



DEPARTMENT OF LANGUAGES, LINGUISTICS, AND COMPARATIVE LITERATURE

MA IN LLCL: TEACHING OF FRENCH READING LIST

For students beginning Fall 2016 or later

I. DESCRIPTION OF THE WRITTEN COMPREHENSIVE EXAM

Note to the student: You should begin to prepare the works on this reading list as soon as you begin your graduate career. It is recommended that MA students take a variety of courses that cover different periods and literary trends. Nevertheless, it is your sole responsibility to prepare the works on this list and understand their importance in the development of literary history, linguistics, pedagogy, and second language acquisition. The written comprehensive exams are based on this list.

The written comprehensive exams are normally taken in the last semester, and consist of questions that examine the student's knowledge of the literary works on this list, their historical context, stylistic and ideological trends, and the intertextuality of these works from the earliest periods to the present, linguistics, pedagogy, and second language acquisition. The exam lasts 8 hours and is scheduled over a two-day period on the Monday of the 6th week of class and the Monday of the 7th week of class, from 12:00-4:00pm. The student may not consult a copy of the reading list during the exam. The written exam has the following format:

1. The first exam consists of 6 questions on literature (3 on the Pre-Revolution period literature and 3 on Post-Revolution France and the Francophone World); the student chooses 4 questions (2 from each group of three) and must write four analytical essay responses in French. (4 hours)
2. The second exam consists of 6 questions on linguistics, pedagogy, and second language acquisition; the student chooses 4 questions and must write four analytical essay responses in the language in which the question is asked. (4 hours)

Each analytical essay response will receive a grade of "excellent," "pass," or "fail." If a student does not write an analytical essay response to the required number of questions in any given section of the exam, the student will automatically fail that entire section of the written comprehensive exam. If the student fails one or more sections, s/he will have only one opportunity to retake the failed section(s), and the retake must be within one year from the date of the original exam. The professor who coordinates the exam will set the date for the retake in consultation with the student.

"In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS)—in Boca Raton, SU 133 (561-297-3880) — and follow all SAS procedures."

LISTE DE LECTURES OBLIGATOIRES

La France d'avant 1789

L'ère médiévale (9^e siècle – 15^e siècle)

1. *La Chanson de Roland* (entier)
2. Chrétien de Troyes : *Le Chevalier au lion, ou Yvain*
3. Marie de France: *Lais* (entier)
4. Villon: *Le Testament* (entier)

16^e siècle

1. François Rabelais: *Gargantua* (entier)
2. Michel de Montaigne: *Essais* : "Au lecteur," I 1, 20, 26, 28; II 6, 10, 18; III 6
3. Joachim du Bellay: *L'Olive* 1; *Les Regrets* "A son livre," 1, 8, 9, 31, 32, 79 ; *Défense et Illustration de la Langue Française*, first book
4. Louise Labé: *Sonnets* 2, 8, 17, 24 et *Débat de Folie et d'Amour*.

17^e siècle

1. Pierre Corneille: *L'Illusion comique*
2. Jean Racine: *Phèdre*
3. Molière: *Tartuffe* et *Dom Juan*
4. Madame de Lafayette: *La Princesse de Clèves*

18^e siècle

1. Voltaire: *Candide ou l'optimisme*
2. Denis Diderot: *La Religieuse* et *Jacques le Fataliste*
3. Montesquieu: *Les Lettres persanes* et *L'Esprit des Lois*
4. Choderlos de Laclos: *Les Liaisons dangereuses*
5. Olympe de Gouges : *Déclaration des Droits de la Femme et de la Citoyenne*

La France d'après 1789, le monde francophone et la France postcoloniale

Le 19^e siècle

1. Alphonse de Lamartine: "Le Lac"
2. Claire de Duras : *Ourika*
3. Honoré de Balzac: *Le Père Goriot*
4. Gustave Flaubert: 'Un Coeur simple'
5. Verlaine: "Art Poétique"
6. Charles Baudelaire : from *Les Fleurs du Mal*: 'Au Lecteur,' 'Une Charogne,' 'L'Invitation au Voyage,' 'Le Cygne'
7. Arthur Rimbaud, "Le bateau ivre"

Le 20^e siècle

1. André Breton: *Nadja*
2. Céline: *Voyage au bout de la nuit* (première moitié, chapitres 1-19)
3. Albert Camus: *L'Étranger*
4. Eugène Ionesco: *Rhinocéros*
5. Nathalie Sarraute : *Tropismes*
6. Guillaume Apollinaire : 'Le Pont Mirabeau,' 'La Colombe Poignardée et le Jet d'Eau'

Littérature francophone et littérature postcoloniale (Choisir une aire)

Students choose ONE of the following areas:

1. La France postcoloniale

1. Nacer Kettane : *Le Sourire de Brahim*
2. Leila Sebbar : *La Seine était rouge*
3. Azzouz Begag : *Le Gone du Chaaba*
4. Fatou Diome : *Le Ventre de l'Atlantique*
5. Dalila Kerchouche : *Leila, avoir 17 ans dans un camp de harkis*

