

Orig  
Attached revised 3/24  
Approved 3/27

### General Education Course Proposal

Proposed Course: FREN 2B French for Communication Units 3.0  
Prefix No. Title

Department: Foreign Languages and Literatures School: Arts and Humanities

**GE Category (Indicate one category only):**

Foundation: A1\_\_\_; A2\_\_\_; A3\_\_\_; B4\_\_\_  
Breadth: B1\_\_\_; B2\_\_\_; C1\_\_\_; C2\_x; D\_\_\_; E\_\_\_  
Integration: B\_\_\_; C\_\_\_; D\_\_\_; International/Multicultural\_\_\_

Existing Course x; Revised Course \_\_\_; New Course \_\_\_

Course Included in Current GE Program x

New courses require the Undergraduate Course Proposal form in addition to this form.  
Revised courses require the Undergraduate Course Change Request in addition to this form.

Proposed catalog description: Limit course description to 40 words using succinct phrases. Include prerequisites, limitations, lecture/lab hours. Indicate former course number, e.g., (Former Biol 105)

Prerequisite: Fren 2A or equivalent. Second year course that emphasizes speaking and reading skills.

Enrollment limit per section: 30

Expected number of sections per semester - Year 1 4; Year 3 4

**Attachments:**

1. A statement presenting the ways in which this course meets the Specifications provided in the appropriate section of the General Education Policy as well as in the Policies for Inclusion and Evaluation of General Education Courses.
2. A statement of elements common to all sections of this course, identifying content, objectives, required student activities, grading policy, representative texts, and an approximate schedule for the course. Required student activities include such things as papers, research projects, homework, laboratory and/or studio performance, recitations, participation, attendance, and exams.
3. A typical syllabus for a particular offering of the course.
4. Any special cost factors associated with this course.

**Approval for Inclusion in General Education**

Bruce Thornton 2-13-98  
Department Chair Date

Kim Morin 4/22/98  
School Curriculum Committee Date

Kevin J. Costa 4/23/98  
School Dean Date

Redmond 12/15/98  
General Education Subcommittee Date

Brandt Kehoe 12/22/98  
Associate Provost Date

General Education Course Proposal French 2B  
Attachment 2: General Syllabus

French 2B

4 units

Prerequisites: French 2B or equivalent

Fees: none

Instructor's name

Office location

Office hours

Telephone/e-mail

Course Description:

Second year course that emphasizes speaking and reading, and a review of basic French Grammar. Not open to students with three years or more of high school French credit. General Education Breadth C2.

Course Objectives:

1. To provide continued refinement of the Intermediate Low Level of Competency begun in French 2A and reach the Mid to High Intermediate Level of Competency\* with a special emphasis on speaking and reading. This higher level is characterized by 1) increased ability in conversing to provide and obtain information about everyday, cultural, and even some simple literary topics (expressing feelings and emotions and begin to exchange opinions); 2) expanded ability to understand discourse on an increased number of abstract topics (including for example: social issues) and modes (conditional and subjunctive); 3) greater ability to compose stories and dialogues ; 4) increased ability to understand the main ideas in literary texts expressing feelings and emotions as well as more abstract ideas; and 5) expanding one's listening and reading vocabulary to about 3500 words.
2. To increase the student's cultural awareness to the Mid to High Intermediate Level of Competency\*. This would include a greater familiarity, with the many cultural variations within the French-speaking world, the concept of time, space and distance in the Francophone culture. Discussions and role-playing emphasize cultural nuances of more sophisticated everyday situations as well as more abstract concepts (diversity vs. difference, suffering and hope). Selected French and Francophone literary texts are discussed with special attention to French-speaking regions outside of Europe (e.g. Québec, Sénégal, Vietnam, Haiti, Morocco).

---

\* Definitions of Mid and High Intermediate Level adopted from American Council of Foreign Language Teachers' Guidelines.

### Grading Policy and Exams:

- There will be three examinations, including oral and written elements. Your homework, project, and participation will also help to determine your grade.

Examinations:	30%
Homework:	25%
Preparation/Participation:	25%
Written Projects:	15%

- Project/Writing Requirement: A journal as well as several essays on topics related to readings in Francophone Literature (in French) for a total of 2000 words.
- Grading Scale:
  - 90-100%=A
  - 80-89%=B
  - 70-79%=C etc.
- Extra Credit: Students may earn extra credit points for attending French cultural activities.

