

JAN 12 2000

REQUEST FOR APPROVAL TO USE W-DESIGNATION

LSC # 194
Action App

COVER SHEET: Request for Approval to Use W-Designation

TYPE I. PROFESSOR COMMITMENT

- () Professor CHARLES R. MCCREARY Phone 357-2707
 (x) Writing Workshop? (If not at IUP, where? when?) 1995, 1999
 (x) Proposal for one W-course (see instructions below)
 (x) Agree to forward syllabi for subsequently offered W-courses?

TYPE II. DEPARTMENT COURSE

- () Department Contact Person _____ Phone _____
 () Course Number/Title _____
 () Statement concerning departmental responsibility
 () Proposal for this W-course (see instructions below)

TYPE III. SPECIFIC COURSE AND SPECIFIC PROFESSOR(S)

- () Professor(s) _____ Phone _____
 () Course Number/Title _____
 () Proposal for this W-course (see instructions below)

SIGNATURES:

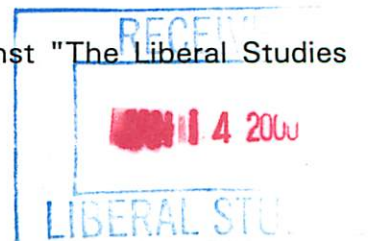
Professor(s) Charles R. McCreary
 Department Chairperson Rebecca Wisniewsky
 College Dean [Signature] 1/12/00
 Director of Liberal Studies Maya [Signature] 2-24-00

COMPONENTS OF A PROPOSAL FOR A WRITING-INTENSIVE COURSE:

- I. "Writing Summary"--one or two pages explaining how writing is used in the course. First, explain any distinctive characteristics of the content or students which would help the Liberal Studies Committee understand your summary. Second, list and explain the types of writing activities; be especially careful to explain (1) what each writing activity is intended to accomplish as well as the (2) amount of writing, (3) frequency and number of assignments, and (4) whether there are opportunities for revision. If the activity is to be graded, indicate (5) evaluation standards and (6) percentage contribution to the student's final grade.
- II. Copy of the course syllabus.
- III. Two or three samples of assignment sheets, instructions, or criteria concerning writing that are given to students. Limit: 4 pages. (Single copies of longer items, if essential to the proposal, may be submitted to be passed among LSC members and returned to you.)

Please number all pages. Provide one copy to Liberal Studies Committee.

Before you submit: Have you double-checked your proposal against "The Liberal Studies Committee's Most Frequently Asked Questions"?



Le Monde

Des étudiants étudient la culture et la littérature françaises

-De notre envoyé spécial à Indiana, Etats-Unis

« Il sera notre propos dans ce cours d'étudier les plus grands développements de la culture et de la littérature françaises à partir des premiers moments de l'histoire de la nation jusqu'au milieu du 18^e siècle. J'espère qu'après avoir suivi ce cours, mes étudiants auront une appréciation des grands courants de pensée de ces vastes époques en France...» Tels étaient les propos du professeur Charles McCreary, celui qui se charge de guider un groupe d'étudiants américains à travers un échantillon des grandes oeuvres littéraires de plusieurs siècles de l'histoire française.

Dans ce cours, les étudiants commenceront par lire une description des premiers développements de la culture française en retraçant l'existence de certaines tribus qui vivaient sur le territoire qui est aujourd'hui la France. Nous retracerons également la succession d'invasions



qui ont contribué à l'établissement du peuple et de la langue française. Ce parcours de l'histoire ancienne donnera lieu à une lecture d'extraits de littérature choisis. Au cours du semestre, nous découvrirons donc les développements historiques principaux avant de lire des chefs-d'oeuvre sélectionnés.

En général, les séances du cours auront trois parties: une petite conférence, une discussion des difficultés, et une discussion détaillée des textes. Pendant les séances du cours, le professeur présentera tout d'abord ses remarques personnelles sur les oeuvres étudiées ou les faits historiques de la période que nous examinons. Ces remarques ou ces petites conférences examineront des problèmes globaux pour donner une base à la discussion. En général, le professeur demandera ensuite aux étudiants d'identifier les passages qu'ils trouvent difficiles à comprendre. La troisième partie de la séance sera le moment où on parlera des sujets de discussion préparés par les étudiants. Pour chacun des textes donnés comme devoirs, le professeur fera distribuer ou recopier une série de questions auxquelles les étudiants devront répondre. Ces questions ou sujets de discussion pourront être les sujets de dissertation ou revus dans les examens.

