



## Graduate Programs—NEW COURSE PROPOSAL

UGPC APPROVAL \_\_\_\_\_  
 UFS APPROVAL \_\_\_\_\_  
 SCNS SUBMITTAL \_\_\_\_\_  
 CONFIRMED \_\_\_\_\_  
 BANNER POSTED \_\_\_\_\_  
 CATALOG \_\_\_\_\_

DEPARTMENT NAME: LANGUAGES, LINGUISTICS, AND  
 COMPARATIVE LITERATURE

COLLEGE OF: DOROTHY F. SCHMIDT COLLEGE OF ARTS AND LETTERS

RECOMMENDED COURSE IDENTIFICATION:

PREFIX \_\_\_\_\_ FRE \_\_\_\_\_ COURSE NUMBER \_\_\_\_\_ 6946 \_\_\_\_\_ LAB CODE (L or C) \_\_\_\_\_

(TO OBTAIN A COURSE NUMBER, CONTACT MJENNING@FAU.EDU)

COMPLETE COURSE TITLE

INTERNSHIP IN FRENCH

### EFFECTIVE DATE

(first term course will be offered)

\_\_\_\_\_ FALL 2011 \_\_\_\_\_

CREDITS: 3

TEXTBOOK INFORMATION: THE STUDENTS WILL USE THE SPECIFIC TEXTBOOK ASSIGNED TO THE UNDERGRADUATE COURSE BEING TAUGHT BY THE FACULTY MEMBER WITH WHOM THEY DO THE INTERSHIP

GRADING (SELECT ONLY ONE GRADING OPTION): REGULAR  PASS/FAIL \_\_\_\_\_ SATISFACTORY/UNSATISFACTORY \_\_\_\_\_

COURSE DESCRIPTION, NO MORE THAN 3 LINES:

FOR THE MAT IN FRENCH, STUDENTS ARE REQUIRED TO DO AN INTERNSHIP WITH A FACULTY MEMBER WHO IS TEACHING FRW 3001, FRE 3400, FRE 3401, OR FRE 3393. STUDENTS ATTEND EACH CLASS SESSION AND PREPARE/TEACH SEVERAL CLASSES OVER THE COURSE OF THE SEMESTER. IN ADDITION, STUDENTS PARTICIPATE IN THE DESIGN, GRADING, AND EVALUATION OF EXAMS, TERM PAPERS, AND OTHER SEMESTRIAL PROJECTS.

PREREQUISITES: W/MINIMUM GRADE: \*

COREQUISITES:

OTHER REGISTRATION CONTROLS (MAJOR, COLLEGE, LEVEL):

PERMISSION OF INSTRUCTOR

PREREQUISITES, COREQUISITES & REGISTRATION CONTROLS SHOWN ABOVE WILL BE ENFORCED FOR ALL COURSE SECTIONS.

\*DEFAULT MINIMUM GRADE IS D-.

MINIMUM QUALIFICATIONS NEEDED TO TEACH THIS COURSE: PH.D. IN FRENCH OR RELATED FIELD

Other departments, colleges that might be affected by the new course must be consulted. List entities that have been consulted and attach written comments from each.

Marcella Munson / [mmunson@fau.edu](mailto:mmunson@fau.edu) / 561-297-2118  
 Faculty Contact, Email, Complete Phone Number

### SIGNATURES

### SUPPORTING MATERIALS

<p><b>Approved by:</b></p> <p>Department Chair: _____</p> <p>College Curriculum Chair: _____</p> <p>College Dean: _____</p> <p>UGPC Chair: _____</p> <p>Dean of the Graduate College: _____</p>	<p><b>Date:</b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><b>Syllabus</b>—must include all details as shown in the UGPC Guidelines.</p> <p><b>Written Consent</b>—required from all departments affected.</p> <p>Go to: <a href="http://graduate.fau.edu/gpc/">http://graduate.fau.edu/gpc/</a> to download this form and guidelines to fill out the form.</p>
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Email this form and syllabus to [diamond@fau.edu](mailto:diamond@fau.edu) and [eqirjo@fau.edu](mailto:eqirjo@fau.edu) one week **before** the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website by committee members prior to the meeting.

