, but also how the credits will be measured and translated for your specific major.

**LIFE Scholarship**

Grades earned in a high school dual credit course may affect scholarship eligibility. The LIFE Scholarship is a renewable scholarship for residents of South Carolina who are enrolled in college full-time. Awards are made automatically; no scholarship application is required. The amount is \$5,000 per year and may be "enhanced" to \$7,500 per year for upperclassmen in declared science and mathematics related majors. It is important to note to continue a LIFE scholarship in the sophomore year, any credit hours earned before high school graduation will be used toward the student's cumulative GPA. Students must earn a minimum cumulative LIFE GPA of at least a 3.0 on a 4.0 scale. The LIFE GPA must include all grades earned at the college plus all grades attempted (excluding remedial) at all other institutions, both in-state and out-of-state.

**Transcript**

To be accepted as dual credit, the college course taken for dual credit must be approved by Rock Hill Schools. Approved dual credit courses taken on a Rock Hill Schools campus or as part of a Rock Hill School cohort on the college campus do not require pre-approval. All other dual credit courses require specific permission from the district in order to be completed. Students should see their high school guidance counselors for appropriate permission forms and/or guidance.

While enrolled in a dual credit course, students are completing coursework as a member of the district and as part of their regular high school course loads. Grades earned in dual credit courses

must be submitted to the district and counted as part of the student's GPA and ranking, even in a low or failing grade is earned.

Note that a dual credit course carries one additional quality points in calculation of the student's cumulative GPA.

## Course Assignments and Grading

### Participation (10%)

Your participation will be evaluated based upon your preparation, active involvement, and positive contribution to class discussions and activities.

### Homework (30%)

You will have questions to answer ahead of time for some class sessions. For all class sessions for which you have not been assigned questions to answer in advance, you are expected to come to class with two critical questions/comments based on your reading. Also, be sure to take notes while you read and during class! Your notes are helpful for exam review and any other type of assignment based on course readings.

### Présentation orale (15%)

A brief, focused oral presentation on a writer whose work is being discussed in class the same day. You will sign up for these presentations during the first week or two of class. Guidelines for this project will be posted to Blackboard in advance.

**Midterm (20%) and Final (25%)** may consist of written (identification questions and short-essay questions) as well as oral/video activities directly based on our class readings/discussions. Details will be provided well in advance.

### Winthrop Grading Scale:

A= 90-100% B+=85-89% B=80-84% C+=75-79%. C=70-74% D+=65-69% D=60-64% F=0-59%

- Numerical grades will appear on Rock Hill High School report card
- Letter grades will appear on Winthrop University transcript

### Participation and Attendance:

In order to get the most out of class time, as described above, please come prepared to talk about current readings or other course materials using recent grammar and vocabulary. You earn daily participation points by arriving on time, and engaging actively in activities and discussions, **forgoing the use of electronic devices unless otherwise specified.**

If you miss any class, your participation grade decreases. Any unexcused absence decreases your participation grade by approximately 3.5%. Missing any **six days** (Monday – Thursday) results in an FA. Late arrivals or early departures lower your participation grade by approximately 1%.

**Attendance/ Tardy Policy:** The below policies are set forth by Rock Hill High School and Winthrop University. Each will be strictly observed. Students may not miss more than **6 days** in the class to earn high school and college credit. Please note there are time restrictions at the collegiate level for dropping and withdrawing this class. For example,

- August 23, 2024 3pm: Last day to drop a Winthrop class
- October 23, 2024 by 3pm: Last day to withdraw from Winthrop class

**Late work:** All work is due on the date and time indicated. If you miss a graded in class activity, please provide documentation of your absence. If your absence is excused, you may make up the work within 2 school days of your return.

### **Other Important Information:**

**Language Learning Center (Kinard 307):** As you did last year, you will document lab attendance by swiping your Winthrop ID when you enter and leave. While in the LLC you will work on grammar, vocabulary, homework, practice for an oral exam, check a presentation before submission, or complete conversation activities.

### **COVID-19 policy**

Although COVID-19 has reached an endemic phase it is still important to remain vigilant as we face a recent rise in positive cases. As socially responsible members of this community, everyone is expected to engage in daily health self-monitoring. Students who test positive for COVID are asked to consult Winthrop's online instructions for COVID-19 reporting and follow the [instructions](#) (link is clickable in online version of syllabus).

**Academic Success Center:** *“Winthrop University’s Academic Success Center is a free resource for all undergraduate students seeking to perform their best academically. The ASC offers a variety of personalized and structured resources, such as peer tutoring and academic coaching that help students achieve academic excellence. During the 2022 2023 academic year, students will not need to attend an ASC Tutee Seminar to utilize in-person or remote tutoring services. Please contact the ASC at 803-323-3929 /success@winthrop.edu. For more information on ASC services, please visit [www.winthrop.edu/success](http://www.winthrop.edu/success).”*

**Students with Disabilities/Need of Accommodations for Access:** *“Winthrop University is committed to providing accessible learning experiences and equal access to education for all students. The syllabus is available in alternate formats upon request. If you are a student with a disability (including mental health concerns, chronic or temporary medical conditions, learning disabilities, etc.) and you anticipate or experience academic barriers due to the condition, please contact Rock Hill High School’s Special Education team for information on accommodations, registration, and procedures.*

**FERPA:** *The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.*

*FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."*

- *Eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.*
- *Eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.*
- *Generally, schools must have written permission from the eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):*
  - *School officials with legitimate educational interest;*
  - *Other schools to which a student is transferring;*
  - *Specified officials for audit or evaluation purposes;*
  - *Appropriate parties in connection with financial aid to a student;*
  - *Organizations conducting certain studies for or on behalf of the school;*
  - *Accrediting organizations;*
  - *To comply with a judicial order or lawfully issued subpoena;*
  - *Appropriate officials in cases of health and safety emergencies; and*
  - *State and local authorities, within a juvenile justice system, pursuant to specific State law.*

