

FRENCH KAP FRAN324 (1 credit)

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Philosophy about languages at Laurel School

The goal of all language classes is to help students acquire an understanding and appreciation of languages, literature and cultures. We believe that the study of any culture and its language informs the study of other cultures and languages. Knowing how to learn another language is not only a valuable tool for navigating an international economy, but also enables greater understanding and respect for others. In modern language classes, we aim for proficiency in listening, speaking, reading, writing and cultural awareness through the use of authentic materials in the classroom. Classes are taught in the target language from the beginning in a cooperative learning atmosphere that encourages risk-taking and strives to achieve excellence with regard to the national goals (*Standards for Foreign Language Learning in the 21st Century*) in the five “C” areas: [Communication](#), [Cultures](#), [Connections](#), [Comparisons](#) and [Communities](#).



FREN 324: APPROACHES TO FRENCH LITERATURE II (KENYON WEBSITE)

The purpose of this course is to introduce students to the study of three major literary genres--poetry, theater, and the novel--from the French Revolution to the 21st century. Readings will include the works of authors such as Hugo, Baudelaire, Lamartine, Balzac, Mallarmé, Colette, Cocteau, Camus and Sartre. Students will gain a deeper understanding of French literary history and of its relationship to major social and philosophical movements. In addition to exploring certain themes, we will see how the literature reflects important societal and intellectual debates of the time. The course will continue the development of the skills of literary analysis, guided discussion and essay writing in French. The course will be conducted in French.

MATERIEL/TEXTES/RESSOURCES

-Types de ressources : imprimées et en-ligne (liens sur Haiku Power School page)

-Livres et films

- *Anthologie de la littérature française*. Textes choisis by Belin, Paris, 2007.

NB : Vous avez besoin d'un grand classeur (a large binder) afin de ranger et organiser le matériel imprimé.

OBJECTIFS

Français 324 est une introduction à la littérature française de la Révolution au 21^e siècle. Dans ce cours, nous examinerons des documents de genres divers (surtout la poésie, le roman, et le théâtre) dans leur intégralité ou sous forme d'extraits. Parmi nos objectifs, en voici certains :

- Acquérir des **techniques** de lecture et d'analyse littéraire de manière à mieux comprendre le sens d'un texte.
- Comprendre le **contexte** idéologique (social, politique, philosophique, religieux) des textes à lire. Autrement dit, examiner le lien entre l'activité littéraire et l'histoire des idées.
- Adopter si possible une approche pluridisciplinaire. Exemple : Que se passe-t-il en peinture, en musique, en science, en politique etc. quand Albert Camus écrit et publie *L'Étranger* ?
- Lire indépendamment un livre dans son intégralité + un texte critique sur cette lecture et produire un essai de recherche sur cette lecture. (projet final de 5 pages).
- Réfléchir (entre autres) aux thèmes suivants au fil de nos lectures : **identité et altérité** ? ... tout en essayant de (re)définir ces deux notions pour chaque texte abordé.

GRILLE D'ÉVALUATION

LIRE (20%) * Les lectures seront presque toujours accompagnées de questions qui vous aideront à tester votre compréhension ainsi que votre sens de **l'analyse et de la critique**.

ÉCOUTER (20%) * Le cours est enseigné dans son intégralité en français. La philosophie de notre école et de Kenyon est l'immersion complète dans la langue que vous avez choisie d'étudier. Outre le travail de lecture, il vous sera aussi demandé d'utiliser les médias, écouter des documents audio, visionner des vidéos, etc. et de répondre à des questions visant à mesurer votre niveau de compréhension aurale.

PARLER (20%) * Une **participation** aux discussions est essentielle pour faire des progrès réguliers et satisfaisants avec l'expression orale. Vous ferez également des **présentations orales (10-15 minutes)** en cours de semestre.

ÉCRIRE (20%) * Vous aurez de multiples occasions de démontrer votre compréhension et appréciation de la littérature à travers la **rédaction** d'essais, de dissertations à thèmes ou d'explication de texte, de quizzes et tests.

PROJETS DE RECHERCHE (20%) **composés progressivement (en plusieurs étapes)**

Projet 1-Déc. 2017: 5 pages

Projet 2-Mai 2018: 5 pages

EXAMEN FINAL

Décembre 2017 / Mai 2018

Power School Page / Devoirs

Chaque jour, consultez votre *Power School* page pour avoir une description plus détaillée des devoirs et utiliser les ressources.

CODE D'HONNEUR / ACADEMIC HONESTY

Copying someone else's written work and sharing information on quizzes and tests constitutes **cheating** and all incidents will go to the Laurel School Community Honor Council for disciplinary action. Taking or presenting another person's work as one's own is considered **plagiarism**. These actions might include the use of Internet sites without the proper documentation as well as taking words, sentences and ideas from other resources (texts, magazines, newspapers) without proper documentation. If you have any doubt about whether or not you are properly documenting your work, check with me or with your English teachers. All incidents of plagiarism will go to the Community Honor Council for disciplinary action. You may refer to the MLA guidelines given to you and discussed in your English classes for the proper way to document your work. If you are not sure about the line between your own work and other people's work for a specific assignment, ask your teacher.

