

F300 – Not Quite Human

Fall 2013 Syllabus & Course Schedule

Erin Anna-Marie Myers

Introduction

This course asks what it means to be human by exploring literature, visual art and film which place the human in contrast with its presumed opposites: the animal, the supernatural, the monster, the primitive, the machine, the imaginary, the disembodied, and the absent. We will read texts from the Middle Ages through the 20th century in various genres, including poetry, theater, essays, autobiography, the novel and the novella. We will also view and discuss works of visual art and film related to the texts and periods studied. This course seeks to expand your comprehension and appreciation of French literature and to develop your written and oral expression of ideas through reading, vocabulary practice, discussion, and writing. This course will be conducted primarily in French. The course meets Tuesday and Thursday from 9:30-10:45 AM in Kirkwood Hall, Room 212.

Course Credit

This is a three-credit course which counts toward your CASE A&H Breadth of Inquiry requirement. F300 is required for a minor in French, and is more or less prerequisite for other 300-level courses. F300 credits also may be used towards a 29-credit major in French. Go to <http://www.iub.edu/~frithome/undergraduate/french/> for more information about minoring or majoring in French.

Required Books

- Victor Hugo. Quatrevingt-Treize.
- Marcel Aymé. Le passe-muraille.
- Jean Racine. Phèdre.

Editions of these classic works are available at the IU Bookstore, in the Herman B. Wells Library, and elsewhere.

Other Resources

- Oncourse (syllabus, readings, web links, assignments, chat room, etc.)
- Wells Library (Dictionary of French Literature (Reference Room), 9th Floor stacks)
- Group read: _____
- Instructor: Erin Myers, Visiting Lecturer & F150 Course Supervisor, BH 607, easipe@indiana.edu, 855-7538.

Course Goals

- **Knowledge:** Students will have read and discussed works of literature in French spanning several centuries and genres. They will be able to explain and defend their preference for a particular period, genre, or work in paragraph-length discourse. They will acquire at least 30 new vocabulary items useful for description, analysis, and argumentation. They will also become familiar with at least one new “tool” for literary analysis.
- **Skills:** Students will be able to construct and defend a simple argument grounded in one or more literary texts. They will develop their ability to communicate their ideas in both oral and written French. They will be able to read texts composed using the *passé simple* with ease.
- **Perspectives:** Students will contribute individually and as a class to the exploration of the connections between language, literature, and humanness.

Grade Breakdown

- **Oral Communication (20%):** Discussion/Oncourse forum frequency/quality of participation, 10%; oral presentation, 10% **OR** poetry recitation, 10%.
- **Reading (20%):** Best 7 of 10 reading/vocabulary quiz scores (~3% each). May only be taken in advance of an absence.
- **Written Communication (30%):** Three writing projects (10% each).
- **Mastery of Material and Methods of Literary Analysis (30%):** Take-home final exam.

Course Meetings

In order to achieve the announced goals above, course members are expected to read and prepare any assigned discussion questions before coming to class. Class time will be structured according to the following Tuesday-Thursday rhythm:

mardi		jeudi
9h30	Interro de lecture/vocabulaire	Interro de lecture/vocabulaire
9h40	Annonces	Annonces
9h50	Révision: Présentation/Groupes/Activité	Révision: Présentation/Groupes/Activité
10h00	Discussion	Discussion
10h10	Discussion/Problématisation	Discussion/Problématisation
10h20	Synthèse	Synthèse
10h30	Présentation orale/Récitation	Devoir sur table (travail écrit)

Note that on days when no quiz is scheduled, class will begin immediately with Forum/Annonces, and in general, review, discussion, analysis and synthesis will expand to fit the available class time.