### Representative Text:

*Diversité: La nouvelle francophone à travers le monde: Intermediate Reader & Francophone Anthology*, Valérie Budig-Markin and James Gaarsch (Houghton Mifflin 1995)

### Writing:

- **Journal Project in French** with a minimum of 15 entries, at least one per week. Includes preparations of reading to be covered in class, summaries of classroom discussions. Focused free writing on given topics.
- **Writings Projects in French for a total of 2000 words**
  - \* 4 short writing projects (each 250 words minimum) on a given topic
  - \* 1 longer writing project (with a minimum of 1000 words) on a topic chosen by the students.

Format of A Class Using The Textbook *Diversité*:

*Diversité* is divided into **five thematic sections** introducing the students into the cultural, intellectual, and artistic imagination of the French-speaking world. Each of these segments presents three literary texts illustrating the central theme featured in that specific segment. Pain and suffering (unit 1); love and commitment (unit 2); cultural dominance vs. difference (unit 3); marriage and divorce (unit 4); freedom and tyranny (unit 5) are explored by many voices from the French-speaking world who, in doing so, **examine the humanistic foundations of contemporary western civilization.**

By studying these literary texts and analyzing their meanings as well as their conceptual and artistic framework, the students engage into an **intellectual inquiry** which not only promotes their **appreciation the humanities and awareness of their own cultural background**, but also expand their **understanding of the intimate link between a culture and its language** which shapes that culture's ideas, values, and beliefs. We shall devote approximately 3 weeks per unit or 1 week per literary text.

- The students prepare each literary text **at home**: they read it thoroughly, check new vocabulary in a dictionary, and familiarize themselves with its unusual grammatical and syntactical structures. This preparation helps them summarize a text, present and analyze its key issues, and/or discuss its cultural context, philosophical framework, and literary merit . The students also write a short journal entry for each literary text before and after its discussion and analysis in class.
- **Class time** is devoted to introduce, review, analyze, and/or discuss the many issues and literary texts presented in each segment from a variety of perspectives, not only within the cultural, intellectual, and aesthetic context of the French-speaking world, but also from the students' own beliefs, values, and ideas. The students are engaged in many activities, such as, but not limited to, group discussions, focused free writing, short class presentations, question/answer sessions, *explication de texte*, and literary analysis.
- After completion of each section, students demonstrate their understanding of the issues presented in a particular section in **five essays** (four 250-word and one 1000-word essays in French) on some question of French culture and literature. Essay topics originate in classroom discussions and must be approved by the instructor. All essays are evaluated on grammatical and mechanical correctness as well as on the clarity and development of the thesis and the coherence of the argument.
- Students take **three examinations** in the course of the semester: exam #1 after completion of section 1; exam #2 at the conclusion of sections 2 and 3; and the final exam, although comprehensive, covers more specifically sections 4 and 5. In addition to assessing the students' essay writing skills, these exams also evaluate the students' linguistic ability to use new vocabulary and concepts, as well as grammar and syntactical structures they will have encountered in the course of the readings and discussions.

**French 2B**  
**French for Communication**

**Fall 97**  
**Syllabus**

**Dr. Rose Marie Kuhn**  
**Office Hours: MWF 11-12/TTh 1-2**  
**PB 433**  
**Phone: 278-6890**  
**rose\_marie\_kuhn@csufresno.edu**

- **PREREQUISITE:** Three years of high school French or three semesters of college French (or the equivalent). Please see your instructor if you have questions about your status.
- **COURSE OBJECTIVES:** The assumption is that you have had quite a bit of some French. The goal of this course is to increase your ability to speak and understand French in a variety of every day situations, to become familiar with the cultures of the French-speaking countries, and to start reading short stories from all over the Francophone World. The textbook will help you increase your active as well as your passive vocabulary. The literary short stories will also lead you through the many fine points of grammar. This course is not an active review of the basic grammar of elementary French but you will have a chance to see how it works by reading, using it in your class discussions and also in your writings (journal and short essays).
- **TEXTBOOKS REQUIRED:** *Diversité: La nouvelle francophone à travers le monde: Intermediate Reader & Francophone Anthology*, Valérie Budig-Markin and James Gaarsch (Houghton Mifflin 1995)
- **SUPPLEMENTARY MATERIALS PROVIDED:** 1) French videodisk and computer software installed in AH 314; 2) French word processing program (with dictionary and grammar) in AH314.
- **SCHEDULE:** We plan to cover all five units. We will spend approximately 3 weeks on each unit.
- **HOMEWORK:** Regular written exercises and prepared oral presentations. Late homework must be turned in person during instructor's office hours or by appointment. If a student misses class it is his/her responsibility to retrieve his/her homework from the instructor during office hours.
  - **Journal Project in French** with a minimum of 15 entries, at least one per week. Includes preparations of reading to be covered in class, summaries of classroom discussions. Focused free writing on given topics.
  - **Writings Projects in French for a total of 2000 words**
    - \* 4 short writing projects (each 250 words minimum) on a given topic
    - \* 1 longer writing project (with a minimum of 1000 words) on a topic chosen by the students

