I. BASIC INFORMATION
French 312 -- Survey of French Literature -- Three hours credit
Prerequisite: Intermediate level courses or demonstrated proficiency

II. SCOPE OF THE COURSE
This course is designed to familiarize the student with the literature and literary trends of nineteenth and twentieth century French literature.

III. OBJECTIVES OF THE COURSE
• To become familiar with the major literary movements in the nineteenth and twentieth centuries.
• To understand the historical, cultural, and social factors which influenced literary trends and movements.
• To develop an appreciation for the significance of literature in the narration and representation of identity, values, beliefs and worldview.
• To be able to identify major 19th and 20th century literary figures and understand the place and significance of their work.
• To develop research skills for literary study.

IV. REQUIRED TEXT
Littérature française: Textes et contextes, Tome II, Ed. Berg et Leroy
Recommended: A New History of French Literature, Denis Hollier

V. METHOD OF INSTRUCTION
The class will be conducted in French. Students are expected to actively contribute to class discussions. The discussion questions in the book should be used as a guide for reading. In addition to the exams, students will write a final research paper dealing with a specific author, work, or theme. The paper should be approximately 6-8 pages typed in French and should follow the guidelines in the MLA style manual. Careful documentation is essential. A half page typed topic proposal should be submitted the week after mid-term.
Articles for the critiques should be taken from recognized scholarly journals. Quotes from the articles should be included and appropriately documented according to MLA guidelines.

VI. ATTENDANCE
Regular class attendance is required.

VII. OUTLINE OF THE COURSE
See attached schedule

VIII. EVALUATION
Evaluation in the course will be based on the following:
Exams (3) 55%
Paper 15%
Participation, pop quizzes, oral presentations, outreach 20%
Article critiques (3) 10%
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<th>Semaine</th>
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<td>20 août</td>
<td>Introduction au 19e siècle</td>
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<td>Poètes romantiques: Lamartine, Musset, Vigny</td>
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<td>3 septembre</td>
<td>Poètes romantiques: Hugo, Desbordes-Valmore, Chateaubriand (First article due.)</td>
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<td>Introduction au 20e siècle Poètes de la Belle Epoque</td>
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<td>Romanicier de la condition humaine, Sartre, Malraux, Camus Sartre</td>
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<td>15</td>
<td>19</td>
<td>Camus</td>
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25 à 29  Thanksgiving

**Semaine 16**
3 décembre  Présentations
I. BASIC INFORMATION
French Phonetics and Diction-3 hours credit

II. SCOPE OF COURSE
This course is designed to introduce the student to the basic concepts of French phonetics, pronunciation, phrasing, and transcription.

III. OBJECTIVES OF THE COURSE
The student will
1) learn the International Phonetic Alphabet and be able to use it to pronounce or transcribe accurately passages in French.
2) learn the processes involved in speech production.
3) become familiar with the rules governing liaison, syllabification, intonation, and other rules of pronunciation.
4) improve and perfect accuracy of pronunciation.
5) become familiar with characteristics of various regional accents in the Francophone world.
6) become familiar with and able to distinguish levels of formality in language.
7) become familiar with the development and history of the French language.

IV. TEXTS
Required: Facile à dire: les Sons du français, Annie Duménil
Recommended: Exercises in French Phonics Nachtman
To consult:
http://www2.arts.gla.ac.uk/IPA/fullchart.html
http://french.about.com/library/pronunciation/bl-ipa.htm
http://www.unil.ch/ling/page12580.html
Petit Manuel d’introduction à la transcription phonétique, Germain-Rutherford

V. METHOD OF INSTRUCTION
The class will be a combination of lecture and practical application. A portion of the class will be conducted as a workshop session for applying the rules studied in class and perfecting pronunciation skills. Students will also use recorded exercises to reinforce pronunciation skills. Students will need a 2-inch binder and divider tabs for class materials. Students will be asked to research a topic related to a segment of the course related to a phonetic phenomenon, a regional language phenomenon, history of the language, or some other topic prompted by our in class studies.

VI. ATTENDANCE
Please notify me if you must miss class. If you know that you must be absent, please make arrangements with me prior to that date.

VII. EVALUATION
Exams (3) 60%
Transcriptions (written) 10%
Oral recordings (4) 15%
Research and Presentation 15%
Programme préliminaire

Semaine 1
le 20/22 août—Introduction et syllabus
A lire—Introduction, AIP

Semaine 2
le 27/29 août—Chapitre 1
http://www.youtube.com/watch?v=LYvmGyBuhjs

Semaine 3
le 3/5 septembre—Chapitre 2
Transcription 1

Semaine 4
Le 10/12 septembre—Chapitre 3
Enregistrement 1

Semaine 5
le 17/19 septembre—Chapitre 4

Exam 1

Semaine 6
le 24/26 septembre—Chapitre 5

Semaine 7
le 1/3 octobre—Chapitre 6
Transcription 2

Semaine 8
le 8 octobre—Chapitre 7
Enregistrement 2

Semaine 9
le 15/17 octobre—Chapitre 7
Exam 2

Semaine 10
le 22/24 octobre—Chapitre 8
Semaine 11
le 29/31 octobre — Chapitre 9

Semaine 12
le 7 novembre—Chapitre 10
Enregistrement 3

Semaine 13
le 12/14 novembre—Chapitre 10

Semaine 14
le 19/21 novembre—Chapitres 11,12, 13,14 Consonnes

Semaine 15
Le 3/5 décembre
Transcription 3
Enregistrement 4
I. Basic Information
Three hours credit. Critical Approaches to Literature and Culture

II. Scope of the Course
This course will examine issues, critical terms, major theorists, and positions related to the development of twentieth century critical thought and cultural theory.