Au jour le jour

Bureau du prof.: 432 à Sutton Hall

Heures de permanence: le lundi, mercredi de 1h00 à 2h00; le mardi et le jeudi de 11h30 à 1h00

N° de contact: 357.27.07 (ou 357.23.25 (bureau central))

Adresse d'e-mail: CHASMC@GROVE.IUP.EDU
Il est préférable de contacter le prof. par e-mail de toute façon parce que sa ligne est toujours occupée!

Les responsabilités des étudiants

Pour le calcul de la note finale dans ce cours, le professeur tiendra compte des facteurs suivants: la dissertation, les examens, les devoirs écrits et le journal, et la participation en cours.

Chaque étudiant devra écrire une dissertation *en français*, comptant de 3 à 5 pages sur un sujet choisi parmi les questions de discussion ou sur un sujet proposé par l'étudiant et approuvé par le professeur. La dissertation devra inclure des

citations du texte primaire. Les dissertations seront critiquées selon les critères suivants: le français et les idées (Si on a des problèmes à écrire correctement en français, il est fortement suggéré de consulter les tuteurs ou le professeur.) Comme les étudiants ne remettront leur dissertation qu'à la fin du semestre, ils prépareront une première version qui sera sujette aux corrections du professeur.

Pendant ce semestre, les étudiants passeront des examens écrits où on répondra à des questions de discussion et où on devra identifier des personnages ou des courants d'idées historiques ou l'auteur, etc. En outre, les examens pourront tester également leur connaissance des faits importants développés en classe (par exemple les dates importantes ou les détails d'un intrigue.) L'examen final sera cumulatif.

Au cours du semestre, les étudiants devront garder un « journal » de leur réactions personnelles aux devoirs qu'ils font. Ils y mettront:

- 1° Les pages qu'ils ont lues.
- 2° Les mots / passages incompris.
- 3° Leur réaction personnelle au passage.

Ce journal est un document qui vous aidera à mieux écrire en français et à réfléchir de façon critique. Pour que vous puissiez maintenir un dialogue avec le professeur et avoir une idée de vos progrès continus, le professeur vous demande de soumettre vos « pages » de journal *en français et par e-mail*. De temps à autre, le professeur demandera également aux étudiants de faire des « exercices » variés, par exemple d'écrire une réponse à une question donnée ou de compléter un schéma historique.

La participation est indispensable! Le professeur se vengera du silence des étudiants!

Barème des notes:

<i>Dissertation:</i>	25%
<i>Examens:</i>	35%
<i>Examen final:</i>	10%
<i>Journal et exercices:</i>	30%

Liste des ouvrages à acheter

Hester : Initiation à la culture française

Bishop : A Survey of French Literature, vol. I

Condensed English Version

(If you had trouble with the other text)

In this course, you will be studying the development of French culture from the pre-Roman era to the Enlightenment. The class will (obviously) be conducted entirely in French and all readings will be in French. During the class sessions, the prof. will expect you to be prepared to discuss the previous night's reading. Some classes will start off with a brief introductory statement by the professor. You should pay close attention to these details as they may re-appear in a tested form. During each session, you will have the chance to ask questions about passages you didn't understand (make sure you do!)

The grades for the course are outlined as follows: a paper (to be handed in the last day of class), exams, journal and assignments. The paper will be written in French and can be based on one of the study questions previously handed out in class or on a topic approved by the prof. This paper will be written in stages so you will hand preliminary versions of the paper which the professor will hand back with suggested corrections. One-hour exams will be given which will cover the readings you have done during the semester. Throughout the course of the semester, you are to keep a journal. It will contain your reactions to the work you are doing in the class. After each reading, jot down the pages you read, the parts you didn't understand and whether you feel the reading was, for example, hard, interesting, boring or whatever. You will submit your journal entries to the professor by email. The journal is not meant to be punitive but it will become so if there is evidence you have not been regularly doing your work. Finally, short written assignments will be given from time to time for collection and grading.