Reading/Vocabulary Quizzes

Ten quizzes (*interros*) are scheduled throughout the semester (marked with a red **Q** on the course schedule). Only your best seven scores will comprise your total quiz grade. It is in your best interest to take all ten quizzes, but it will not count against you if you have to miss up to three quizzes due to unexpected absences. Quizzes may not be made up, but may be taken in advance of a known absence. In such cases, please notify and/or remind me of your upcoming absence at least a week before the missed class. Questions about the reading are selected in order to highlight significant components of the reading and will rarely be short answer. Questions about vocabulary are selected in order to reinforce terms and concepts which are essential to understanding and analyzing the text. Vocabulary items likely to be included on quizzes will appear either in prepared vocabulary lists, class discussion, or my presentation of a tool for literary analysis. It is a good idea to identify important words and look them up, discuss ambiguous terms on the Oncourse forum, take notes in class, and keep a running list of words and definitions. This way you will be able to monitor your progress.

Participation in Class Discussion

Your presence in and preparation for class is essential. Your participation grade reflects your regular attendance and the frequency and quality of your contributions to class discussion. You may miss up to two class meetings no questions asked, and no excuses necessary before your absences will begin to affect your participation grade (0.5% per absence). Let's say "Alice" misses five class meetings, two because she was ill, one due to an away tennis meet (she plays on the varsity team) one because her flight back from Thanksgiving break was cancelled, and one because she overslept. Her tennis meet absence will be excused, provided that *advance notice and proper documentation* is given. Three of the four absences "count," but two are "freebies," so assuming that Alice contributes regularly and constructively to class discussion and sometimes puts up a compelling question or comment on an Oncourse forum (at least twice during the semester), she will receive $(10 - 0.5) = 9.5\%$ for her participation grade.

The essence of this policy is to accommodate stuff that happens in life, while maintaining an atmosphere of accountability, congeniality, and serious scholarship. If you know in advance that you will need to be excused from class due to chronic illness, family or work obligations, political activism, extracurricular activities or IU-approved religious observance, please discuss your circumstances with me within the first two weeks of the semester, or as soon as possible when events arise.

Oral Presentation My date: _____ My topic: _____

Early in the semester, you will choose a date for your oral presentation. I will assist you in identifying a topic relevant to the readings. You will meet with me once after you have begun preparing your presentation in order to practice and receive useful feedback before you give your presentation in class. The goal of this assignment is for you to orally demonstrate your mastery of a literary figure or analytical tool and to successfully communicate your ideas to your peers. You will be graded based on the clarity and creativity of your presentation, as well as how effectively you convey your ideas to your classmates. To this end, your grammar, vocabulary and pronunciation should be well-tuned, but they will not directly affect your grade. If you opt to use Voki for this assignment, you may choose to convert your carefully edited and proofread text into the avatar's speech.

Poetry Recitation My date: _____ My poem: _____

Early in the semester, you will choose a date for your poetry recitation. Once you have a date, you may research poems and choose one which represents some aspect of humanness (or non-humanness) and which speaks to you. Confirm your choice with me by sending a link or giving me a hard copy of the poem. You will practice performing it aloud at home, and rehearse a minute

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or two of commentary (in French) as to what it does, how it does it, and the way you respond to it. Then you will give your recitation and commentary to the class. Alternatively, if you opt to use Voki for this assignment, the voice of the avatar must be your *own*. The goal of this assignment is for you to connect with a poem in a deep way, both intellectually and emotionally, learn to pronounce all of the words in it (as well as becoming familiar with their meanings), and communicate your appraisal of the poem to your classmates. To this end, the quality of your delivery (including pronunciation) and commentary (your ideas and articulation of them) will be graded.

Staged Reading

When we read *Phèdre*, we will also take some time in class to savor the aural and dramatic effects of Racine's verses through a staged reading of scenes from the play. Roles and scenes will be assigned ahead of time so that actors may practice their lines at home before our staged reading.

