

## Syllabus

|    |   |   |
|----|---|---|
| 1  | <b>Course title</b>   | French Literature 2   |
| 2  | <b>Course number</b>  | 2232421   |
| 3  | <b>Credit hours</b>   | 3   |
|    | <b>Contact hours (theory, practical)</b>                    | 3   |
| 4  | <b>Prerequisites/corequisites</b>                           | 2232321 Analysis of French literary texts   |
| 5  | <b>Program title</b>  | Bachelor's Degree in English Literature   |
| 6  | <b>Program code</b>   | 2204  |
| 7  | <b>Awarding institution</b>                                 | University of Jordan  |
| 8  | <b>School</b>   | School of Foreign Languages   |
| 9  | <b>Department</b>   | Department of French Language and Literature  |
| 10 | <b>Level of course</b>                                      | Third Year & Fourth Year students   |
| 11 | <b>Year of study and semester (s)</b>                       | 2021/2022, Second Semester  |
| 12 | <b>Final Qualification</b>                                  | BA  |
| 13 | <b>Other department (s) involved in teaching the course</b> | -   |
| 14 | <b>Language of Instruction</b>                              | French  |
| 15 | <b>Teaching methodology</b>                                 | <input checked="" type="checkbox"/> Blended <input checked="" type="checkbox"/> Online  |
| 16 | <b>Electronic platform(s)</b>                               | <input checked="" type="checkbox"/> e-learning <input checked="" type="checkbox"/> Microsoft Teams <input type="checkbox"/> Skype <input type="checkbox"/> Zoom<br><input type="checkbox"/> Others..... |
| 17 | <b>Date of production/revision</b>                          | March 2022  |

### 18 Course Coordinator:

|  |
|--|
| Name:<br>Office number:<br>Phone number:<br>Email: |
|--|

### 19 Other instructors:

|   |
|---|
| Name:<br>Office number:-<br>Phone number:<br>Email: |
|---|

## Syllabus

### 20 Course Description:

This course focuses on French Literature of two centuries: 18<sup>th</sup> and 19<sup>th</sup>. It deals with different kinds of texts like philosophical texts (for example, the philosophical tale of Voltaire) and a corpus of famous realist Novels (Hugo or Balzac, for example). Students could discover French History (King Louis XIV and Louis XVI, French Revolution of 1789 or industrialization around 1830) and culture (movements of romanticism, Realism, Naturalism and Symbolism in literature and arts...) at the same time as the literary masterpieces.

The course aims at improving language competence of students and to let them be able to understand by reading and discuss orally or in writing major critical concepts (philosophy of enlightenment for example) and literary movements.

This course could adopt a blended-learning (flipped classroom) approach, which is more student-centered compared to traditional teaching methods.

In all cases, it provides students with the opportunity to find, read, examine and critically analyze (orally or in writing) online material on their own (for example, video, texts or pictures), then attend online class to discuss the material. This course is characterized by interactive learning. The teacher performs the role of facilitator, who supervises students' activities online and discusses any points that may arise either online or inside the classroom.

### 21 Course aims and outcomes:

#### A- Aims: (PLOs)

1. Develop French language skills and engage effectively in a wide range of communicative tasks and activities in academic and non-academic contexts.
2. Analyze, evaluate, and critique French literary works and texts in relation to genres, historical periods, and criticism approaches used in analyzing literary texts and works.
3. Analyze and discuss general issues in relation to the nature and function of natural human language and develop his/her abilities and skills in phonetics, phonology, morphology, syntax, semantics, discourse analysis, and pragmatics.
4. Discuss general issues concerning nature and function of French language with reference to relevant acquisition principles and implications for teaching and learning.
5. Translate professionally from French into Arabic and vice versa employing translation theories and principles.
6. Show respect of cultural diversity, ethics, and professional behavior and appreciate the aesthetic and rhetorical aspects in literary works from a variety of cultures.
7. Use information and communication technology to access global databases and information to develop his/her knowledge and skills and use them in generating new knowledge in French and English literary and linguistic texts.
8. Identify scientific research principles and use higher order thinking skills and critical and creative thinking in analyzing and observing issues related to the knowledge and skills of the French language and literature, and to work within a team.