Writing Summary -- FR362 "Development of French Culture and Literature"

FR362 "Development of French Culture and Literature" is proposed for classification as a "W" course. This course, offered every spring, is intended for all French majors. It usually enrolls sophomores and juniors and as such is taught entirely in French. Students will do readings in two main texts; the first treats French history and culture while the second is an anthology of French literary masterpieces from the Middle Ages to the 20th Century. All readings are in French. The goal of the course is to give students an overview of French culture and literature while at the same time improving students' competence in speaking, listening, reading, and writing.

Types of writing which occur in this course:

1. WRITING TO STIMULATE THOUGHT OR TO SUMMARIZE A POINT. During those class sessions for which students will have read the historico-cultural text, they will be asked to summarize the key developments in an historical time frame. The class will be divided into teams and will complete questionnaires in French. The questionnaires typically require the students to indicate, in short paragraphs, the significance or importance of given dates, terms, quotes, or historic figures. On those occasions where students have been asked to read selections from the anthology, students will again be divided into small groups and asked to respond, again in short paragraphs, to a series of questions treating the plotlines of the piece or its broader philosophical implications. The in class writing / discussion is in French. A second type of writing is an in-class essay assignment. During these (approximately 5 or 6) one hour exercises, the instructor will distribute a sheet detailing the topic and the format of the writing. The topic given will treat either an area of historico-cultural development (e.g. "The main causes of the French Revolution") or a discussion question taken from the literary anthology (e.g. "Explain Zola's use of irony in the short story L'inondation.") Students will be instructed first to organize their thoughts on the topic. Next, the students will prepare lists of words and expressions to be used in their essay. A rough draft will then be written and exchanged with two partners who will verify the rough draft for form and content. In the last phase of the writing, the students will prepare the final draft for submission to the instructor. The length of such essays will be approximately 250-300 words in French.

2. WRITING FOR EVALUATION. During the course of the semester, there will be several exams (at least two during the semester plus the final) treating the history and literature of these time frames: late 18th century / French Revolution, early 19th Century, late 19th century, early 20th century. These exams will include several writing components each requiring at least a short paragraph response: identification of historic figures or dates, paraphrasing of selected literary passages, and an essay question treating a theme based on a literary or cultural item. The exams are in French. A total of 45% of the final grade.

3. WRITING TO ENHANCE READING. Over the course of the semester, students will read excerpts from the works of at 8 -10 French writers from the late 18th to the early 20th centuries. At times, readings will be split into multi-part assignments, while at others, students will be expected to read an entire selection from the anthology as a preparation for the next

class. As a part of these literary readings, the students will write a "journal entry" to be submitted via email to the professor. The email containing the journal "page" is to be submitted before the class meeting. The journal entry, 200-300 words in length, will contain three parts:

- 1° The title and pages read
- 2° A listing of difficult passages, confusing words or phrases
- 3° A personal reaction to the selection.

The journal entry is meant to be a point of departure for a more detailed textual analysis which is done in class. Students will focus on the selection on two levels: first as a foreign language document and second, as a work of art. As such, the journal is not graded for "accuracy" and is included as a part of the participation grade for the class (30%.) A total of 10-12 journal entries will be required for this portion of the grade.

4. **WRITING TO INTEGRATE LEARNING AND THINK CREATIVELY ABOUT A TOPIC:** The "dissertation" is a paper of 3-5 pages written in French. This paper is written in several stages, each evaluated for a grade and subject to revisions. After submitting a topic, the students first write the introduction as an in-class exercise. In the first phase of this exercise, the students prepare lists of vocabulary and key expressions which are to be used in the introduction. This preparation phase is done in concert with the instructor and native-speaker informants (the French Department employs two native speakers as tutors each year.) Next, students prepare a rough draft which is circulated among partners in a small group setting. The final version is then written and submitted to the professor who returns it with either a grade or a request for revision. These steps are duplicated for each of the first three paragraphs (or sections) of the paper. At each stage, the students are required to submit their work to the native speaker informants before turning the draft in to the instructor. At each stage, specific instructions as to format and style are made. The final draft of the paper is turned in on the last day of class and is worth 25% of the final grade.