RATTRAPAGE / MAKE-UP WORK POLICY

The following has been taken from Laurel's Upper School Student Handbook:

When a student misses work due to an absence of any kind, it is her responsibility to make it up. Her teachers stand ready to help her do so, and her advisor is a good resource to help her lay out a plan for doing so at a reasonable pace. When a student is absent on the day of an announced in-class assessment (tests, quizzes, etc.) she will have two school days to make-up that assessment. She will receive an additional day for each day she was absent prior to the day of the assessment. Likewise, students will have no more than two school days to make up missing work from days when they are out ill: students receive an additional day for each day of illness prior to the date on which the work is due. However, students who are ill on the day before work is due or an announced in-class assessment takes place, but recover in time to be present on the day when work is due, or the assessment takes place, are responsible to produce the work or take the assessment on time.

Une belle année à toutes !



ABOUT THE PARTNERSHIP LAUREL SCHOOL - KENYON COLLEGE

What is KAP ?

The Kenyon Academic Partnership is an early college program in which 22 central and northern Ohio public and independent secondary schools offer various Kenyon College introductory level courses on their own campuses. The program not only permits students to earn college placement and credit before leaving high school but imitates as closely as possible a college environment in the nature and scope of reading, writing, and laboratory assignments, and the process or atmosphere of a college class.

KAP MISSION STATEMENT

The Kenyon Academic Partnership, KAP, is a collaborative educational project between Kenyon College and selected secondary schools in Ohio. KAP seeks to provide good students with college-level courses taught in their schools and supported by Kenyon faculty. Through these courses students can experience the intellectual challenges that will enhance their pre-college education and prepare them for successful and enriching college careers. Finally, KAP seeks to create a common educational ground for Ohio's public, private, and parochial students and faculty, one that will address students from all backgrounds and all economic levels.

KAP STANDARDS

Kenyon's standards in the courses are maintained in a number of ways: teachers in the schools are appointed by Kenyon, departmental representatives from the college visit and evaluate classes in the schools, course materials and methods are developed jointly by teachers from Kenyon and the schools, teachers exchange student written work for cross-grading exercises, and admission of a student to a course requires acceptance by Kenyon. Over 1,000 students are enrolled in KAP courses each year. These are taught by 69 KAP teachers at 21 participating KAP schools in central and northern Ohio.

KAP OFFERINGS

The program offers courses in all areas of academic inquiry including work in Digital Art, Drawing 1, Art History, Drama, Photography, European History, American History, African American History, American Studies, English Literature, Political Science, French, Spanish, German, Psychology, Physics, Biology, Chemistry, Philosophy and Neuroscience.

OEUVRES

AOÛT

Stupeur et tremblements, Amélie Nothomb (lecture de vacances)

SEPTEMBRE

La Fée aux gros yeux, Georges Sand

Les Fleurs du mal, Charles Baudelaire

(Extraits, sélection de poèmes : “Le vampire” / “L’Albatros” / “Les Chats” / “Correspondances”)
“Voyelles”, Rimbaud + Autres textes

+ **Choix des élèves** (lecture indépendante + présentation d’un extrait)

OCTOBRE

La Parure / Le papa de Simon, Guy de Maupassant

Le surréalisme : sélection de poèmes + arts visuels (notamment Magritte)

“Pour faire un poème dadaïste”, Tristan Tzara

“Mes occupations”, Henri Michaux / “La promenade de Picasso”, Jacques Prévert

“Odile”, Jean Cocteau + **Choix des élèves**

NOVEMBRE

Knock, Jules Romains

Auteures : femmes de Lettres au 20e siècle

Simone de Beauvoir (extraits) / Maguerite Yourcenar (extraits)

DÉCEMBRE

Le Silence de la mer, Vercors

+ Projets individuels de recherche Camus / Sartre

Extraits de *L’Étranger*

JANVIER

Le Chandail de Hockey, Roch Carrier

Festival de la BD d’Angoulême

Extraits de *Persépolis*, Marjane Satrapi

Extraits de *Les Carnets de Cerise*, Joris Chamblain et Aurélie Neyret

FÉVRIER

Projet de lecture indépendante + présentations hebdomadaires (4)

En Attendant Godot, Samuel Beckett / *Becket*, Jean Anouilh

MARS

L’Homme qui plantait des arbres, Jean Giono

Film : *Jean de Florette*, Claude Berri

+ Extraits de littératures régionales

AVRIL

L’Élégance du Hérisson, Muriel Barbery (LIVRE + FILM)

Extraits de littérature contemporaine récente (2015-2018)

MAI

Projet final

TYPES DE TRAVAUX (EXEMPLES)

- *Lecture à haute voix*
- *Lecture indépendante*
- *Résumé*
- *Essai / Dissertation*
- *Commentaire de texte*
- *Fiche de lecture*
- *Création d’affiche (format design thinking)*

