

SUNY Cortland
Modern Languages Department
FRE 315-001 Intro to French Literature I – MA, 16th, 17th centuries

Fall 2013
3 cr. hrs
MWF 11:30-12:20
VH B134

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Textbooks:

Anthologie de la Littérature Française, troisième édition, Robert Leggewie, Oxford.
Tome I – Des origines à la fin du dix-huitième siècle

Check for used copies on amazon.com (used about \$20 - \$37) !

Course Description: Survey of literary genres, representative works: medieval period to 1700. Prerequisite: FRE 202. Fulfills: GE 7; LASR. (3 cr. hr.)

Overview: We will explore some of the favorite works from French literature of the Middle Ages, 16th & 17th centuries. What was happening historically during these periods? How did events (such as the Norman Conquest of England, the invention of printing, the Reformation, the rise of the bourgeoisie, the development of divine right monarchy) influence how writers wrote and how readers read? How did ideas about how the world works and our place in it (What is the role of authority? what is love? what is the relation between the human and the divine? how do passion and reason play against each other?) influence the different styles that appeared in different times (Chivalry, Courtly Love, Renaissance, Humanism, Classicism)? Where does inspiration come from (God, nature, our inner self)? How does literature (along with music, art, architecture, history) help us understand how France developed through the years. How does the past still influence the present?

Attendance:

Taking a French Language course involves "experiencing" a certain amount of discussion and learning in the classroom. For this reason attendance at class meetings is essential. Students simply cannot miss a week or so of French classes and then "make it up" on their own. Therefore, **if you have more than 3 unexcused absences by the end of the semester your grade will be lowered by 1/100 for each additional absence.** (Only serious illnesses and problems at home, religious holidays and sports competitions are considered excused absences. A doctor's note will be required.) It is to your advantage to inform me before any class which you must miss. Contact ICC or my office. Work missed whether from an excused or unexcused absence must still be completed, and it is **the student's responsibility** to see that this is done quickly.

This sort of course requires significant effort on the student's part in reading and understanding the texts and exploring background material.

Evaluation:

Oral Tests	5%
Compositions/papers	10%
Daily Participation/HW	10%
2 Written Tests	50%
Final Exam	25%

A scale of 0-100 will be used as follow:	A+	97	-	100
	A	93	-	96
	A-	90	-	92
	B+	87	-	89
	B	83	-	86 etc...

Reading in a foreign language is initially different from reading in one's native language. Though a good reader may read English without really thinking about it, you need to learn to use effective strategies for reading in French and remembering important things. Try figuring out meaning from context without looking up every word, but do make sure that you understand the gist of a sentence or a paragraph, not just the individual words. You may find that sometimes you will finish a page but not remember what you just read (this is normal, but it means you aren't done with the page!) Reading is the best way to improve your vocabulary. Remember that the meaning of a word includes the basic sense (denotation) but also multiple meanings and contexts that can color the sense (connotation). Reading also helps you get used to how a well formulated French sentence should sound; this will help improve your writing. :

- 1: Concentrate on meaning (You will not remember what you don't understand. This will help grammar as much as vocabulary.)
- 2: Avoid translation -- Don't think in English while you're trying to speak, read or write in French.
- 3: Practice a lot. Listening, reading, speaking with others about anything, or even talking to yourself will help. Working in French frequently for short periods is most effective (Cramming is not effective). Listen to French radio or music. The more French becomes part of your life, the easier it will become.
- 4: Take good notes! What are the main ideas? Secondary ideas? New vocabulary? Connections to history, art, music, etc.? What ideas does the text evoke for you? What do you have to say about it?

Tests:

All major tests will be announced. **ABSENCE FROM TESTS WILL BE EXCUSED ONLY IN THE PRESENCE OF WRITTEN PROOF OF A VALID REASON FOR YOUR ABSENCE. UNEXCUSED ABSENCE CAN RESULT IN FAILURE IN THE COURSE.** Notify me ahead of time when you know you must miss a test and make appropriate arrangements.

Homework and Compositions:

Due dates for course assignments will be announced in class with the assignment. You are responsible for EVERYTHING done in class or assigned as homework. If you miss anything for whatever reason, it is your responsibility to find out what it is and to make it up. You should expect to do ALL assignments on time in order to profit from your work. Late homework might not be accepted for grading and failure to complete a major assignment might result in a failure in the course. Assignments that are late, incomplete or poorly prepared will be graded accordingly.

Online assignments: We will plan to engage in online discussions through the course site as a way to help focus our ideas or clarify meaning.

Expect to spend **at least six hours** each week doing homework, studying, reading, completing online assignments, and practicing French if you wish to be successful.

Goals and Objectives - Communication & content:

Our content goal is to help students acquire a broad familiarity with the major authors of the period under study and develop skills for talking and writing about the texts. In doing this, we will improve written and oral language proficiency as well as develop a higher level of analytical and synthesis skills. These skills are essential for interacting in French society as an educated person on any serious level.

The essential goals of the French program at SUNY Cortland are to develop oral & written communication

skills to at least the ACTFL Advanced-Low level. This is the minimum required for beginning French teachers. The second goal is to develop a sufficient knowledge of the cultural products & practices of the French & Francophone societies and the underlying perspectives of their peoples in both contemporary and historical arenas.

Why literature?

A literary text is a linguistic artifact. The literature that a society has judged to be worth keeping around represents the “best” that a language has to offer. Literature is accessible to a general public because it is not highly specialized language. Literary texts show us a broad range of the “tools” that a language has to offer, including a varied vocabulary and elements of style. Native speakers who read well enjoy reading them because they are well written, contain interesting human narratives and human emotions, and help us think about important things.

