



ORIGINAL COURSE IMPLEMENTATION DATE:

December 1997

REVISED COURSE IMPLEMENTATION DATE:

September 2026

COURSE TO BE REVIEWED (six years after UEC approval):

March 2030

Course outline form version: 28/10/2022

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

**Note: The University reserves the right to amend course outlines as needed without notice.**

Course Code and Number: FREN 315	Number of Credits: 4 <a href="#">Course credit policy (105)</a>												
Course Full Title: Introduction to French Literature													
Course Short Title: Intro to French Literature													
Faculty: Faculty of Humanities	Department (or program if no department): Modern Languages												
<b>Calendar Description:</b> <p>Conducted entirely in French, this course is designed to introduce students to the great writers from 1850 to present day in France. 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 analyze the concepts and ideals that motivated the intellectuals of this period.</p>													
Prerequisites (or NONE):	FREN 219 and one other FREN course numbered 225 or higher.												
Corequisites (if applicable, or NONE):	None.												
Pre/corequisites (if applicable, or NONE):	None.												
Antirequisite Courses (Cannot be taken for additional credit.)  Former course code/number:  Cross-listed with:  Equivalent course(s):  <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>	<b>Course Details</b>  Special Topics course: <b>No</b> <i>(If yes, the course will be offered under different letter designations representing different topics.)</i>  Directed Study course: <b>No</b> <i>(See <a href="#">policy 207</a> for more information.)</i>  Grading System: <b>Letter grades</b>  Delivery Mode: <b>May be offered in multiple delivery modes</b>  Expected frequency: <b>Every other year</b>  Maximum enrolment (for information only): <b>26</b>												
<b>Typical Structure of Instructional Hours</b> <table border="1"><tr><td>Lecture/seminar</td><td>60</td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td><b>Total hours</b></td><td><b>60</b></td></tr></table>		Lecture/seminar	60									<b>Total hours</b>	<b>60</b>
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<b>Total hours</b>	<b>60</b>												
<b>Scheduled Laboratory Hours</b>  Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes													
Department approval April 22, 2024	Date of meeting: August 2025												
Faculty Council approval	Date of meeting: October 10, 2025												
Undergraduate Education Committee (UEC) approval	Date of meeting: December 19, 2025												

**Learning Outcomes** (*These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.*)

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

1. Discuss characteristics belonging to specific literary trends.
2. Identify differences of genre and associated stylistic techniques.
3. Identify rhetorical figures used by authors (metonymy, allegory, metaphor, personification, chiasm, etc.).
4. Analyze a poem's formal structure and meaning.
5. Analyze texts in relation to the socio-historic context in which they were written. (Examples include decolonization, World Wars I & II, the Indochina War, the Algerian War, feminist movements, immigration, and the refugee crisis.)
6. Use formal and specialized vocabulary and sentence structures.
7. Write thorough explicative texts.

**Recommended Evaluation Methods and Weighting** (*Evaluation should align to learning outcomes.*)

Assignments:	55%	Quizzes/tests:	45%	%
	%		%	%

**Details:** Assignments include oral presentation (10%), 3-4 page essay (10%), 7-8 page essay (25%), and class participation (10%). Quizzes/tests include three tests.

**NOTE:** The following sections may vary by instructor. Please see course syllabus available from the instructor.

**Typical Instructional 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 ability to describe and use literary figures of speech. 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.

**Texts and Resource Materials** (*Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).*)

Type	Author or description	Title and publication/access details	Year
1. Textbook	Sartre, J.-P	<i>Huis Clos</i> suivi de <i>Les Mouches</i> , Gallimard	1962
2. Textbook	Sand, George	<i>La Mare au diable</i>	1850
3. Textbook	Nothomb. Amélie.	<i>L'hygiène de l'assassin</i>	1992
4. Textbook	Satrapi, Marjane	<i>Persepolis</i> , L'Association	2001
5.			

**Required Additional Supplies and Materials** (*Software, hardware, tools, specialized clothing, etc.*)

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.

**Course Content and Topics**

1. French literary tenses (le passé simple, le 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 and a literary analysis
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, Jarry)
  - Theatre of the Absurd (Jarry, Beckett)
  - Surrealism (Apollinaire, Breton, Desnos, Prévert)
  - Existentialism (Sartre, de Beauvoir, Camus)
  - Le Nouveau Roman (Butor, Robbe-Grillet, Duras, Queneau)
  - Postmodernism (Modiano, Ernaux, Semprun, Delerm)