Devoirs sur table and Writing Projects

Fifteen minutes of class time every Thursday will be devoted to formulating your reactions to reading and discussion, and to developing your analytical writing skills. For each "devoir sur table" you will be given a prompt, either a question or a goal, and I will be at your disposal during that time to help you deepen your analysis, sharpen your expression and articulation, and clarify concepts. Sometimes I will collect these in-class writings in order to provide guidance for your writing, and some of them will grow into the three graded writing assignments. Writing assignment due dates are listed on the course schedule. Please note that writing assignments are subject to a 10% reduction in grade per day (including weekend days) after a grace period of two days. The goal of the in-class writing and the writing projects in general is to give you the space, time and opportunity to hone your written expression. You are expected to keep all hard copies and notebook pages of your written work in a folder or binder until the end of the semester. Need it not be said that you are expected to remain in class until the end of the period.

Laptops, Notebooks, Tablets, eReaders and Smartphones

...Must be silenced in class but may be consulted during class *for class purposes only*. These include, and *are* limited to: accessing digital versions of the texts, researching questions which arise during class discussion, looking up vocabulary pertinent to the discussion, viewing images and other media related to readings, and using a word processor during in-class writing time. This contract will only work if devices do not detract from class discussion. Violations of the class purpose or distraction rules will solicit warnings, and unheeded or repeated warnings will result in sanctions such as being asked to turn off or put away a device, or nevermore to use it in class. Need it not be said that the use of such devices will not be tolerated during quizzes and presentations.

Academic Honesty

Your honor as a student of Indiana University rests on your careful, thoughtful scholarship and your faithful citation of ideas and scholarship which are not your own. Submitting someone else's work in your own name, completing assignments for someone else, sharing answers or consulting unauthorized sources on individual quizzes and exams is CHEATING. Copying and pasting ideas or text from any source, digital or otherwise, without identifying the author is PLAGIARISM. Rephrasing someone else's text without identifying the author of the original is ALSO PLAGIARISM. These fraudulent behaviors compromise the integrity of the university and its students, and are cause for sanctions including receiving a "0" on an assignment or being expelled. If you have any questions about fair use or citation, please ask me. For IU policies on Academic Integrity, please refer to the Code of Student Rights, Responsibilities, and Conduct: <http://www.iu.edu/~code/code/responsibilities/academic/index.shtml>.

Date	Programme	Notes
27-août	Introduction au cours	
29-août	<i>Le passe-muraille</i> (Aymé) (LV) Q	
3-sept	Desnos et Bonnefoy (OC)	
5-sept	<i>La règle du jeu</i> (Renoir) (ST)	
10-sept	<i>Ma vie</i> (Renoir) (OC) Q	
12-sept	Baudelaire (OC) (LV)	
17-sept	Devoir 1. Visite du musée d'art.	
19-sept	<i>Quatrevingt-treize</i> ('93) I.1. (LV)	
24-sept	'93 (Hugo) I.2. Q	
26-sept	'93 (Hugo) I.3.	
1-oct	'93 (Hugo) I.4.	
3-oct	'93 (Hugo) II.1. Q	
8-oct	'93 (Hugo) II.2.	
10-oct	'93 (Hugo) II.3.	
15-oct	'93 (Hugo) III.1. Q	
17-oct	Devoir 2. '93 (Hugo) III.2.I.-III.2.VI.	
22-oct	'93 (Hugo) III.2.VII.-III.2.XIV.	
24-oct	'93 (Hugo) III.3. Q	
29-oct	'93 (Hugo) III.4.I.-III.4.IX.	
31-oct	'93 (Hugo) III.4.X.-III.5.	
5-nov	'93 (Hugo) III.6. Q	
7-nov	'93 (Hugo) III.7.	
12-nov	Rousseau (OC). Retour au musée.	
14-nov	<i>Phèdre</i> (Racine) I-II (LV) Q	
19-nov	<i>Phèdre</i> (Racine) III-IV (LV)	
21-nov	<i>Phèdre</i> (Racine) V (LV)	
26-nov	<i>Congé de Thanksgiving</i>	
28-nov		
3-déc	<i>Pensées</i> (Pascal) (OC) Q	
5-déc	Devoir 3. <i>Les Regrets</i> (Du Bellay) (OC)	
10-déc	<i>Bisclavret</i> (Marie de France) (OC) Q	
12-déc	Conclusions	