Dr. Marcella Munson  
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Office Hours : T/R 1-4 PM

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Web: [www.fau.edu/french](http://www.fau.edu/french)

## **FRE 6946**

### **Internship in French**

#### **Course Description:**

Graduate students enrolled in the French MAT program are required to do an internship with a faculty member teaching one of several undergraduate major courses: FRW 3001 (Introduction à la littérature française), FRE 3393 (Culture et Société: Le Cinéma), or FRE 3400 / FRE 3401 (either Advanced French I or Advanced French II, both of which focus on composition and expository technique). The student shadows the professor in the course, and completes specific course-related activities.

#### **Course Objectives:**

The main objective of the internship is to give graduate students enrolled in the French MAT program sustained professional mentoring in a hands-on classroom environment. In order to accommodate students with varying professional interests, students are given a choice: they may do an internship that focuses on the study of literature (in conjunction with FRW 3001), the study of culture through film (in conjunction with FRE 3393), or the study of advanced composition and expository techniques (in conjunction with FRE 3400 or FRE 3401). The student must have the explicit permission of the professor teaching the course before enrolling in the internship, and ideally the student will have taken the course her- or himself (although this is not strictly necessary). Final decisions as to which undergraduate course the internship will be focused on rest with the French faculty.

#### **Grading Scale:**

A = 93-100 / A- = 90-92 / B+ = 87-89 / B = 83-86 / B- = 80-82 / C+ = 77-79 / C = 73-76 / C- = 70-72 / D+ = 68-69 / D = 63-68 / D- = 60-62 / F = below 60

#### **Evaluation:**

The final grade for the internship will be based on the following factors:

**1. Attendance and meaningful participation. (20%)** Each internship student must attend every undergraduate class session and be prepared to: (a) take notes on the pedagogical strategies being used by the professor; (b) assist the undergraduate students during group oral activities; and (c) help generate lively in-class discussion when requested by the professor (while nevertheless keeping in mind that the focus of the class must remain on the undergraduate students). This means, of course, that the student must be familiar with the material being presented in class each day.

**2. Sample teaching demonstrations. (30%)** Over the course of the semester the student will be given the responsibility of leading the entire class on guided topics. At three points during the semester student will take over the role of the professor for anywhere from 20 to 40 minutes in order to introduce a topic, lead students in practice activities, and then conduct a follow-up exercise. The professor will observe each teaching demonstration and immediately afterwards give the student guided feedback indicating what aspects of the pedagogy were strong, and what areas could be improved. The topic of the presentation will be determined beforehand in consultation with the professor.

**3. Pedagogical journal. (20%)** Over the course of the semester the student will keep a regular journal detailing her/his in-class observations (of the professor's pedagogical techniques, chosen topics, and student reaction). The journal is intended to give students the chance to reflect often and in-depth on pedagogical topics, as well as maintain an ongoing dialogue with the professor on the course. In tandem with the journal, the professor will assign selected pedagogical readings.

**4. Guided evaluation and correction of exams and other coursework. (10%)** A fundamental element of the internship is the chance for the student to discuss exams and other coursework with the professor. Although the professor will be solely responsible for developing course evaluation tools, the student will nevertheless be expected to engage in dialogue with the professor about the structure of quizzes and other exams, and may be asked to design limited portions of a particular exam. As a correlary activity, students will also be responsible for discussing the evaluation of exams and other course activities with the professor. In the case of longer essay responses or term papers, the student will be asked to provide an initial evaluation of the student work (in pencil!), and the professor will be responsible for the final evaluation. In those cases where the professor's evaluation differs significantly from the student's, the professor will use this as an opportunity to explain to the student why s/he assigned a particular grade, and what specific elements in the work s/he was responding to. Similar to "norming" in composition, this is an extremely valuable opportunity for both student and professor.