- **TESTS:** There will be 2 tests as well as a final exam. There will be **no make-up tests**. If a student misses a test, he/she will write it at home and return it to the instructor who will give him/her credit for it but no grade. If the student fails to do so it will count as a failed test in the final grade.
- **ATTENDANCE POLICY:** Attendance and good preparation are essential to good progress in French. Hence the following policy: more than three unexcused absences will negatively affect the final grade.
- **GRADING:**

Examinations:	30%
Homework:	25%
Preparation/Participation:	25%
Written Projects:	15%

Extra Credit: You may earn extra credit points for attending French cultural activities. Consult your instructor for more info.

At the end of the semester, the full 25% of your French 2B preparation and participation grade can be earned you can honestly make the following self-evaluation for each class session:

#### **Très bien (25%)**

- I prepared for the class session by reviewing and completing assignments from the previous day and previewing new materials.
- I attended class regularly and arrived on time.
- I greeted people and took leave using the appropriate French “formule de politesse”.
- I worked on my comprehension by listening while others spoke.
- I participated in French in all activities with enthusiasm and a positive attitude.
- I helped others to do all of the above, too, but respected the Honor Code by not allowing others to copy my work.

#### **Travail Adéquat (17%)**

- I partially prepared for the class session and used the Lab frequently.
- I used all “permitted absences” but otherwise regularly, attended class and arrived on time.
- I greeted people and took leave using French expressions.
- Sometimes I didn’t listen to others when they were talking.
- I spoke French in class but also sometimes used English.
- I participated in most all of the activities, enthusiastically with most but less so with others.
- Most of the time I showed a positive attitude.
- Most of the time I made participating in class easier and more fun for others.

### Travail Insuffisant (5% ou moins)

- I seldom prepared for the class session and didn't use the lab very often.
  - I frequently arrived late.
  - I spoke more English than French in class.
  - I usually didn't listen when others spoke.
  - My presence in the class group didn't contribute much to the activity.
- **LATE WORK POLICY:** Homework is due in class on the date indicated by the instructor. Late homework will be marked down 1 grade point per day late. You may occasionally return your homework up to 4:45pm on the day due without penalty by placing it in the instructor's mailbox in the office of the Dept. of For. & Lit. ( East Engineering East 213)
  - **BUDDY SYSTEM:** Students are encouraged to study and practice together for better fluency. Also please take the phone number of a fellow student to contact for missed assignments, handouts, etc. It will be your responsibility to note assignments and secure handouts for your buddy when he/she is unavoidably absent.
  - **COURSE SCHEDULE AND CONTENT: FOR CLASS USING *DIVERSITÉ***

*Diversité* is an **anthology of literary texts and short stories from around the Francophone world** dealing with many cultural and social issues which the French-speaking people face today. We will read these texts and discuss them thoroughly in class but you must prepare them at home for classroom discussions. *Diversité* is divided into five thematic sections, each with three literary texts illustrating the central theme featured in that specific segment: pain and suffering (unit 1); love and commitment (unit 2); cultural dominance vs. difference (unit 3); marriage and divorce (unit 4); freedom and tyranny (unit 5). We shall devote approximately 3 weeks per unit or 1 week per literary text. Since this class meets three times a week, we generally proceed as follows:

- \* On *Mondays*, we will discuss the linguistic intricacies and challenges presented in a specific literary text.
- \* On *Wednesdays*, we will examine and discuss the content of that text, in terms of the theme it illustrates as well as its cultural context, philosophical framework, and literary merit. In other words, we will often undertake an *explication de texte* using a variety of perspectives and techniques specific to literary criticism.
- \* On *Friday*, we will further extend our scrutiny of this text by examining its relevance and/or significance to our own culture. In other words, we will ask ourselves how it could affect our own understanding of the world (our own beliefs, values, and ideas).