Literature is a rich cultural artifact (product). It is a source of information about products and practices, but more importantly, engagement with the points of view and value systems represented in a literary work leads to insights into cultural perspectives present in the society.

ACADEMIC DISHONESTY - from college handbook:

340.01 ACADEMIC INTEGRITY

. . . It is . . . the professional responsibility of all faculty to explain the importance of honesty and respect for knowledge in order to ensure an academic environment that encourages integrity.

. . . it is the responsibility of students to protect their own work from inappropriate use by others . . .

Academic integrity is absolutely essential to ensure the validity of the grading system and maintain high standards of academic excellence. In addition, all members of the academic community must exhibit behavior exemplifying academic honesty and encourage such behavior in others.

340.02 ACADEMIC DISHONESTY -- **1. Plagiarism**

Each student is expected to present his or her own work. All papers, examinations, and other assignments must be original or explicit acknowledgment must be given for the use of other persons' ideas or language. . .

340.03 PROCEDURES FOR HANDLING ACADEMIC DISHONESTY

(1) The person reporting an instance of alleged academic dishonesty shall complete and forward to the Office of Judicial Affairs the Disclosure and Notification of an Academic Dishonesty Charge form.

. . . If the filer of the notification form is a faculty member, whenever possible she/he shall discuss the incident with the student prior to forwarding the form to the Office of Judicial Affairs.

Student Disability Services:

SUNY Cortland is committed to upholding and maintaining all aspects of the federal Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973.

If you are a student with a disability and wish to request accommodations, please contact the Office of Disability Services located in B-40 Van Hoesen Hall or call (607) 753-2066 for an appointment. Any information regarding your disability will remain confidential. Because many accommodations require early planning, requests for accommodations should be made as early as possible. Any requests for accommodations will be reviewed in a timely manner to determine their appropriateness to this setting.

FRE 315 and the Conceptual Framework:

This course, as is the case with all of our offerings in the ICC Department, is rooted in the ideals of liberal learning. The underlying ideal in all of our classes, whether they be literature-, culture-, or language-based, is that all three of these elements are interwoven. The specific knowledge and perspectives that will be acquired in this class reflect SUNY Cortland's commitment to instilling in our students an acumen for themes and issues pertaining to Global Understanding (knowledge of the interconnectedness of the natural and human experience through exposure to the political, social, economic and religious differences of the target language's literature and civilization) and Social Justice (comparison and contrast of issues of social justice, equality, and democracy between our society and those of the target language).

Next time increase focus on non-fiction. e.g. crusades history - perhaps instead of Ch.de R.: Froissart, S.de Strasbourg, Montaigne, Calvin, Descartes.

Syllabus: Tentative.

26 août	Introduction
28	La Chanson de Roland
30	Marie de France : lais
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2 sept.	Labor Day (la fête du travail)
4	Roman courtois : Tristan et Iseut ; Chrétien de Troyes : Yvain ou le Chevalier au lion
6	Aucassin et Nicolette - photocopie
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9	Le Roman de Renart (<i>instructions for 1st paper</i>)
11	Le Paysan médecin : fabliaux
13	La Farce du Maître Pathelin (le théâtre – Grèce, Rome, Chrétien, tropes, mystères)
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16	Poésie : Guillaume IX : ab la dolchor del temps novel (<i>fin'amor</i>) ; Bernard de Ventadour : Quand je vois l'alouette mouvoir ; Jaufré Rudel : lonquam li jorn son lonc en mai (<i>amour de loin</i>) (http://www.last.fm/music/Jaufre+Rudel)
18	Poésie : Rutebeuf : Pauvreté d'un trouvère (<i>mécénat, croisades</i>) ; Eustache Deschamps : Conseils à un ami sur le mariage (<i>raillerie</i>) ; Christine de Pisan : Les douceurs du mariage (<i>éloge</i>), Seulette suis (<i>réalisme</i>) ; (<i>Le Roman de la Rose – en bref ?</i>)
20	Charles d'Orléans : Le Printemps ; Guillaume de Machaut : Douce dame jolie
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23	François Villon : Ballade des dames du temps jadis, Ballade des pendus
25	(<i>in class writing</i>)
27	Test 1
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30	Du moyen âge à la renaissance
2 oct.	Montaigne
4	[fall break] Break
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7	Rabelais
9	<i>Le Retour de Martin Guerre</i>
11	<i>Le Retour de Martin Guerre</i>
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14	Ronsard : <i>Mignonne allons voir si la rose, Quand vous serez bien vieille...</i>
16	du Bellay : <i>Heureux qui comme Ulysse,</i>
18	Descartes / le commencement du 17 ^e siècle
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21	
23	
25	Pascal
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28	Test 2
30	Racine : Andromaque
1 nov.	Andromaque

4	Andromaque
6	Andromaque
8	Andromaque

11	Molière: Le Bourgeois Gentilhomme
13	Bourgeois Gentilhomme
15	Bourgeois Gentilhomme

18	Madame de Sévigné: 2 lettres /
20	Madame de La Fayette: La Princesse de Clèves
22	La Fayette / La Rochefoucauld

25	La Fontaine (La Cigale et la fourmi, Le Corbeau et le renard : Blackboard) Dans la prison de Nantes
27-29	Thanksgiving Break

2 déc.	La Fontaine (Le Loup et le chien, Le Chêne et le roseau, Le Loup et l'agneau)
4	Charles Perrault – Le Petit Chaperon Rouge
6	Sommaire

Test 3 in FINAL EXAM slot – (2B) : Tuesday, Dec. 11, 10:30-12:30