

**OXFORD COLLEGE of Emory University**  
Humanities Division

**Matthew Moyle, PhD**  
matthew.moyle@emory.edu • 4-4673  
Language 111 • MTuWF 10:00-10:50  
fren310.matthewmoyle.com

**French 310W – Écrire en français**  
**Automne 2018 • lun, mer, ven 09h00-09h50 • Pierce Hall 228**

**Prerequisites:** French 203, a score of 4 or 5 on the AP French exam, or equivalent experience. Please see the instructor if you are unsure of your preparedness for the course.

**Introduction and Course Objectives:**

French 310 builds on prior study of French to develop students' capacities as writers (especially), readers, and speakers of the language. Its primary concern and goal is clear, correct, and coherent written expression in French that is stylistically appropriate for its genre and audience. By the close reading of several sample texts, students will gain insights into the various tools writers use to create meaning and will apply these insights to their own writing. Furthermore, by carefully critiquing their own and colleagues' work, they will become more astute readers and more precise writers.

Each week of the semester, students will be engaged in a writing assignment and/or will be revising a previous paper. Assignments will be designed to expand the range of subjects about which students can write in French. Furthermore, since writing is itself a significant part of the intellectual content of the course, students will reflect on the process of writing as experienced by authors and the tools of the writerly trade.

French 310 is designated as a "writing-rich" course; its successful completion with a grade of "C" or better meets the College's Continuing Writing Requirement. In addition, French 310 is a core requirement of the major and minor programs in French at Emory College. It is the pre-requisite or co-requisite of all further courses and is strongly recommended for students enrolling in Emory's semester and full-year abroad program in Paris ("EDUCO"). This is because the course aims, in brief, to help students discover the tools for the clear, correct, and compelling academic writing that would be expected in a French university or in higher-level French courses.

**Texts to purchase:**

- Siskin, H. Jay et al., *Tâches d'encre: French Composition*, 4<sup>th</sup> ed. Boston: Cengage, 2017.
  - paperbound: ISBN 978-1-305-58028-2
  - e-book: ISBN 978-1-337-02610-9
- *Le Petit Robert Micro*. Paris: Le Robert. Any edition, newer is better. ISBN for 2015 ed.: 978-2-321-00643-5

In addition, each student will read a novel of her/his choice. This may be purchased or borrowed from the library.

### Recommended:

- *Collins-Robert French Unabridged Dictionary*. New York: HarperCollins. Any edition, newer is better. ISBN for 2012 ed.: 978-0-061-96299-8
- Peyroutet, Claude. *Style et rhétorique*. Paris: Nathan (Repères Pratiques), 2013. ISBN 978-2-09-162824-0.
- grammar references or reviews, such as:
  - Abbadie, Christian, et al. *L'Expression française écrite et orale*. Grenoble: Presses Universitaires de Grenoble, 2004. ISBN 978-2-7061-1461-8.
  - Stillman, David M. and Ronni L. Gordon, *Reprise: A French Grammar Review Worktext*. Boston: McGraw-Hill, 2007. ISBN 978-0-07-353541-8.
  - the “Bescherelle,” more formally *La Conjugaison pour tous* (Paris: Hatier, 2012). ISBN 978-2-218-95198-5. Also *L'orthographe pour tous*, and *La Grammaire pour tous*, from the same publisher.

Required texts are available at the Oxford College bookstore, located in Candler Hall. Copies of recommended texts may be on reserve at the library.

### **Assessment:**

#### Présence, préparation, participation (20%)

While this course focuses primarily on writing, our time together in class will be devoted in large measure to the discussion of model texts, of stylistic and rhetorical tools, and to your own works in progress. The course functions best when each student comes to class prepared to carefully engage with the assigned material.

You should **read well**: There will be frequent readings from sample texts in *Tâches d'encre*. You are asked to carefully read, and reread, these works in order to be able to discuss them thoughtfully. Guided by the questions following each one, you should read with attention to comprehension, style, and structure, remembering that these texts are meant to inspire your own writing.