**Attention:** In order to prepare yourself for class discussion and activities, you will:

1. **Read thoroughly each literary text** at home and focus:
  - \* first on **its form**, i.e. specifically check new vocabulary in a dictionary and highlight unusual grammatical and syntactical structures presented in each text.

- \* then on its **content**, i.e. give each paragraph a title which summarizes it; highlight its key issues so that you are able to write a short journal entry for and before each class.
2. **Keep a journal** where you will note (in French!) what you think about the issues these texts propose (See “Journal” under “Homework”). For this, you:
- \* Use the guidelines *How Do I Prepare A Literary Text/Story For Classroom Discussion?* (See: p. 15-16 for French & 18-19 for English version).
  - \* Also discuss and evaluation a classroom discussions you have participated in, please see *After A Classroom Discussion* (See: p. 17 for French & 20 for English version).

Course Schedule and Content: In a class using *Diversité*

Week	Section	Content = Culture/Literature/Reading/Conversation <sup>1</sup>
1-3	Unit 1	<p><b>La souffrance et l'éloquence:</b> On Pain &amp; Suffering. On expressing that pain. On the significance of that pain through three Francophone texts: the first short story deals with the pain experienced by those who lose a loved one, the second with the sadness which one feels when a loved one is far away, and the third one with the anguish one experiences when a loved one is unable to join a celebration because of an illness.</p> <ol style="list-style-type: none"> <li>1. “L’ombre et l’absent”, Pham duy Khiêm 1944 <i>Viet-nam</i> <ul style="list-style-type: none"> <li>* Grammatical Application: Literary Past Tenses (passé simple), p. 10-11; 235-236</li> <li>* Literary Text: Reading &amp; Comprehension, p. 3-6</li> <li>* Discussion: p. 7-10.</li> </ul> </li> <li>2. “Une lettre”, Danièle Sallenave 1983 <i>France</i> <ul style="list-style-type: none"> <li>* Grammatical Application: Simple Past (imparfait), p. 18 + handouts</li> <li>* Literary Text: Reading &amp; Comprehension, p.12-14</li> <li>* Discussion, p. 15-18.</li> </ul> </li> <li>3. “Bonjour, Maman! Bonne fête, Maman!”, Marie-Thérèse Colimon-Hall 1979 <i>Haiti</i> <ul style="list-style-type: none"> <li>* Grammatical Application: All tenses and modes, p. 30-32.</li> <li>* Literary Text: Reading &amp; Comprehension, p.19-24</li> <li>* Discussion, p. 24-29.</li> </ul> </li> </ol>

<sup>1</sup> The numbering in this third column refers to the weeks in the semester: “1” is the first week, “2” the second week, etc.



		<p><b>Writing Project #1</b> (250 words minimum, <b>en français, svp</b>)          What is pain and suffering for you? Have you ever experienced something similar to what Khiêm, Sallenave or Colimon-Hall describe in their short stories. Describe your experience and explain what you have learned from it.</p>
4-6	Unit 2	<p><b>L'aventure et l'amour:</b> Love &amp; Commitment. Of love and marriage. Of happiness and unhappiness. Of love and death. The first short story deals with the obstacles Gabrielle Roy the author had to overcome to marry the man she loved; the second with love and bliss; the third one tells of an unhappy widow whose marriage had soured before her husband's death.</p> <p>4. "Pour empêcher un mariage", Gabrielle Roy 1955 <i>Québec</i>          * Grammatical Application: Verb "devoir", p. 52-54 + handouts          * Literary Text: Reading &amp; Comprehension, p.39-45          * Discussion, p. 46-51.  <b>Exam #1:</b> Section 1</p> <p>5. "Le temps ne passe pas", J.-M. G. Le Clézio 1989 <i>France</i>          * Grammatical Application: Direct and Indirect Pronouns, p. 68-69 + handouts          * Literary Text: Reading &amp; Comprehension, p. 55-60          * Discussion, p. 51-67.</p> <p>6. "La Virago", Suzanne Dracius-Pinalie 1994 <i>Martinique</i>          * Grammatical Application: Adjectives, p.80-81 + handouts          * Literary Text: Reading &amp; Comprehension, p. 70-75          * Discussion, p. 76-79.</p> <p><b>Writing Project #2</b> (250 words minimum, <b>en français svp</b>)          What is love for the three authors we have just discussed? What is their view of marriage? What is love and marriage for you? How is these three authors understanding of love and marriage different from yours?</p>
7-9	Unit 3	<p><b>La culture et la différence:</b> Culture Dominance vs. Difference          Three reflections on life in a culture and environment the French presence altered forever: in Morocco, Nova Scotia and Western Africa. On dominance and assimilation.</p>