**5. Final project. (20%)** The student, in consultation with the professor, will present a final project (to the professor, not to the entire undergraduate class). The project may take one of several forms. Possible forms include, but are not limited to: (a) a formal academic essay describing the various strategies one could use to teach a particular cultural/compositional/literary topic; (b) a series of detailed class exercises, using electronic and/or forms of social media (note: all materials must be fully developed if the student chooses this option); (c) a detailed class syllabus for a course that the student would like to teach one day (including a bibliography of resources used to compile the syllabus).

*Attached to this course description are two sample course syllabi from the various undergraduate courses in which a student might shadow a professor.*

*FRW 3001 Introduction à la littérature française  
FRE 3393 Culture et Société : Le Cinéma*

Dr. Marcella MUNSON  
Bureau: GCS 216  
Permanence : mardi / jeudi 13h – 16h

Tél: (561) 297-2118  
E-mail: mmunson@fau.edu

# FRW 3001

## INTRODUCTION À LA LITTÉRATURE FRANÇAISE

### AUTOMNE 2010

LUNDI / MERCREDI 11H – 12H20  
PROFESSEUR MUNSON



#### Textes:

- Polycopiés (distribué sur Blackboard)
- *Anthologie de la littérature française* (Belin 2007) (ISBN : 9782701146379)
- Camus, *L'Étranger*
- Molière, *Le Tartuffe*
- Ionesco, *La Cantatrice chauve*
- Il faut avoir accès à un BON dictionnaire relié ("hardback") français-français (*Le Petit Robert*, de préférence)

#### Description du cours:

Ce cours vise à donner aux étudiants de spécialisation française une introduction de base aux trois genres fondamentaux: la poésie, la prose et le théâtre. On apprend le vocabulaire approprié à chaque genre avant de faire une exploration du genre à travers une variété de textes provenant de toute période littéraire. Au cours du semestre on fera une analyse textuelle détaillée (une *explication de texte*) en se servant de la terminologie appropriée au genre. Il y aura aussi deux quizzes, des devoirs écrits, un journal de lecture, une présentation orale (de 5 minutes), et un examen final.

*This course serves as a basic introduction to the three main genres of literature: poetry, prose, and theater. We will first learn the appropriate French terminology needed to discuss and analyze each genre; after mastering this terminology we will study the read a variety of texts of each genre in order to gain a broad understanding of French literary history. The course is divided into three modules: poetry, prose and theater. During each module, all students will do both creative projects AND close textual analysis using the terminology learned in class. There will be two quizzes, a writing journal, an oral presentation (5 min. max!), and a final exam.*

#### Annotation: La note sera basée sur les éléments suivants:

Quizzes (2)	24%
Explications de texte (2)	25%
Journal de lecture	6%
Devoirs écrits	10%
Scène à jouer	5%
Présentation orale	5%
Participation orale	5%
Examen final	20%

**RAPPEL: EXAMEN FINAL (mercredi 8 décembre : 10h30 – 13h) = 20%**

## SYLLABUS

**\*Please note: This syllabus should be considered a general outline of the assignments to be done for this course. Homework assignments may from time to time be altered to fit the pace and the needs of our class. Therefore, it is the responsibility of each student to check Blackboard each night for updates to course schedules and assignments. Also, please note: if you must miss a class, it is *your* responsibility to contact me as soon as possible (preferably before class begins), and also to check Blackboard to find out what assignment(s) are due. NOTE: We will be using Blackboard 9, which is not yet available to the entire university. Please go to <http://bb9.fau.edu> to find our class blackboard site.**