5. **NOTE TAKING:** Due to the comprehensive nature of this course, most class sessions will involve small group work, general discussion of questions or themes and short lectures by the professor. For each of these phases, students will be encouraged to take notes in the target language (French) as this writing will better prepare them for the writing on the exams as well as in the final paper. The notes, being intended for students' personal use and review will not be collected or graded.

Français 362

Nom _____
Prénom _____

_____ / 100

Epreuve n° 3

Histoire: Indiquez l'importance de chacune des dates données. (-3 / 15)

1° 1815

2° 1848

3° 1851

4° 1870

5° 1905

Termes à définir: Donnez une brève définition aux termes suivants. (-3 / 15)

1° Le quatrième état

2° La charte

3° Le suffrage universel

4° L'affaire Dreyfus

5° La Commune

Personnalités: Identifiez chacune des personnes suivantes. (-3 / 15)

1° Haussmann

2° Jules Ferry

3° Honoré de Balzac

4° Louis-Philippe

5° Louis-Napoléon

Paraphrases: Donnez la signification en vos propres termes des passages suivants. (-5 / 25)

1° « Les mouvements de son coeur se ralentirent un à un, plus vagues chaque fois, plus doux, comme une fontaine s'épuise, comme un écho disparaît; et, quand elle exhala son dernier souf-
fle, elle crut voir, dans les cieux entr'ouverts, un perroquet gigantesque, planant au-dessus de sa tête. »

2° « Cher époux du ciel, laisse-moi te dire que tu as effacé tout souvenir des douleurs sous le poids desquels jadis ma vie allait succomber. Je n'ai connu l'amour que par toi. Il a fallu la candeur de ta belle jeunesse, la pureté de ta grande âme pour satisfaire aux exigences d'un coeur de femme exigeante. »

3° « Vous êtes pour moi la seule femme qu'il y ait dans le monde. Ne concevant point la vie sans vous, j'ai pris la résolution de quitter la France et d'aller jouer mon existence jusqu'à ce que je la perde dans quelque entreprise impossible, aux Indes, en Afrique, je ne sais où. »

4° « Madame, si je cessais de vous aimer en acceptant les chances que vous m'offrez d'être un homme ordinaire, je mériterais bien mon sort, avouez-le! Non, je ne vous obéirai pas, et je vous jure une fidélité qui ne se déliera que par la mort. Oh! prenez ma vie, à moins cependant que vous ne craigniez de mettre un remords dans la vôtre... »

5° « Quant aux dogmes, elle n'y comprenait rien, ne tâcha même pas de les comprendre. Le curé discourait, les enfants récitaient, elle finissait par s'endormir; et se réveillait tout à coup, quand ils faisaient en s'en allant claquer leurs sabots sur les dalles. »

Question à répondre: Ecrivez un paragraphe ou deux pour répondre à une des questions au choix. (30)

- Quelle est la leçon morale de la Femme abandonnée?
- De quelles façons Un coeur simple est-il différent des récits romantiques que nous avons lus?
- Gaston de Neuil est-il différent des héros romantiques que nous avons vus? Justifiez votre réponse.
- Comment pourrait-on caractériser la période qu'on appelle le Second Empire?

Selon le livre d'Hester, « Non seulement la Révolution marqua la fin de l'Ancien Régime, mais aussi elle donna à l'Europe un idéal d'égalité et de justice sociale que le monde n'avait pas encore connu. » (page 147)

En vous inspirant du livre d'Hester, et de notre discussion en classe, écrivez 2 ou 3 paragraphes pour répondre à la question suivante: **Quelles étaient les causes de la Révolution et comment a-t-elle inauguré un système plus égalitaire en France?**

Méthode à suivre

1° Organisez vos pensées: cette question a deux parties. En 2 ou 3 paragraphes, vous ne pouvez pas tout dire; décidez ce qui est important et ce qui est moins important.

2° Ecrivez un brouillon:

- écrivez en français seulement
- utilisez un vocabulaire dont vous êtes sûr(e). Posez éventuellement des questions au prof.
- utilisez le passé composé et l'imparfait (puisque vous parlez du passé.)

3° Echangez votre brouillon avec votre partenaire.