		<p>7. “Le cauchemar”, Abdelhak Serhane 1993 <i>Maroc</i></p> <ul style="list-style-type: none"> <li>* Grammatical Application: Uses of the Gerund, p. 96 + handouts</li> <li>* Literary Text: Reading &amp; Comprehension, p. 87-92</li> <li>* Discussion, p. 93-95.</li> </ul> <p>8. “L’été des Indiens”, Martine Jacquot 1993 <i>Nouvelle-Ecosse</i></p> <ul style="list-style-type: none"> <li>* Grammatical Application: Use of the Past Participle, p. 105-06</li> <li>* Literary Text: Reading &amp; Comprehension, p. 97-102</li> <li>* Discussion, p. 103-105</li> </ul> <p>9. “La Noire de ...”, Ousmane Sembène 1962 <i>Sénégal</i></p> <ul style="list-style-type: none"> <li>* Grammatical Application: Negation, p. 124-26</li> <li>* Literary Text: Reading &amp; Comprehension, p. 107-14</li> <li>* Discussion, p. 115-125</li> </ul> <p><b>Writing Project #3 (250 words minimum, en français svp)</b></p> <p>Choose one of the three texts and explain how the author dealt with the his/her double identity: that of a non-French having been educated in French but living in a country which might have different values from those he/she was educated to believe in. Can you understand that double identity? How? Have you yourself experienced it?</p>
10-12	Unit 4	<p><b>Le couple et la crise: Marriage &amp; Divorce.</b> On the everyday life of a couple whose marriage is dissolving. Three situations in three cultures: Congo, Algeria and the Guadeloupe.</p> <p>10. “La fièvre”, J.-B. Tati Loutard 1980 <i>Congo</i></p> <ul style="list-style-type: none"> <li>* Grammatical Application: Pronouns <i>Y</i> and <i>en</i>, p. 148-49 + handouts</li> <li>* Literary Text: Reading &amp; Comprehension, p. 133-142</li> <li>* Discussion, p. 142-47</li> </ul> <p><b>Exam #2: Sections 2 &amp; 3</b></p> <p>11. “La femme adultère”, Albert Camus 1957 <i>Algérie/France</i></p> <ul style="list-style-type: none"> <li>* Grammatical Application: Relative Pronouns, p. 170-71</li> <li>* Literary Text: Reading &amp; Comprehension, p. 150-60</li> <li>* Discussion, p. 161-69</li> </ul>

		<p>12. "Sidonie", Myriam Warner-Vieyra 1988 <i>Guadeloupe</i></p> <ul style="list-style-type: none"> <li>* Grammatical Application: Verbs and prepositional phrases, p. 190-93</li> <li>* Literary Text: Reading &amp; Comprehension, p. 173-80</li> <li>* Discussion, p. 191-89</li> </ul> <p><b>Writing Project #4</b> (250 words minimum, <b>en français svp</b>)</p> <p>None of these three short stories have a happy ending but... all three end with a resolution which brings some peace. All three stories present a couple: compare and contrast these three couples. How do they interact with each other? Is their way of dealing with things surprising for you?</p>
13-15	Unit 5	<p><b>La révolte et l'espoir: Freedom &amp; Tyranny. Colonization and Independence.</b> Is there hope?</p> <p>13. "Amertume", Kama Kamanda 1993 <i>Zaire</i></p> <ul style="list-style-type: none"> <li>* Grammatical Application: Pronominal Verbs, p. 206-07</li> <li>* Literary Text: Reading &amp; Comprehension, p. 199-204</li> <li>* Discussion, p. 204-206</li> </ul> <p>14. "Les triangles de Chloé", Gaëtan Brulotte 1994 <i>Québec</i></p> <ul style="list-style-type: none"> <li>* Grammatical Application: Demonstratives, p.215-16 + handouts</li> <li>* Literary Text: Reading &amp; Comprehension, p. 208-212</li> <li>* Discussion, p. 212-14</li> </ul> <p>15. "Il n'y a pas d'exil", Assia Djebar 1980 <i>Algérie</i></p> <ul style="list-style-type: none"> <li>* Grammatical Application: Review, p. 230-33</li> <li>* Literary Text: Reading &amp; Comprehension, p. 218-229</li> <li>* Discussion &amp; Conclusion:</li> </ul> <p><b>Writing Project #5</b> (1000 words minimum, <b>en français</b>)</p> <p>Chose one of the texts we have studied in class and analyze it thoroughly. What strikes you in it? What makes it special?</p> <p><b>Final Exam:</b> Comprehensive but with an emphasis on Sections 4 &amp; 5.</p>