You should **practice well**: I will ask you to read and study sections in *Tâches d'encre* that present useful vocabulary, grammar reviews, and stylistic tools; all of which contribute to the improvement of your writing skills. I will ask you to turn in occasional exercises from these texts, and we will work on others together in class. It is your responsibility to independently work on other exercises where you feel that extra practice would benefit you. Ask any questions you have, even if they feel “basic” to you. You are probably not the only one wondering.

Attentive reading and diligent practice will help you **participate frequently**: Active participation in class discussions (and therefore, regular attendance) is indispensable for successful completion of the course. In practical terms, 10 points are assigned for in-class participation each day, according to the following approximate scale:

- 10: you are present, fully engaged, well-prepared, and participating willingly in small- and large-group activities.
- 8-9: You mostly meet the above standards but there is room for improvement.
- 6-7: Infrequent participation or evidence of poor preparation.
- 5 or less: Infrequent participation AND evidence of poor preparation. Evidence of disengagement (cell phone use, working on other homework, sleeping...).
- 0: absent.

Participation points are also deducted for arriving late, leaving early, or leaving and returning. Please also refer to the separate document *Standards for Mutual Respect*.

#### Exercices et/ou contrôles (12.5%)

Many assigned exercises from *Tâches d'encre* will be discussed in class. Others will be collected and will be graded globally according to the following scale:

- + : excellent effort, few mistakes (100%)
- ☑ : adequate effort, some mistakes (80%)
- – : inadequate effort, many avoidable errors, but assignment complete (50%)
- o : assignment missing or incomplete

This category also includes any writing assignments (in class or at home) outside of formal staged compositions. Quizzes (announced or not) may be given at the instructor's discretion, according to the needs of the class.

#### Travaux écrits (50%)

The bulk of the work in this course will consist of staged writing assignments. A typical composition might entail a prewriting activity, a first draft shared with a peer group, a second draft that I will correct, and a final version. You may expect to be working on the final version of one paper and an early draft of another paper at the same time. Written work will be graded according to the following approximate rubric:

- A: coherent and compelling essay that closely addresses the assignment parameters, written in clear and correct French, and showing increasing sophistication in style.
- B: the paper only partially addresses the assignment, contains sufficient errors to suggest a rushed composition, or shows little progress with respect to style.
- C: more than one of the issues named under "B;" relevance to the assignment difficult to determine in places, issues in expression that partially interfere with understanding of the paper.
- D: more than one of the issues mentioned under "C."
- F: the paper fails to even remotely address the prompt, shows a complete lack of effort.

#### Exposés (7.5%)

Each student will do three oral presentations over the course of the semester. The exposés will ask you to adapt a composition for an audience; adding, subtracting, and reworking as necessary. Exposés will be assessed according to a similar rubric to written work.

#### Examen final (10%)

The final exam will be an in-class writing exercise where you will be given a choice of two prompts. It will be given on **Thursday, December 13<sup>th</sup>**, from **2:00 to 5:00**. College policy requires that exams be given as scheduled except in extraordinary circumstances.

#### **Grading Scale:**

93-100%: A; 90-92: A-; 88-89: B+; 84-87: B; 80-83: B-; 78-79: C+; 74-77: C; 70-73: C-; 68-69: D+; 60-67: D; 59 or less: F.

**A word on academic integrity:**

Students are expected to be familiar with, and to strictly abide by the Oxford College Honor Code. In the context of this course, please be aware that the following are considered “unauthorized assistance,” and therefore constitute academic misconduct (see Honor Code, art. 1, A.3.):

- 1) The use of computer-assisted translation in ANY written or oral work.
- 2) Having a more advanced student or native speaker correct or complete assignments. (I want to see YOUR French, mistakes and all.)
- 3) The recycling of your own or other people’s work.
- 4) Using the words or ideas of another person without specifically citing the author and work where those ideas are found. Note that secondary sources are not required for any assignment in this course.