*Assignments are listed for the day they are due.*

### Students with Disabilities

*In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca Raton –SU 133 (561-297- 3880), in Davie, MOD I (954- 236-1222), in Jupiter- SR 117 (561-799-8585), or at the Treasure Coast – CO 128 (772- 873- 3305) and follow all OSD procedures.*

### Plagiarism

*Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see: [http://www.fau.edu/regulations/chapter4/4.4001\\_Honor\\_Code.pdf](http://www.fau.edu/regulations/chapter4/4.4001_Honor_Code.pdf)*

### SEMAINE 1

23 août

**Introduction au cours**  
**Pourquoi étudier la littérature ?**  
**Qu'est-ce que la poésie?**  
**En classe: "Pour faire un poème dadaïste" (Tzara)**

25 août

**Exploration de la poésie: Son versus sens**  
A RENDRE: Votre poème dadaïste avec votre définition de la poésie  
A LIRE: Introduction à la poésie (polycopié sur Bb)  
"Chanson d'automne," Verlaine (Bb) ; Verlaine (A 184)  
"Demain, dès l'aube," Hugo (Bb) ; Hugo (A 127)  
Le Romantisme en poésie (A 150-51)

### SEMAINE 2

30 août

**La Pléiade: La poésie classique dans le développement de la langue française**  
A LIRE: La Pléiade (A 19-20) ; Du Bellay (A 20) ; Ronsard (A 21)  
"Quand vous serez bien vieille," Ronsard (A 22)  
"Comme on voit sur la branche," Ronsard (Bb)

1 septembre

**Vocabulaire technique pour la versification française**  
A RENDRE: Versification et message d'UN poème de Ronsard  
A LIRE : Labé (A 23) ; « Je vis ; je meurs » (A 23)

### SEMAINE 3

6 septembre

**JOUR FERIÉ : LABOR DAY**

8 septembre

**La Fontaine: La poésie comme défi politique**

A RENDRE: Versification et message d'une fable de La Fontaine

A LIRE: La Fontaine (A 39-40) ; «La littérature moraliste » (A34-35)  
“La grenouille qui veut se faire aussi grosse que le boeuf” (A 40)

SEMAINE 4

13 septembre

**Du romantisme au modernisme : Baudelaire**

A RENDRE: 1er jet de votre **\*EXPLICATION DE TEXTE\*** d'un poème

A LIRE: Baudelaire (A 175-76) ; Baudelaire, l'initiateur (A 175)  
“Spleen,” Baudelaire (A 179) ; « Correspondances » (A 176)

15 septembre

**La nouvelle liberté poétique**

A LIRE: « Le Spleen de Paris », Baudelaire (A 180)

“Enivrez-vous,” Baudelaire (Bb)

« Alchimie du verbe », Rimbaud (A 189)

**PRÉSENTATIONS ORALES : POÉSIE**

SEMAINE 5

20 septembre

**QUIZZ SUR LA POÉSIE (vocabulaire, versification et identifications)**

22 septembre

**Introduction à la prose**

**La narration et le vocabulaire critique pour la narration**

A RENDRE: **RÉVISION** de votre **EXPLICATION DE TEXTE** d'un poème

A LIRE: Introduction à la prose (Bb)

“L'Invitation au voyage,” Baudelaire (A 177-79)

“L'Invitation au voyage” en prose, Baudelaire (Bb)

SEMAINE 6

27 septembre

**Le “je” du narrateur et le rôle du lecteur : Le portrait philosophique**

A RENDRE: Votre définition de ce que c'est que la prose

A LIRE: Montaigne (A 24-25) ; “Avis au lecteur,” *Essais*, Montaigne (Bb)

Descartes (A 32) ; *Discours de la méthode* (A 32-33)

29 septembre

**La condition humaine à travers le conte philosophique**

A LIRE : La Bruyère (38-39) ; “Giton” et “Phédon,” La Bruyère (A 38-39)

Voltaire (A 80) ; Premier chapitre de *Candide*, Voltaire (Bb)