- **OTHER MATTERS:**

1. **Students with disabilities or special needs** are asked to identify themselves to the instructor so reasonable accommodation for learning and evaluation within the course can be made.
2. **Conduct of courses/Cheating/Plagiarism:** University policies on these matters are located in the *Catalog* and *Schedule of Courses*.
3. The above schedule and procedures for this course are subject to change in the event of extenuating circumstances.

French 2B

**PREPARER UN TEXTE LITTERAIRE OU UNE HISTOIRE  
POUR LA DISCUSSION EN CLASSE**

Texte: \_\_\_\_\_

Entrée No: \_\_\_\_\_

Auteur: \_\_\_\_\_

Date: \_\_\_\_\_

- Les instructions suivantes vous aideront à vous préparer à la discussion en class. Préparez votre lecture en répondant par accrete (aver des phrases enters) ax questions quid vous sonnet proposes ci-dessous.
- Ce que vous écrivez à la maison sera la base de votre discussion.  
**Attention:** il est possible que je relève votre préparation à la fin de la classe. Utilisez un autre d'une autre couleur si vous voulez ajouter des notes en classe à ce que vous avez préparé à la maison.
- Votre groupe de discussion suivra les mêmes instructions. Faites attention au temps que vous prenez pour chacunes des questions. Réservez 5 minutes à la fin de la discussion pour évaluer les progrès de votre discussion.

**I. Auteur:**

Présentez l'auteur en quelques lignes.

**II. Vocabulaire du texte:**

Après avoir lu plusieurs fois le texte, vous:

1. Soulignez 15 mots importants que vous ne comprenez pas. Vous consultez le lexique à la fin du livre pour en trouver la signification. Puis vous écrivez une phrase quid définit le mot.
2. Notez les passages que vous ne comprenez pas tout à fait. Vous écrivez les questions que vous avez sur les passages que vous ne comprenez pas.

**III. Cadre du texte: (setting)**

3. Où et quand se passe l'histoire?
4. Est-ce que le cadre est important pour l'histoire? Pourquoi?
5. Décrivez le cadre de l'histoire que vous lisez.

**IV. Histoire et structure du texte:**

6. Comment l'histoire est-elle racontée? En ordre chronologique? En ordre logique?
7. Y a-t-il des problèmes et des conflits dans l'histoire? Lesquels?
8. Y a-t-il des épisodes bizarres dans l'histoire? Lesquels?
9. Comment l'histoire finit-elle? Est-ce que la fin de l'histoire vous surprend?

**V. Personnages de l'histoire:**

10. Qui est le personnage le plus important de l'histoire? Pourquoi?
11. Décrivez ce personnage physiquement ou moralement.
12. Y a-t-il d'autres personnages qui sont importants pour vous? Lesquels? Pourquoi?

**VI. Point de vue de l'histoire:**

13. Quid raconte l'histoire? Est-ce que le narrateur raconte tout?
14. Est-ce que le narrateur est plausible (credible)? Pourquoi?

**VII. Thème:**

15. Qu'est-ce que l'histoire vous apprend?

**VIII. Style de l'histoire:**

16. Qu'est-ce qui vous surprend dans le style de l'auteur?
17. Les phrases sont-elles simples? compliquées?
18. Comment est le ton de l'histoire (sérieux, humoristique, détaché)?