## Syllabus

### B- Course Learning Outcomes (CLOs):

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

| No. | Course Learning Outcomes  | Program Outcomes |   |   |   |   |   |   |   | Assessment Tools |   |   |   |   |   |   |   |   |    |
|-----|---|------------------|---|---|---|---|---|---|---|------------------|---|---|---|---|---|---|---|---|----|
|     |   | 1                | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 1                | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 1   | Presentation of 18 <sup>th</sup> Century  |                  | x |   | X |   | X | x |   | x                | x | X |   |   |   | x |   |   | X  |
| 2   | Analyze of mains texts of Voltaire, Rousseau, Diderot and Montesquieu                       | X                | x |   | x |   |   | x | X | X                | x | x |   |   | x | x |   |   | X  |
| 3   | Around the heritage of enlightenment period: review of mains symbols of the French Republic | X                | x |   | X |   |   | x |   | x                | x | x |   |   |   | x |   |   | X  |
| 4   | Presentation of 19 <sup>th</sup> Century  |                  | x |   | X |   | X | x |   | x                | X | x |   |   |   | x |   |   | X  |
| 5   | Analyze of mains texts of Balzac, Flaubert, Zola, Hugo                                      |                  | x |   | x |   |   | x | X | X                | X | X |   |   | x | x |   |   | X  |

- **Teaching methods include:** Synchronous lecturing/meeting; Asynchronous lecturing/meeting, discussion, and forums.
- **Assessment methods include:** 1. quizzes, 2. assignments, 3. midterm, 4. projects, 5. interview, 6. presentation, 7. filed study 8. term papers, 9. student portfolio, 10. final exam

### 22. Topic Outline and Schedule:

| Week | Lecture | Topic   | Course Learning Outcomes | Teaching Methods*/platform          | Evaluation Methods**                       | References   |
|------|---------|---|--------------------------|-------------------------------------|--|--|
| 1    | 1.1     | Introduction to the course, concepts, scope and methods<br>Présentation générale des deux siècles au programme. | 1, 4, 10                 | On campus<br>Audio and reading docs | In-class tasks                             | Main textbook and all documents added (movie, information about others authors...) |
|      | 1.2     | Presentation of 18 <sup>th</sup> century: history and culture   | 1, 2,3,4,6,7,10          | On campus<br>Audio and reading docs | In-class tasks<br>Students are required to | Main textbook  |

## Syllabus

|   |     |  |                 |  |   |  |
|---|-----|--|-----------------|--|---|--|
|   |     | Présentation : le siècle des Lumières  |                 |  | prepare in advance all the lectures   |  |
|   | 1.3 | Presentation of 18 <sup>th</sup> century: history and culture<br>Vidéo sur le siècle des Lumières avec questions | 1, 2,3,4,6,7,10 | E-Learning Platform : video                    | Homework: students must read the chapter /watch video before the lesson and answer questions.                   | Main textbook + video  |
| 2 | 2.1 | Corrigé des questions sur la vidéo   | 1-10            | On campus                                      | In-class tasks + Homework: students must read the chapter /watch video before the lesson and answer questions.  | Main textbook and all documents added (movie, information about others authors...) |
|   | 2.2 | Gros plan sur les écrivains-philosophes : Texte et vidéo avec questions  | 1, 2,3,4,6,7,10 | On campus<br><br>Audio, video and reading docs | In-class tasks<br>Homework: students must read the chapter /watch video before the lesson and answer questions. | Main textbook and all documents added (movie, information about others authors...) |

## Syllabus

|   |     |  |                 |                     |   |  |
|---|-----|--|-----------------|---------------------|---|--|
|   | 2.3 | Corrigé des questions                                | 1-10            | E-Learning Platform | Homework: students must read the chapter /watch video before the lesson and answer questions.                   | Main textbook and all documents added (movie, information about others authors...) |
| 3 | 3.1 | Voltaire : vidéo + questions                         | 1, 2,3,4,6,7,10 | On campus           | In-class tasks<br>Homework: students must read the chapter /watch video before the lesson and answer questions. | Main textbook and all documents added (movie, information about others authors...) |
|   | 3.2 | Présentation du conte philosophique<br>texte + audio | 1, 2,3,4,6,7,10 | On campus           | In-class tasks  | Main textbook and all documents added (movie, information about others authors...) |
|   | 3.3 | Extrait 1 <i>Candide</i><br>et questions             | 1, 2,3,4,6,7,10 | E-Learning Platform | Homework: students must read the chapter /watch video before the lesson and answer questions.                   | Main textbook and all documents added (movie, information about others authors...) |
| 4 | 4.1 | Extrait 2 <i>Candide</i><br>et questions             | 1, 2,3,4,6,7,10 | On campus           | In-class tasks  | Main textbook and all documents added (movie, information about others authors...) |