The normal penalty for a first offense of academic misconduct is a grade of ‘F’ in the course.

**Kindly note the following:** “Student work submitted as part of this course may be reviewed by Oxford College and Emory College faculty and staff for the purposes of improving instruction and enhancing Emory education.”

**If you have** a documented disability, please arrange for the Office of Accommodation Services (Murphy Hall, <[equityandinclusion.emory.edu/access](http://equityandinclusion.emory.edu/access)>) to provide a letter detailing any necessary accommodations, then see me to discuss it. All conversations and correspondence related to accommodations will be treated confidentially.

**If celebrating religious holidays** will pose a conflict with major class activities, please let me know well in advance so that we may make alternate arrangements.

**I reserve the right** to request that the Dean of Academic Affairs (or designee) remove you from the course for excessive absences or repeated disruptive behavior.

**Pour le bien-être de tous...** please refrain from eating or chewing gum, silence and stow cell phones and music players; reserve tablets and laptops for consulting class texts; participate with enthusiasm, ask questions when you have them, and do all you can to contribute to the learning experience.

Programme de travail

	lisez/préparez	lisez/étudiez (Te)	exercices	travaux écrits
mercredi 29 août				autoportrait (en classe)
vendredi 31 août	<ul style="list-style-type: none"> <li>• « The Process of Writing » (Te, pp. 1-3)</li> <li>• « Resources » (pp. 3-5)</li> </ul>		Individual Writing Survey (C)	
lundi 3 septembre <b>fête du Travail</b>				
mercredi 5 septembre		Vocabulaire utile (p. 9)	exs. A, B, C, pp. 5-6, Te	
vendredi 7 septembre	Natacha Appanah, <i>Blue Bay Palace</i> (extrait), Te, pp. 11-12.			description, 1 <sup>re</sup> étape
lundi 10 septembre	J.-M.G. Le Clézio, <i>Le Désert</i> (C)	Actes de parole (pp. 16-18 ; 19)	<ul style="list-style-type: none"> <li>• ex. A, p. 18, Te</li> <li>• ex. B, p. 20, Te</li> </ul>	description, 2 <sup>e</sup> étape
mercredi 12 septembre				description, <b>premier brouillon</b>
vendredi 14 septembre	« Renouveau » (Te, p. 27)	Stylistique, pp. 22-24		
lundi 17 septembre			exs. B, D, E ; pp. 24-26, Te	description, <b>deuxième brouillon</b>
mercredi 19 septembre	<ul style="list-style-type: none"> <li>• La Bruyère, « Biens de la fortune », extrait des <i>Caractères</i> (C)</li> <li>• Dai Sijie, « Travail de rêve », extrait de <i>Le Complexe de Di</i> (Te, pp. 33-35)</li> </ul>	Vocabulaire utile (pp. 31-32)	exercice n° 1 (C)	

**Te:** Tâches d'encre. Pour les lectures, réfléchissez sur les questions « Compréhension du texte », « Analyse structurelle » et « Analyse stylistique ».  
**C:** Texte ou exercice que vous trouverez sur Canvas ou sur fren310.matthewmoyle.com; et/ou qui sera distribué en classe.