**IX. Evaluation de l'histoire:**

19. Qu'est-ce que vous aimez particulièrement dans cette histoire?
20. Quelle est la signification de cette histoire? Est-ce qu'elle fait appel à votre expérience? à votre imagination?

D'après:

Wm. F. Hill Learning thru Discussion, Sage Publications, 1977, 22-31  
Carol Holder, Department of English & Foreign Languages, CSPU Pomona

Titre: \_\_\_\_\_ Numéro de l'entrée: \_\_\_\_

Auteur: \_\_\_\_\_ Date: \_\_\_\_\_

**APRES la LECTURE et la DISCUSSION en CLASSE**

1. Quelles sont les idées principales de cette histoire?
2. Qu'est-ce qui vous a le plus intéressé dans la discussion?
3. Quelle est la chose la plus intéressante que vous avez apprise en faisant cette lecture et en discutant en classe?
4. Qu'est-ce que vous n'avez pas compris?
5. Quels sont les points qui n'ont pas été expliqués clairement?
6. Qu'est-ce que vous avez appris/ mieux compris dans la discussion?
7. Est-ce que votre point de vue a changé au cours de la discussion? Comment? Pourquoi?
8. Résumez l'histoire dans vos mots à vous.
9. Inventez votre propre histoire à partir de l'histoire que vous venez d'étudier.

French 2B

English Version

### How Do I Prepare A Literary Text/A Story For Classroom Discussion?

Text: \_\_\_\_\_

Entry#: \_\_\_\_\_

Author: \_\_\_\_\_

Date: \_\_\_\_\_

- The instructions below will help you prepare for classroom discussion. You need to prepare the reading in writing by answering all the following questions. Although your work is for your eyes only (and mine occasionally!) and does not focus on grammar, you need to write complete sentences which makes sense! **Your entire preparation has to be written in French!**
- This assignment will be the basis of the classroom of our classroom discussions.  
**Attention:** I might sometimes collect your work at the end of the class. I therefore suggest that you use another color for the notes you add to it during class time.

#### I. Author:

Write what you know about the author of this piece.

#### II. Vocabulary:

After you have read the text several times, you:

1. Underline 15 mots which seem important and which you do not understand. Check the Dictionary at the end of your text. Explain the meaning of the words in your own words in French.
2. Put a check mark next to the lines or paragraphs you really did not understand. Write down exactly what the problem is with the lines or paragraphs.

#### III. Setting:

3. Where and when does the story happen?
4. Is the story important for the story? Why?
5. Describe the setting of the story.

#### IV. Story Structure:

6. How is the story told? In logical or chronological order?
7. Are there some problems or conflicts in the story? Which ones?
8. Are there some bizarre episodes in the story? Which ones?
9. How does the story finish? Is the end surprising?



**V. Characters:**

10. Who is the most important character in the story? Why?
11. Describe this character physically and/or morally.
12. Are there other important characters in the story? Which ones and why?

**VI. Perspective:**

13. Who tells the story? Does the narrator tell everything or does he hide something? Why?
14. Is the narrator and credible? Why or why not?

**VII. Theme:**

15. What have you learned from this story?

**VIII. Style:**

16. What is unusual in the style of the story?
17. Are the sentences simple? complex?
18. What is the tone of the story? (serious, humoristic, detached)?

**IX. Evaluation of the story:**

19. What did you particularly like in this story?
20. What is the meaning of this story? Does it appeal to your experience? Your imagination?

Based on:

Wm. F. Hill Learning thru Discussion, Sage Publications, 1977, 22-31  
Carol Holder, Department of English, CSPU Pomona

French 2B

**English Version****After the class discussion**

Title: \_\_\_\_\_ Entry #: \_\_\_\_\_

Author: \_\_\_\_\_ Date: \_\_\_\_\_

1. What are the main ideas in this story?
2. What was the most interesting point in the discussion?
3. What is the most interesting thing you have learned from this story?
4. Is there something you have not understood?
5. Are there some elements of the story which have not completely been explained?
6. What was clarifies for your in the discussion?
7. Did your understanding of the story change during the discussion? How and why?
8. Summarize this story in your own words.
9. Based on what we read, could you invent your own story about this topic?

CL 1 a 1000  
CIVILIAN RECORDS