III. Objectives of the Course
The objectives of the course are to familiarize the student with some of the major tenets of critical analysis and theory, to introduce the student to the work of influential figures in twentieth and twenty-first century critical and theoretical approaches, and to facilitate the student’s ability to read and write about texts and cultural phenomena in a focused, critical and analytical way. In the process the student will become more informed about the philosophical and ideological influences that have impacted or informed his/her own thinking. Additionally, we will look at the circulation of ideas in academia and the broader culture.

IV. Required Texts
The Penguin Dictionary of Critical Theory, David Macey
Additional readings will be provided.

V. Additional Helpful Reading and Research
French Cultural Studies: An Introduction, Ed. Jill Forbes and Michael Kelly
Spanish Cultural Studies: An Introduction, Ed. Helen Graham and Jo Labanyi
The Cultural Studies Reader, Ed. Simon During
Fifty Key Contemporary Thinkers from Structuralism to Postmodernity, John Lechte, ISBN 0-415-07408-8. Other sources and suggested readings will be made available in the library.

VI. Method of Instruction
Class discussions will center on assigned reading materials and study questions. Students should come to class prepared to actively participate in these discussions. Class discussions will be supplemented by online discussions.

VII. Method of Evaluation
Exams 50%
Paper (10 pages) 20%
Class Participation 10%
Intellectual Genealogy Project 10%
Short Response papers 10%

VIII. Please confirm with me to be sure that I have received notification of special accommodations for testing and assignments.

Guidelines for research paper
1. Have at least five sources cited.
2. Use the MLA guidelines for writing research papers. Document accurately. If you are accustomed to using APA you may choose to use that style manual.
3. Submit abstract at least two weeks prior to due date of paper.
4. You may submit a rough draft for suggestions.
5. Create a cover sheet with appropriate class, date, name, information.
6. Final paper must be typed.
7. The OWL (Online writing lab at Purdue) is an excellent resource for writing and paper development and online copies of the style manuals.
FRE/SPA/TESL 490: Capstone

Fall 2013

1 credit hour

Instructors: Dr. Jean Marie Walls
Discipline Specific Advisor

Office: PAC A-29
E-mail: jwalls@uu.edu
Phone: 661-5359

Course Meetings:

OBJECTIVES AND GOALS
This capstone course is designed for you as a senior to achieve the following:

- Synthesis of information and experiences from your program of study into a culminating research project
- Mastery of not only the breadth but also the depth of information covered in this program of study
- A research project that reflects a functional level of skill with research methods that are appropriate for the given project
- An ability to execute and present senior-level work, including appropriate discourse, accurate references to theorists and literature, and a professional final document and presentation
- The ability to develop and sustain an individual project, organizing and managing a research schedule, keeping communication lines open with your professor, and being aware of and meeting various deadlines

REFERENCE MATERIALS:
MLA or APA Style Manual, as appropriate to your discipline (Can be found on OWL Purdue site.)

COMPONENTS OF COURSE

Project Management: 20%
This portion of the grade will be jointly decided by Dr. Walls and your discipline-specific professor and based on the following criteria:

- Maintaining a reasonable research schedule
- Preparation for class and active participation in peer-editing and evaluation sessions
- Maintaining open lines of communication with your discipline-specific professor according to the schedule given below
- Completing all phases of the project, including the final document and presentation, by assigned deadlines

Final Document: 55%
The final document will include at a minimum twenty pages of text, written in the target language as appropriate, plus necessary documentation and introductory matter. This grade will be determined by your discipline-specific professor. For the final capstone paper, you will be graded on the following criteria:

- Organization
- Clear, professional use of language
- Accuracy and fluidity of written language
- Easily-identified thesis
- Accurate language usage
- APA or MLA documentation
- Thoroughness
- Use of vivid examples
• Integration and choice of secondary sources
• Writing style
• Clear conclusions and implications for future research

Presentation: 25%
Your oral presentation should include all of the previously mentioned components. You should prepare a Power Point as visual support for your oral presentation. You may choose as well to use handouts or other means of engaging your audience with your topic. The presentation will last approximately 12-15 minutes, with 5 minutes for questions from the audience.
For the Presentation, you will be graded on the following criteria:
• Organization
• Clear, easy-to-understand language
• Accurate and appropriate Spanish or French, as relevant
• Use of Power Point and/or other presentation support tools
• Engagement with audience
• Professional appearance (personal, documents, etc.)
• Use of vivid examples
• Integration of secondary sources
• Productive use of time and adherence to the time limits