*Read more about your student rights under FERPA at Winthrop University:*

<https://www.winthrop.edu/recandreg/ferpa.aspx>

**Academic Conduct:** *As noted in the Student Conduct Code, "Responsibility for good conduct rests with students as adult individuals." Cheating, plagiarism, or any other form of academic dishonesty will result in a failing grade for the test/quiz/assignment and may result in a failing grade for the course. Some instances of academic misconduct include but are not limited to providing/receiving unauthorized assistance in academic work and presenting someone else's work as your own. The complete policy on student academic misconduct is outlined in the "Student Conduct Code Academic Misconduct Policy" in the online Student Handbook." (<http://www2.winthrop.deu/studentaffairs/handbook/StudentHandbook.pdf>).*

**Courses in the Department of World Languages and Cultures:** Courses in the Department of World Languages and Cultures are based on the conceptual framework of the American Council on the Teaching of Foreign Languages:

**Communication:** Communicate in Languages Other Than English

**Cultures:** Gain Knowledge and Understanding of Other Cultures

**Connections:** Connect with Other Disciplines and Acquire Information

**Comparisons:** Develop Insight into the Nature of Languages and Culture

**Communities:** Participate in Multilingual Communities at Home & Around the World

Communicative skills are paramount in the language learning process. See [actfl.org](http://actfl.org) for more information

**Syllabus change policy:** Your professor reserves the right to amend and change the syllabus. You will be notified of any such changes. The course calendar below is a working document and is the part most likely to change to meet your needs or to accommodate for the impact of external factors.

### Calendrier du cours

Note: All readings/assignments should be completed before the start of class on the day they are due.

21 août      **Introduction au cours**

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26 août      Marie de France, « Le Laüstic »

28 août      La Fontaine: deux fables, « La Cigale et la fourmi » et « L'Amour et la folie »

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2 septembre    **férié (fête du travail)**

4 septembre    Montaigne, « Avis au lecteur » et « De l'oisiveté »  
En classe : Rousseau, *Les Confessions*, « Livre premier »

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9 septembre    Voltaire, *Micromégas*

11 septembre    Voltaire, *Micromégas*

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16 septembre    Hugo, « Demain, dès l'aube » et « Souvenir de la nuit du 4 »

18 septembre Baudelaire, « L'invitation au voyage », « Chant d'automne », « Enivrez-vous »

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23 septembre Rimbaud, « Sensation », « Après le déluge »  
En classe : Verlaine, « Chanson d'automne »

25 septembre Les 400 coups

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30 septembre Les 400 coups

2 octobre **Travail de mi-semester**

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7 octobre Maupassant, « Le Horla »

9 octobre « Le Horla »

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14 octobre **férié (vacances d'automne de Winthrop)**

16 octobre conclusion, « Le Horla »

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21 octobre Yourcenar, « Comment Wang-Fô fut sauvé »

23 octobre Sebbar, textes choisis de *Métro : Instantanés*

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28 octobre *Petit Pays*, pp. 9-31 (Prologue-Ch. 2)

30 octobre *Petit Pays*, pp. 32-50 (Ch. 3-6)

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4 novembre *Petit Pays*, pp. 51-72 (Ch. 7-9)

6 novembre *Petit Pays*, pp. 73-91 (Ch. 10-11)

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11 novembre *Petit Pays*, pp. 92-113 (Ch. 12-14)

13 novembre *Petit Pays*, pp. 114-133 (Ch. 15-17)

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18 novembre *Petit Pays*, pp. 134-151 (Ch. 18-20)

20 novembre *Petit Pays*, pp. 152-174 (Ch. 21-23)

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25 novembre *Petit Pays*, pp. 175-196 (Ch. 24-27)

27 novembre **férié (Thanksgiving)**

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2 décembre *Petit Pays*, pp. 197-219 (Ch. 28 jusqu'à la fin)

**Conclusion du cours**

**Examen Final : date/heure TBA**



**Syllabus Acknowledgement & Information Sheet**

**Course Title: FREN 395- 600: Intermediate Conversation and Composition**

I have read and understand the expectations, rules, and procedures of this course, as described by this syllabus. I realize that I am responsible for abiding by the rules, regulations, procedures, and course requirements therein and I will be held accountable for adhering to the contents of this course syllabus and Winthrop University’s code of conduct. Furthermore, I hereby acknowledge that I:

- received a copy of the FREN 395 syllabus
- know the syllabus is posted to Blackboard
- should read the syllabus carefully so I am not surprised about any assignments
- understand that I can ask questions about anything that is unclear to me on the syllabus
- know what I need to do to succeed in the class and will ask for help when I need it
- have the list of course assignments and their corresponding deadlines
- understand that the professor reserves the right to make changes to the syllabus

Student Name (Print): \_\_\_\_\_ Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

I have read thoroughly the contents of this syllabus and agree to let my student be responsible for the course.

Parent/Guardian Name (Print): \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Contact Information**

Name of Parent/Guardian: \_\_\_\_\_

Home Phone Number: \_\_\_\_\_ Work Number (Parent/Guardian 1) \_\_\_\_\_  
(Parent/Guardian 2) \_\_\_\_\_

Cell Phone Numbers: (Parent/Guardian 1) \_\_\_\_\_

(Parent/Guardian 2) \_\_\_\_\_

(Student) \_\_\_\_\_

Email Addresses: (Parent/Guardian 1) \_\_\_\_\_

(Parent/Guardian 2) \_\_\_\_\_

(Student) \_\_\_\_\_