## FREN 315: Introduction to Francophone Literature

### Course Description:
Conducted entirely in French, this course is designed to introduce students to the great writers of the last 150 years in France and Québec. The main literary trends of this momentous era, such as surrealism, existentialism, and theatre of the absurd, will be explored. Students will learn some formal critical analysis methods, and will be required to apply critical-thinking skills to analyse the concepts and ideals that motivated the intellectuals of this period.

### Prerequisites:
- FREN 219 or instructor's permission. Note: One of either FREN 225 or FREN 245 is strongly recommended, and will be required as of September 2013.

### Corequisites:
None

### Syllabus:

<table>
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<tr>
<th>TOTAL HOURS PER TERM:</th>
<th>60</th>
<th>( \text{training day-based instruction:} )</th>
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<tbody>
<tr>
<td><strong>LECTURES:</strong></td>
<td>60 Hrs</td>
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<td><strong>SEMINAR:</strong></td>
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<td><strong>LABORATORY:</strong></td>
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<td><strong>FIELD EXPERIENCE:</strong></td>
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<td><strong>STUDENT DIRECTED LEARNING:</strong></td>
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<tr>
<td><strong>OTHER:</strong></td>
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Maximum enrolment: 26
Expected frequency of course offerings: Once per year

### Transfer Credit:
- **Lower-level courses only:** Yes
- **Upper-level requested by department:** Yes

### Course Approval:
- **Course designer(s):** Betty-Joan Traverse
- **Department Head:** Betty-Joan Traverse
- **Supporting area consultation:** Date approved: February 2012
- **Curriculum Committee chair:** Tetsuomi Anzai
- **Dean/Associate VP:** Jacqueline Nolte
- **Undergraduate Education Committee (UEC) approval:** Date approved: April 2012
LEARNING OUTCOMES:

Upon successful completion of this course, students will be able to:

• Recognize characteristics belonging to specific literary trends
• Recognize differences of genre and associated stylistic techniques
• Identify rhetorical figures used by authors (metonymy, allegory, metaphor, personification, chiasm, etc.)
• Analyze a poem’s formal structure and meaning
• Analyze texts in relation to the socio-historic context in which they were written
• Use sophisticated and specialized vocabulary and sentence structures.
• Write thorough explicative texts

METHODS: (Guest lecturers, presentations, online instruction, field trips, etc.)

All classroom interaction is in French. The discussion of the readings will focus on genre, structure and themes, the understanding and use of literary figures of style. Working as a group and in pairs, students go over the vocabulary and text appreciation exercises, after particular points have been elucidated. Composition skills are also addressed. Each student is also responsible for an oral presentation on one of the authors being studied, and a selection of their works that are not included in the anthology.

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

☑ Examination(s) ☐ Portfolio assessment ☐ Interview(s)

☐ Other (specify):

☐ PLAR cannot be awarded for this course for the following reason(s):

TEXTBOOKS, REFERENCES, MATERIALS: [Textbook selection varies by instructor. Examples for this course might be:]

Laurin, Michel. Anthologie littéraire de 1850 à aujourd’hui, Laval: Beauchemin, 2001

SUPPLIES / MATERIALS:

A good bilingual dictionary, such as Robert and Collins French-English/English-French dictionary
A good unilingual French dictionary, such as Le Petit Robert or Le Petit Larousse. Le Petit Larousse is available online. (Pocket dictionaries are inadequate)

STUDENT EVALUATION: [An example of student evaluation for this course might be:]

Oral presentation, preparation of texts, class participation 25%
Compositions 30%
Mid-term 10%
Final 35%

COURSE CONTENT: [Course content varies by instructor. An example of course content might be:]

1) French literary tenses (passé simple, passé antérieur, l’imparfait du subjonctif et le plus-que-parfait du subjonctif)
2) Understanding a poetic text, narrative text, dramatic text
3) How to write an explicative text
4) Analyzing the major literary schools of thought for this era, and the socio-historic context influencing them:
   • Realism (Balzac, Flaubert)
   • Naturalism (Maupassant, Zola)
   • Symbolism (Beaudelaire, Verlaine, Rimbaud)
   • Theater of the Absurd (Jarry, Beckett)
   • Surrealism (Apollinaire, Breton, Desnos, Prévert)
   • Existentialism (Sartre, de Beauvoir, Camus, Langevin)
   • Le Nouveau Roman (Butor, Robbe-Grillet, Duras, Queneau, )
   • Postmodernism (Tournier, Modiano, Ernaux, Semprun, Delerm, Tremblay)