4° Lisez le brouillon de votre partenaire

- corrigez ses fautes
- suggérez-lui des améliorations

5° Ecrivez la version finale.

- sautez toutes les deux lignes en écrivant

6° Donnez votre essai au prof.

Aujourd'hui, vous allez travailler sur votre dissertation. Vous n'écrivez aujourd'hui que l'introduction de votre dissertation mais il est question d'organiser tout le reste du document. Pensez à votre sujet et à comment vous allez le présenter. Dans les premières phrases de votre introduction, dites clairement ce dont vous allez parler en termes très généraux. Par exemple, vous pourriez écrire: (SUJET: La mauvaise foi du narrateur dans Manon Lescaut..)« Celui ou celle qui lit Manon Lescaut aurait peut-être l'impression que le narrateur parle en toute sincérité. Pourtant, le lecteur avisé remarque très rapidement que cette sincérité n'est qu'une fausse impression. Il s'agit ici de ce qu'on a nommé la mauvaise foi...»

Après avoir présenté votre idée, vous devez énumérer les sections de votre dissertation:

« Dans cette dissertation, nous examinerons la mauvaise foi du narrateur Des Grieux en trois parties:

- 1° Le portrait de Des Grieux
- 2° Le portrait de Manon
- 3° La scène du parloir

Méthode à suivre

1° Organisez vos pensées: Il faut présenter votre idée générale ET les parties de votre argument.

2° Ecrivez un brouillon:

- écrivez en français seulement
- utilisez un vocabulaire dont vous êtes sûr(e). Posez éventuellement des questions au prof.
- utilisez le présent

3° Echangez votre brouillon avec votre partenaire.

4° Lisez le brouillon de votre partenaire

- corrigez ses fautes
- suggérez-lui des améliorations

5° Ecrivez la version finale.

- sautez toutes les deux lignes en écrivant

6° Donnez votre essai au prof.

Translation (and amplification) of information sheet for FR362

In this course, we will begin by reading excerpts from certain 18th century authors who are considered precursors to the romantic movement. After a review of the (historic events and forces involved in) the French Revolution, we will read selections from the Romantic period. We will touch upon the parallel social and political movements of the period which spawned the Empire and the Restoration. Our exploration of the literary movements of the 19th century will continue with the other great developments of the latter half of the century: realism and naturalism. Before studying the 20th century in France, we will delve into the history of the Second Empire, the war of 1870 and eventually, France's role in the two world wars. We will see how the events of this unsettled period influenced French art and creation.

Generally, class sessions will comprise three parts: a short lecture, a discussion of (linguistic) problems, and a detailed (thematic) discussions of the texts. The professor will generally open the class with a brief presentation of general background information pertaining to the literary texts or observations of an historical or cultural nature. At this point, students will be asked to identify those passages which they found difficult to understand. In the third phase of the class, we will discuss topics of a thematic nature which you and your partners will first discuss in small groups. The discussion topics or questions may be used as paper topics and may also be used as essay questions on the exams.

Students' responsibilities

Final grades in this course will be based on the following factors:

final paper	25%
exams	30%
writing exercises and journal	30%
final exam	15%

Each student will write a 3-5 page final paper in French. The subject of the paper may be selected from the discussion topics used in class or may be a topic proposed by the student. This paper must include quotes from the primary text. Each paper will receive two scores: one for the French (language, expression, vocabulary) and another for the ideas (clarity, organization, transitions.) Those students who have difficulty with the language are urged to contact the tutors outside of the regular class meetings. Since the final paper is not due until the last day of class, we will be developing it progressively throughout the semester. You will hand in at least one preliminary version which will be reviewed by the professor.

Throughout the course of the semester, there will be several exams containing the following sections:

history	(state the significance of a given date	~ 20%)
vocabulary / terms to define	(give a definition of the term	~ 20%)
paraphrasing passages	(give the meaning of the quote	~ 30%)
essay question	(~ 30%)	

The final exam will be cumulative.

During the semester, students will keep a “journal” of their reactions to the literary pieces we are reading. Each journal entry will be comprised of three sections:

- 1° Title of the selection and the pages you actually read
- 2° The specific passages / sections you did not understand
-vocabulary you did not know
- 3° Your personal reaction to what you read

The journal is meant to help you write better in French and to begin to think critically. In order to maintain a dialogue with the professor, you are to submit your journal entries by email. The journal is not a graded exercise per se; student grades under this rubric are based on a total number of entries.