## Syllabus

|   |     |  |                 |                     |   |  |
|---|-----|--|-----------------|---------------------|---|--|
|   | 4.2 | Extrait 3 : <i>Traité sur la tolérance</i> de Voltaire et questions    | 1, 2,3,4,6,7,10 | On campus           | In-class tasks  | Main textbook and all documents added (movie, information about others authors...) |
|   | 4.3 | Bilan Voltaire   | 1, 2,3,4,6,7,10 | E-Learning Platform | Homework: students must read the chapter before the lesson and answer questions.                                | Main textbook and all documents added (movie, information about others authors...) |
| 5 | 5.1 | Rousseau : présentation  | 1, 2,3,4,6,7,10 | On campus           | In-class tasks  | Main textbook and all documents added (movie, information about others authors...) |
|   | 5.2 | Texte et questions   | 1, 2,3,4,6,7,10 | On campus           | In-class tasks<br>Homework: students must read the chapter /watch video before the lesson and answer questions. | Main textbook and all documents added (movie, information about others authors...) |
|   | 5.3 | Extraits du <i>Contrat social</i> de Rousseau : citations et questions | 1, 2,3,4,6,7,10 | E-Learning Platform | Homework: students must read the chapter /watch video before the lesson and answer questions.                   | Main textbook and all documents added (movie, information about others authors...) |
|   | 6.1 |  | 1, 2,3,4,6,7,10 | On campus           | In-class tasks  | Main textbook and all  |

## Syllabus

|   |     |   |                 |                     |   |  |
|---|-----|---|-----------------|---------------------|---|--|
|   |     | Gros plan sur Denis Diderot   |                 |                     |   | documents added (movie, information about others authors...)                       |
|   | 6.2 | <i>L'Encyclopédie</i> : présentation du projet encyclopédiste et du rôle de Diderot                                       | 1, 2,3,4,6,7,10 | On campus           | In-class tasks  | Main textbook and all documents added (movie, information about others authors...) |
|   | 6.3 | <i>L'Encyclopédie</i> : étude de quelques planches illustrées   | 1, 2,3,4,6,7,10 | E-Learning Platform | Homework: students must read the chapter /watch video before the lesson and answer questions. | Main textbook and all documents added (movie, information about others authors...) |
| 7 | 7.1 | L'héritage des Lumières : hier et aujourd'hui, les symboles de la République française                                    | 6,7,8,9         | On campus           | Discussion  | Main textbook and all documents added (movie, information about others authors...) |
|   | 7.2 | Midterm exam  | 1 to 10         | On campus           | Short answers question and multiple-choice + analyze of extracts or citations                 | Main textbook and all documents added (movie, information about others authors...) |
|   | 7.3 | L'héritage des Lumières : hier et aujourd'hui, les symboles de la République française + présentation du projet collectif | 6,7,8,9         | E-Learning Platform | Discussion  | Main textbook and all documents added (movie, information about others authors...) |
| 8 | 8.1 | Projet collectif autour d'un qui sur les Lumières   | 1-10            | On campus           | Brain storming, collectif work and discussion   | Main textbook and all documents added (movie, information                          |

## Syllabus

|    |      |   |                 |                     |   |  |
|----|------|---|-----------------|---------------------|---|--|
|    |      |   |                 |                     |   | about others authors...)   |
|    | 8.2  | Projet collectif autour d'un qui sur les Lumières + correction du Midterm                                       | 1-10            |                     |   | Main text and all documents added (movie, information about others authors...)     |
|    | 8.3  | Le XIXe siècle : présentation historique et culturel du siècle (texte + audio)                                  | 1, 2,3,4,6,7,10 | On campus           | In-class tasks  | Main textbook and all documents added (movie, information about others authors...) |
| 9  | 9.1  | Les courants littéraires du XIXe siècle (Romantisme, Symbolisme, Parnasse...) avec un gros plan sur le Réalisme | 1, 2,3,4,6,7,10 |                     |   | Main textbook and all documents added (movie, information about others authors...) |
|    | 9.2  | Gros plan sur Honoré de Balzac et son grand-œuvre : <i>La Comédie humaine</i>                                   | 1, 2,3,4,6,7,10 | On campus           | In-class tasks  | Main textbook and all documents added (movie, information about others authors...) |
|    | 9.3  | Analyse de documents et questions   | 1, 2,3,4,6,7,10 | E-Learning Platform | Homework: students must read the chapter /watch video before the lesson and answer questions. | Main textbook and all documents added (movie, information about others authors...) |
| 10 | 10.1 | Gros plan sur l'œuvre intégrale : <i>Le Colonel Chabert</i>   | 1-10            | On campus           | In-class tasks  | Main textbook and all documents added (movie, information                          |