	<b>lisez/préparez</b>	<b>lisez/étudiez (Te)</b>	<b>exercices</b>	<b>travaux écrits</b>
vendredi 21 septembre	Michel Tournier, « Portrait de Nestor », extrait du <i>Roi des Aulnes</i> (C)	Actes de parole (pp. 38-42)	<ul style="list-style-type: none"> <li>• ex. B, p. 43, <i>Te</i></li> <li>• exercice n° 2 (C)</li> </ul>	<i>portrait</i> , 1 <sup>re</sup> étape (en classe)
lundi 24 septembre		Stylistique (pp. 45-48)	exs. C, D ; p. 47, <i>Te</i>	<i>portrait</i> , 2 <sup>e</sup> étape
mercredi 26 septembre	« En surface » (p. 49)		exercice n° 3 (C)	<i>portrait</i> , <b>premier brouillon</b>
vendredi 28 septembre	Raymond Queneau, <i>Exercices de style</i> , extraits (C)			<i>portrait</i> , <b>deuxième brouillon</b>
lundi 1 <sup>er</sup> octobre				
mercredi 3 octobre	<b>en classe : exposés</b>			
vendredi 5 octobre	Sylvie Germain, extrait de <i>Tobie des Marais</i> (C)	Vocabulaire utile (pp. 73-74)	exercice de style <sup>1</sup>	
lundi 8 octobre <b>vacances d'automne</b>				
mercredi 10 octobre	Simone de Beauvoir, « La Prise de Conscience », extrait de <i>Belles images</i> ( <i>Te</i> , pp. 76-78)	Actes de parole (pp. 81-85)	ex. A, p. 87, <i>Te</i>	<i>récit</i> , 1 <sup>re</sup> étape (en classe)
vendredi 12 octobre		Stylistique (pp. 86-90)	ex. A, B ; p. 91, <i>Te</i>	<i>récit</i> , 2 <sup>e</sup> étape
lundi 15 octobre	« Roses blanches » (p. 92)			<i>récit</i> , <b>premier brouillon</b>
mercredi 17 octobre	Albert Camus, « La Contagion » ( <i>Te</i> , pp. 99-100)	Vocabulaire utile (p. 97)		<i>récit</i> , <b>deuxième brouillon</b>
vendredi 19 octobre		<ul style="list-style-type: none"> <li>• Actes de parole (pp. 104-106)</li> <li>• Stylistique (pp. 109-110)</li> </ul>	<ul style="list-style-type: none"> <li>• ex. C, p. 108, <i>Te</i></li> <li>• ex. A, p. 110, <i>Te</i></li> <li>• ex. B, p. 112, <i>Te</i></li> </ul>	<i>essai</i> , 1 <sup>re</sup> étape (en classe)
lundi 22 octobre			exercice n° 4 (C)	<ul style="list-style-type: none"> <li>• <i>essai</i>, 2<sup>e</sup> étape</li> <li>• analyse du roman personnel<sup>2</sup></li> </ul>

<sup>1</sup> Prenez le cinquième paragraphe de « Portrait de Nestor » (*Te*, p. 38, lignes 42-52), et réécrivez-le dans un style utilisé par Queneau dans *Exercices de style*. Au site web, vous trouverez une version en « Notations » et « Surprises ».

**Te:** *Tâches d'encre*. Pour les lectures, réfléchissez sur les questions « Compréhension du texte », « Analyse structurelle » et « Analyse stylistique ».

**C:** Texte ou exercice que vous trouverez sur Canvas ou sur [fren310.matthewmoyle.com](http://fren310.matthewmoyle.com); et/ou qui sera distribué en classe.

	<b>lisez/préparez</b>	<b>lisez/étudiez (Te)</b>	<b>exercices</b>	<b>travaux écrits</b>
mercredi 24 octobre	« Fausse tolérance », pp. 113-114			<i>essai</i> , <b>premier brouillon</b>
vendredi 26 octobre				<i>essai</i> , <b>deuxième brouillon</b>
lundi 29 octobre	en classe : <b>exposés</b>			
mercredi 31 octobre		Vocabulaire utile (p.120)	exercice de style (roman personnel) <sup>3</sup>	<i>dissertation</i> , 1 <sup>re</sup> étape (en classe)
vendredi 2 novembre	Bernard Vaudour-Faguet, « L'Écologie sentimentale » (Te, pp. 122-123)		exercice n° 5 (C)	
lundi 5 novembre		Actes de parole (p. 130)		
mercredi 7 novembre	« L'Importance de la photographie », pp. 136-137.			<i>dissertation</i> , <b>premier brouillon</b>
vendredi 9 novembre				<i>dissertation</i> , <b>deuxième brouillon</b>
lundi 12 novembre	Rimbaud, « Le Dormeur du val », p. 142			
mercredi 14 novembre	<ul style="list-style-type: none"> <li>• Apollinaire, « Mai » (C)</li> <li>• Robert Desnos, « Ce cœur qui haïssait la guerre » (Te, p. 145)</li> </ul>	Vocabulaire utile, p. 143	<ul style="list-style-type: none"> <li>• ex., p. 156, Te</li> <li>• exercice n° 6 (C)</li> </ul>	
vendredi 16 novembre	« Commentaire composé du poème "Ce cœur qui haïssait la guerre" », pp. 147-149	Actes de parole (pp. 154-157)		<i>commentaire composé</i> , 1 <sup>re</sup> étape