2. Francophonie de l'Afrique subsaharienne et de la Caraïbe :

1. Léopold Senghor : Poèmes choisis : « Femme nue, femme noire » et « Congo »
2. Mariama Bâ : *Une si longue lettre*
3. Amadou Kourouma : *Les Soleils des Indépendances*
4. Aimé Césaire: *Cahier d'un retour au pays natal*
5. Patrick Chamoiseau : *Chronique des sept misères*
6. Jacques Stephen Alexis : *Compère Général Soleil*

3. Francophonie du monde arabe

1. Driss Chraïbi : *Le Passé simple*
2. Rachid Boudjedra: *La Répudiation*
3. Assia Djebar : *L'Amour, la Fantasia*
4. Mahi Binebine : *Les Étoiles de Sidi Moumen*
5. Amin Maalouf: *Les Identités meurtrières*

Linguistique du français

1. Walter, H. (2008). *Aventures et mésaventures des langues de France*. Nantes: Editions du temps.
2. Nadeau & Barlow (2006). *The story of French*. NY: St-Martin's press.
3. O'Grady, W., Archibald, J., Aronoff, M., & Rees-Miller, J. (2010) 6th edition. *Contemporary Linguistics: An introduction*. New York, NY: Bedford/St. Martin's.

Méthodologie de l'enseignement et de l'acquisition d'une deuxième langue

Livres:

1. DuBravac, S. (2013). Technology in the L2 Curriculum. In J. Gasparro and M. Lacorte (Eds.), *Theory and Practice in Second Language Classroom Instruction*. Upper Saddle River. New Jersey. Pearson Education.
2. Gass, S.M. & Selinker, L. (2008). *Second language acquisition: An introductory course*. (2nd ed.). New York: Routledge.
3. Lightbown, P.M. & Spada, N. (2006). *How languages are learned*. (3rd ed.). Oxford: Oxford UP.
4. Lee, J.F. & VanPatten B. (2003). *Making communicative language teaching happen*. (2nd ed.). New York: McGraw-Hill.

Artículos / Chapitres:

1. Izumi, S. (2002). Output, input enhancement, and the noticing hypothesis: An experimental study on ESL relativization. *Studies in Second Language Acquisition*, 24, 541–577.
2. Swain, M. (1995), Three functions of output in second language learning. In G. Cook & B. Seidlhofer (Eds.), *Principle and practice in applied Linguistics* (pp. 125-144). Oxford: Oxford UP.
3. VanPatten, B. & Cadierno, T. (1993). Explicit instruction and input processing. *Studies in Second Language Acquisition*, 15, 225–243.
4. VanPatten, B. & Oikkenon, S. (1996). Explanation versus structured input in processing instruction. *Studies in Second Language Acquisition*, 18(4), 495-510.
5. VanPatten, B. & Fernandez, C. (2004). The long-term effects of processing instruction. In B. VanPatten (Ed.), *Processing instruction: Theory, research, and commentary* (pp. 273-289). Mahwah, NJ: Lawrence Erlbaum Associates.

6. White, L. (2003). On the nature of interlanguage representation: universal grammar in the second language. In C.J. Doughty, M.H. Long (Eds.), *The handbook of second language acquisition* (pp. 19-42). Malden, MA: Blackwell.
7. Doughty, C. J., & Long, M.H. (2009). *The handbook of language teaching*. Malden, MA: Blackwell. Selected readings:
 - A. Beretta, A. (2009). The language learning brain. In C.J. Doughty, M.H. Long (Eds.), *The handbook of language teaching* (pp. 65-80). Malden, MA: Blackwell.
 - B. Larsen-Freeman, D. (2009). Teaching and testing grammar. In C.J. Doughty, M.H. Long (Eds.), *The handbook of language teaching* (pp. 518-542). Malden, MA: Blackwell.
 - C. Long, M. (2009). Methodological principles for language teaching. In C.J. Doughty, M.H. Long (Eds.), *The handbook of language teaching* (pp. 373-394). Malden, MA: Blackwell.
 - D. McKay, S.L. & Rubdy, R. (2009). The social and sociolinguistic contexts of language learning and teaching. In C.J. Doughty, M.H. Long (Eds.), *The handbook of language teaching* (pp. 9-25). Malden, MA: Blackwell.
 - E. Montrul, S. (2009). Heritage language programs. In C.J. Doughty, M.H. Long (Eds.), *The handbook of language teaching* (pp. 182-200). Malden, MA: Blackwell.
 - F. Norris, J. (2009). Task-based teaching and testing. In C.J. Doughty, M.H. Long (Eds.), *The handbook of language teaching* (pp. 578-594). Malden, MA: Blackwell.
 - G. Ortega, L. (2009). Sequences and processes in language learning. In C.J. Doughty, M.H. Long (Eds.), *The handbook of language teaching* (pp. 81-105). Malden, MA: Blackwell.
 - H. Robinson, P. (2009). Syllabus design. In C.J. Doughty, M.H. Long (Eds.), *The handbook of language teaching* (pp. 161-181). Malden, MA: Blackwell.