## Syllabus

|    |      |  |                 |                     |   |  |
|----|------|--|-----------------|---------------------|---|--|
|    |      |  |                 |                     |   | about others authors...)   |
|    | 10.2 | Gros plan sur l'œuvre intégrale : <i>Le Colonel Chabert</i>    | 1-10            | On campus           | In-class tasks  | Main textbook and all documents added (movie, information about others authors...) |
|    | 10.3 | Les adaptations cinématographiques des grands romans réalistes | 1, 2,3,4,6,7,10 | E-Learning Platform | Discussion  | Main textbook and all documents added (movie, information about others authors...) |
| 11 | 11.1 | Quiz sur <i>Le Colonel Chabert</i>                             | 1 to 10         | On campus           | Quiz about Balzac with analyze of an extract of <i>Le Colonel Chabert</i>                     | Main textbook and all documents added (movie, information about others authors...) |
|    | 11.2 | Gustave Flaubert : présentation                                | 1, 2,3,4,6,7,10 | On campus           | In-class tasks  | Main textbook and all documents added (movie, information about others authors...) |
|    | 11.3 | Gustave Flaubert : extrait de <i>L'Education sentimentale</i>  | 1, 2,3,4,6,7,10 | E-Learning Platform | Homework: students must read the chapter /watch video before the lesson and answer questions. | Main textbook and all documents added (movie, information about others authors...) |
| 12 | 12.1 | Emile Zola: présentation<br>Texte + video                      | 1, 2,3,4,6,7,10 | On campus           | In-class tasks  | Main textbook and all documents added (movie, information about others authors...) |
|    | 12.2 | Extrait de <i>L'Assomoir</i> + questions                       | 1, 2,3,4,6,7,10 | On campus           | Homework: students must read the  | Main textbook and all documents  |

## Syllabus

|    |      |  |                     |                     |   |  |
|----|------|--|---------------------|---------------------|---|--|
|    |      |  |                     |                     | chapter /watch video before the lesson and answer questions.                                  | added (movie, information about others authors...)                                 |
|    | 12.3 | Présentation de Victor Hugo                    | 1, 2,3,4,6,7,10     | E-Learning Platform | In-class tasks  | Main textbook and all documents added (movie, information about others authors...) |
| 13 | 13.1 | Etude du poème « Demain, dès l'aube... »       | 1, 2,3,4,6,7,10     | On campus           | Homework: students must read the chapter /watch video before the lesson and answer questions. | Main textbook and all documents added (movie, information about others authors...) |
|    | 13.2 | Etude du poème « Demain, dès l'aube... »       | 1, 2,3,4,6,7,10     | On campus           | Discussion  | Main textbook and all documents added (movie, information about others authors...) |
|    | 13.3 | Bilan sur le XIXe siècle                       | 1, 2,3,4,6,7,8,9,10 | E-Learning Platform | Discussion  | Main textbook and all documents added (movie, information about others authors...) |
| 14 | 14.1 | Creative Writing Workshop about Arthur Rimbaud | 1,2,3,4,6,7,8,9,10  | On campus           | Brain storming, reading, writing...   | Main textbook and all documents added (movie, information about others authors...) |
|    | 14.2 | Creative Writing Workshop about Arthur Rimbaud | 1,2,3,4,6,7,8,9,10  | On campus           | In-class tasks<br>Brain storming,   | Main textbook and all documents added (movie, information                          |

## Syllabus

|    |      |  |                        |                        |   |   |
|----|------|--|------------------------|------------------------|---|---|
|    |      |  |                        |                        | reading,<br>writing                       | about others<br>authors...)             |
|    | 14.3 | Creative Writing<br>Workshop about<br>Arthur Rimbaud<br>+ exhibition of<br>illustrations | 1,2,3,4,6,7,8<br>,9,10 | E-Learning<br>Platform | Brain<br>storming,<br>reading,<br>writing | Main textbook<br>E-Learning<br>Platform |
| 15 | 15.1 | Review of all<br>chapters before the<br>final exam                                       | 1-10                   | On campus              | discussion                                | Main textbook<br>E-Learning<br>Platform |
|    | 15.2 | Review of all<br>chapters before the<br>final exam                                       | 1-10                   | On campus              | discussion                                | Main textbook<br>E-Learning<br>Platform |
|    | 15.3 | Review of all<br>chapters before the<br>final exam                                       | 1-10                   | E-Learning<br>Platform | discussion                                | Main textbook<br>E-Learning<br>Platform |