From time to time, we will be doing in-class writing exercises. The professor will distribute a writing instruction sheet containing the topic and specific instructions. These writing exercises are done cooperatively. You will work with your partners and / or the tutors during the class session to complete your answer to the topic question.

**Translation of writing exercise I:
Question de synthèse**

“According to Hester(’s textbook Initiation à la culture française), ‘Not only did the [French] revolution mark the end of the monarchy but it also gave Europe an ideal of equality and social justice it had never known. (p. 147)’

Using Hester and our class discussions as a starting point, write two or three paragraphs as a response to this question:

What were the causes of the French revolution?

Writing method

1. Organize your thoughts:
 - a. Discuss the topic with your partner(s)
 - b. In two or three paragraphs, you cannot say everything; decide what is most important
2. Write a rough draft:
 - a. write in French only
 - b. use only vocabulary (and expressions) of which you are sure
 - c. you may ask the professor questions
 - d. use the [two main French] past tenses
3. Exchange your draft with your partner(s)
4. Read your partner’s rough draft
 - a. correct any errors you find
 - b. suggest improvements in organization or style
5. Write a final version
 - a. skip every other line
6. Hand in your essay

Translation of writing exercise II

Paper introduction

Today, you will work on your final paper. During today's class session, you will only write the introduction of your paper but you will think about the organization of the whole piece. Think about your subject and how you will present it. [You will be writing this paper in the manner of the French scholastic "*dissertation*" which requires a specific form for the first paragraph. You must first present your topic in a clear, generalizing topic sentence. The parts of your paper which support your topic must then be labeled in an *enumeration*.] As an example, if your topic were "The untrustworthiness of the narrator in *Manon Lescaut*, you would state your thesis in two sentences:

"At a first reading, one may be inclined to think that the narrator in *Manon Lescaut* speaks with complete sincerity. The more seasoned reader however will notice that this sincerity is nothing more than a false appearance designed to cover the narrator's misdeeds. This narrative technique has been termed la *mauvaise foi* (untrustworthiness.)

Having presented your theme, you must enumerate the various supporting arguments which prove your assertions. An example, [continued from the section above] might be:

"In this paper, we will see how this technique is used to create a false impression in the reader's mind through an examination of three key elements in the first section of the novel:

1. The portrait of Des Grieux
2. The portrait of Manon
3. The parlor scene"

Writing method

1. Organize your thoughts
 - a. REMEMBER: you must present your thesis and the parts of your argument
2. Write a rough draft
 - a. Write ONLY in French (translating will cause more errors)
 - b. Use words / expressions of which you are sure
 - c. Ask the professor or the tutors questions
 - d. Generally use the present tense
3. Exchange your rough draft with your partner
 - a. Correct any errors you might find
 - b. Suggest changes in style and organization
4. Read your partner's rough draft

5. Write another draft
 - a. Skip every other line
6. Give this draft and the preliminary version to the professor

General notes on writing in FR362

1. Grading: The graded writing exercises (in-class writing, and final paper) receive two scores: one for "*forme*" (grammar, expression, etc.) and one for "*fond*" (organization, logic, ideas.)

2. Revisions: Students generally do two or three versions of their writing exercises. The in-class writing exercises (such as exercise #1 - The French Revolution) are done twice. An entire class hour devoted to the first version, following the procedure outlined in the sample. The first version receives no grade; it receives notes detailing grammar and organizational or logic errors. The second version of the paper is the subject of another class hour. Students correct grammar errors and are instructed (usually) as to how the topic may be presented more clearly. The second draft receives a grade. Students scoring poorly are encouraged to write a third draft with the help of the native-language tutors. Those students who write a third draft receive a grade which is the average of their last two revisions.

As stated in the narrative, the final paper is written in stages, three or four class sessions being devoted to writing the introduction, the first and second paragraphs following the introduction. Prior to writing the introduction, students submit their paper topic which may be selected from a list of possible subjects furnished by the instructor. Each successive stage is reviewed by the instructor and the native-language informants (a tutor's signature is required for handing in the last reviewed section.)