<sup>2</sup> Pour ce devoir, vous allez prendre le roman que vous avez choisi et faire une brève analyse de son style, surtout en ce qui concerne ses descriptions (des espaces et des personnages) et sa narration. Autrement dit, vous allez interroger votre roman comme vous avez interrogé les textes modèles des premières unités du cours. **2-3 bons paragraphes.**

<sup>3</sup> Pour ce devoir, vous allez prendre un extrait de votre roman (un paragraphe ou deux) et le réécrire dans un autre style. Vous pouvez choisir un des styles qu'utilise Queneau ou bien le style d'un autre auteur que vous connaissez. Rendez le texte originel de votre roman avec votre adaptation.

**Te:** *Tâches d'encre*. Pour les lectures, réfléchissez sur les questions « Compréhension du texte », « Analyse structurelle » et « Analyse stylistique ».

**C:** Texte ou exercice que vous trouverez sur Canvas ou sur [fren310.matthewmoyle.com](http://fren310.matthewmoyle.com); et/ou qui sera distribué en classe.

	<b>lisez/préparez</b>	<b>lisez/étudiez (Te)</b>	<b>exercices</b>	<b>travaux écrits</b>
lundi 19 novembre	Patrick Modiano, extrait de <i>Pour que tu ne te perdes pas dans le quartier</i> (C)	Stylistique (p. 159)	<ul style="list-style-type: none"> <li>exercice n° 7 (C)</li> <li>exercice n° 8 (C)</li> </ul>	<i>commentaire composé</i> , 2 <sup>e</sup> étape
mercredi 21 novembre vendredi 23 novembre <b>vacances de Thanksgiving</b>				
lundi 26 novembre	<ul style="list-style-type: none"> <li>Desnos, « J'ai tant rêvé de toi », p. 160</li> <li>« J'ai tant rêvé de toi... que je t'ai engloutie dans mes pensées », pp. 161-163</li> </ul>			
mercredi 28 novembre				<i>commentaire composé</i> , <b>premier brouillon</b>
vendredi 30 novembre	en classe : <b>exposés</b>			<i>commentaire composé</i> , <b>deuxième brouillon</b>
lundi 3 décembre	« Lettre de motivation et CV », pp. 170-171	Vocabulaire utile (pp. 167-168)		<i>correspondance commerciale</i> , 1 <sup>re</sup> étape
mercredi 5 décembre	Lettre et CV de M <sup>lle</sup> Julie Mitchell, pp. 184-185.	Actes de parole (174-176)		<i>correspondance commerciale</i> , 2 <sup>e</sup> étape
vendredi 7 décembre				<b>lettre de motivation</b>
lundi 10 décembre <b>rattrapages et conclusions</b>				

**Te:** *Tâches d'encre*. Pour les lectures, réfléchissez sur les questions « Compréhension du texte », « Analyse structurelle » et « Analyse stylistique ».

**C:** Texte ou exercice que vous trouverez sur Canvas ou sur [fren310.matthewmoyle.com](http://fren310.matthewmoyle.com); et/ou qui sera distribué en classe.