

JEFFERSON COLLEGE

COURSE SYLLABUS

FRN253

FRENCH READING-INDEPENDENT STUDY

3 Credit Hours

Prepared by:
Sally Borgerson

Revised Date: January 1999
by
Sally Borgerson

Division of Communication-Arts
Mindy Selsor, Division Chair

FRN253: French Reading (Independent Study)

I. CATALOGUE DESCRIPTION

The French Reading students will expand their reading skills and vocabulary and will be introduced to French literature. Individualized instruction is available. French Reading will partially meet the humanities requirement for the associate degree.

II. GENERAL COURSE OBJECTIVES

- A. To improve one's reading ability by reading French prose, and some poetry, learning to infer the meaning of many words from their context.
- B. To expand vocabulary.
- C. To learn about the breadth of cultures in the French-speaking world.
- D. To observe all the grammatical structures studied heretofore "in action," as used by proficient native writers.
- E. To expand the ability to express one's own opinion in French on the variety of topics covered through exercises of guided composition.
- F. To become familiar with some of the great French authors.

III. COURSE OUTLINE

<u>Week</u>	<u>Readings</u>	<u>Author</u>	<u>Place of Origin or Century of author</u>
2	<L'Ombre et l'absent> <Le temps du martyre>	Pham duy Khiêm David Diop	Viêt-Nam XX
3	<Une lettre> <Page d'écriture>	Danièle Sallenave Jacques Prévert	France XX
4	<Bonjour, Maman! Bonne Fête, Maman!> <L'étranger>	Marie-Thérèse Colimon-Hall Haïti Charles Baudelaire	 XIX
5	<Pour empêcher un mariage> <Impressions et Souvenirs>	Gabrielle Roy George Sand	Québec XIX
6	<Le temps ne passe pas> <Le Petit Chaperon rouge>	J.-M. G. Le Clézio Charles Perrault	France XVII

<u>Week</u>	<u>Readings</u>	<u>Author</u>	<u>Place of Origin or Century of author</u>
-------------	-----------------	---------------	---

7	<La Virago> <La Grenouille qui veut se faire aussi grosse que le Boeuf>	Suzanne Dracius-Pinalie Jean de la Fontaine	Martinique XVII
8	<Le cauchemar> <Souffre, pauvre Nègre>	Abdelhak Serhane David Diop	Maroc XX
9	<L'été des Indiens> <Le Petit Prince et la rose>	Martine Jacquot Antoine de Saint-Exupéry	Nouvelle-Ecosse XX
10	<La Noire de...> <Le Petit Prince et la renard>	Ousmane Sembène Antoine de Saint-Exupéry	Sénégal XX
11	<La Fièvre> <Les Vrilles de la Vigne>	J.-B. Tati Loutard Colette	Congo XX
12	<La Femme adultère> <Enivrez-vous>	Albert Camus Charles Baudelaire	Algérie XIX
13	<Sidonie> <Elle avait pris ce pli>	Myriam Warner-Vieyra Victor Hugo	Guadeloupe XIX
14	<Amertume> <Demain, dès l'aube>	Kama Kamanda Victor Hugo	Zaïre XIX
15	<Les triangles de Chloé> <Extrait de Candide>	Gaëtan Brulotte Voltaire	Québec XVIII
16	<Il n'y a pas d'exil> <Le Loup et L'agneau>	Assia Djebar Jean de La Fontaine	Algérie XVII

IV. UNIT OBJECTIVES (See general course objectives)

Each week the students turn in the assigned exercises from the two textbooks. The readings are arranged from least difficult to most difficult. The exercises are designed to build vocabulary and to test comprehension. Some of the questions require the students to give an opinion or to write creatively. The written feedback on the assignments provides the students with the opportunity to grow in their ability to express themselves in French.

V. METHODS OF INSTRUCTION

A. Vocabulary self-instruction by means of using a "dot system" in the dictionary

section to be found in the back of each text. (One dot means that the word has been looked up once and may be a low-frequency word that the student need not memorize. Two dots mean the word should go on the student's vocabulary list. Three dots indicate a high frequency word which the student must memorize and should put on an index card.)

- B. Development through extensive reading practice of the ability to skim for major points, in an attempt to grasp the key points alluded to in the exercises.
- C. Gradually more challenging writing assignments which the student turns in weekly for grading, and which are returned with extensive comments to assist the student in improving self-expression in French.
- D. If trouble spots appear on the homework, the student is encouraged to meet with the instructor, in person or by phone, for a tutorial.

VI. REQUIRED TEXTBOOK(S) WITH PUBLICATION INFORMATION

Budig-Markin and Gaasch. Diversité: La nouvelle francophone, Houghton-Mifflin, 1995.

Comeau and Bunting. Classiques pour débutants, Houghton-Mifflin, 1993.

VII. REQUIRED MATERIALS (STUDENT)

- A. Textbooks

VIII. SUPPLEMENTAL REFERENCES

- A. Students are encouraged to invest in a French-English, English-French dictionary, although these are available in the library and in the Language Lab.

IX. METHOD OF EVALUATION (STUDENT)

- A. Written assignments from Classiques and Diversité, 100%.

Grades are assigned on a percentage basis on the following scale:

90-100 = A
 80- 89 = B
 70- 79 = C
 60- 69 = D
 Below 60 = F