### 23 Evaluation Methods:

Opportunities to demonstrate achievement of the ILOs are provided through the following assessment methods and requirements:

| Evaluation Activity | Mark | Topic(s)  | Intended Learning outcome | Period (Week) | Platform  |
|---------------------|------|---|---------------------------|---------------|-----------|
| Quizzes             | 10   | Historical and cultural knowledges + Novel              | 1 to 5                    | 1-15          | On campus |
| Presentation        | 10   | Authors of 18 <sup>th</sup> or 19 <sup>th</sup> century | 2-5                       | 1-15          | On campus |
| Collective project  | 10   | About philosophy of enlightenment                       | 1-2                       | 8             | On campus |
| Midterm Exam        | 20   | All about 18 <sup>th</sup> century                      | 1 to 5                    | 7             | On campus |
| Final Exam          | 50   | All the program   | 1 to 5                    | 15            | On campus |

### 24 Course Requirements

Students should have a computer, internet connection, webcam, and account on a Microsoft Teams.

### 25 Course Policies:

## Syllabus

### A- Attendance policies:

As per the University Regulations.

### B- Absences from exams and submitting assignments on time:

As per the University Regulations.

### C- Health and safety procedures:

Please attend all exercise and follow the safety instructions on the walls and the student's booklet.

### D- Honesty policy regarding cheating, plagiarism, misbehavior:

As per the University Regulations.

### E- Grading policy:

As explained above in 23.

### F- Available university services that support achievement in the course:

Please ask me or your academic advisor for any help or support.

## 26 References:

### A- Required book(s), assigned reading and audio-visuals:

The course reader and the Novel for each semester (and its cinema adaptation)

### B- Recommended books, materials and media:

Youtube: full movies

<https://www.youtube.com/watch?v=F2vZO3ZICS4>

<https://www.youtube.com/watch?v=legvfqgkHwA>

- Gérard Labrune, Philippe Toutain : Histoire de France. Chronologie, événements, personnages. Collection Repères Pratiques Nathan, 1991
- Marc Blancpain / Jean-Paul Couchoud : La Civilisation française, Paris : Hachette 1987
- Jean Mathieux : Histoire de France, Paris : Hachette 1996
- Histoire de l'Europe, Paris : Hachette 1992
- Danièle Nony/Alain André : Littérature française. Histoire et anthologie, Paris : Hatier 1987
- Warusfel-Onfray/Egée/Rincé/Got/Valette : Histoire de la littérature française. XVIIIe, XIXe, XXe (Collection Henri Mitterand, Nathan)
- Henri Benac : Guide des idées littéraires (Hachette)
- Michel Bouty : Dictionnaire des œuvres et des thèmes de la littérature française (Hachette)

## 27 Additional information:

## 28. Rubrics

### Rubric for Oral Presentation

| Category                  | Weight | Unacceptable   | Satisfactory   | Good  | Score |
|---------------------------|--------|--|--|---|-------|
| Identify & Explain Errors | 30%    | The topic and research questions presented by the student are not explained clearly. | There is some explanation provided by the student of the topic and research questions presented, but it is not enough. | Topic and research questions are identified and fully explained in great detail by the student. Appropriate vocabulary is used in explanations. |       |

## Syllabus

|                                  |     |  |  |   |  |
|----------------------------------|-----|--|--|---|--|
| Correct Work/Solution            | 30% | No work is shown by the student that correctly provides a solution to the problem identified.  | The work presented to solve this problem is insufficient.  | Work presented fully explains the correct procedure to provide a solution for the problem. Appropriate vocabulary is used in explanations.  |  |
| Problem Solving Strategy         | 30% | Strategy, tools and procedures to deal with the topic and research questions are not provided.   | Strategy, tools and procedures to deal with the research questions are not detailed enough.  | Strategy and tools to deal with the research questions are fully explained. Appropriate vocabulary is used in explanations.   |  |
| Neatness and presentation skills | 10% | The presentation is sloppy or unorganized. There is visible evidence that the student has not practiced his/her presentation skills, e.g. eye contact, clear language, engagement with the audience, pronunciation, etc. | The presentation is somewhat organized. It is somewhat notable that the student has not practiced his/her presentation skills, e.g. eye contact, clear language, engagement with the audience, pronunciation, etc. | The presentation is very easy to follow, is very organized, and is neat. It is very clear that the student has practiced his/her presentation skills, e.g. eye contact, clear language, engagement with the audience, pronunciation, etc. |  |
| Instructor's Comments:           |     |  |  |   |  |

Name of Course Coordinator: -----Signature: ----- Date: -----

Head of Curriculum Committee/Department: ----- Signature: -----

## Syllabus

Head of Department: ----- Signature: -----

Head of Curriculum Committee/Faculty: ----- Signature: -----

Dean: ----- Signature: -----