SEMAINE 7

4 octobre

**Le naturalisme scientifique et l'illusion réaliste : Balzac et *La Comédie Humaine***

A RENDRE: Un paragraphe dans le style de La Bruyère

A LIRE : Balzac (A 140) ; Avant-propos, *La Comédie humaine* (A 140-41)

Extrait, *Le Père Goriot* (A 143) et texte supplémentaire sur Bb

6 octobre

**Continuation du réalisme : Balzac et Flaubert**

A RENDRE: Réponses aux questions sur *Le Père Goriot*

A LIRE: Flaubert (A 197) ; Réalisme et naturalisme (A 197)

Extrait, *Madame Bovary*, Flaubert (A 198-2000)

SEMAINE 8

11 octobre

**Flaubert et le texte réaliste : *Un cœur simple***

Lecture: Biographie et théories littéraires de Flaubert (592-594)

*Un cœur simple*, partie I (Flaubert) (594-596)

13 octobre

**Camus et le roman moderne**

A LIRE: Camus (A 299) ; Sous l'Occupation (A 289-90)  
*L'Étranger*, Partie I, chapitres 1-3

**SEMAINE 9**

18 octobre

**Camus : Suite**

A LIRE : Suite—*L'Étranger*, Partie I, chapitres 4-6

20 octobre

**Camus : Suite**

A LIRE : Suite – *L'Étranger*, Partie II, chapitres 1-3

**SEMAINE 10**

25 octobre

**Camus : Suite**

A LIRE : Suite – *L'Étranger*, Partie II, chapitres 4-5

**A RENDRE: 1er jet de votre \*EXPLICATION DE TEXTE\* sur *l'Étranger***

27 octobre

**PRÉSENTATIONS ORALES : PROSE**

**SEMAINE 11**

1 novembre

**QUIZZ SUR LA PROSE (vocabulaire, structure narrative et identifications)**

3 novembre

**Lieux de représentation: La mise en scène des mots et le vocabulaire théâtral**

**Les trois unités: Le théâtre classique et ses règles**

A LIRE: Introduction au théâtre (Bb) (étudiez bien les images !!)  
Boileau (A 43) ; Extrait de *l'Art poétique*, Boileau (A 44-45)  
Le Classicisme (A 31-32) ; Molière (A 50) ; Théâtre classique (A 43)

**SEMAINE 12**

8 novembre

***Le Tartuffe* : Le contexte historico-politique**

A LIRE : *Le Tartuffe*, Acte I

10 novembre

***Le Tartuffe* : Le lieu théâtral: "Orgon, caché sous la table..."**

A LIRE : *Le Tartuffe*, Actes II-III

**SEMAINE 13**

15 novembre

***Le Tartuffe* : Molière et le comique**

A LIRE : *Le Tartuffe*, Actes IV-V

**A RENDRE : RÉVISION de votre EXPLICATION DE TEXTE #2**

17 novembre

**Ionesco et le théâtre de l'absurde**

A LIRE : Le Nouveau théâtre (A 321); Ionesco (A 324)  
*La Cantatrice chauve*, Scènes 1-5

**SEMAINE 14**

22 novembre

**Ionesco : Suite**

Lecture : *La Cantatrice chauve*, Scènes 6-11

24 novembre

**SCÈNES A JOUER !!!**

**SEMAINE 15**

**29 novembre**

**PRÉSENTATIONS ORALES : THÉÂTRE**

**1 décembre**

**SOMMATION GLOBALE ET PRÉPARATION POUR L'EXAMEN FINAL**

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**8 décembre (mercredi)**

**L'EXAMEN FINAL (de 10h30 à 13h)**



**Instructor: Carla Calargé**

**email: ccalarge@fau.edu**

**Office: GS 217**

**Room:**

**Time: TR 12:30-1:50 p.m**

**Tel: 72533**

**Office hours: TR 10:00 – 11:30 a.m; T: 2:00- 4:00 p.m or by appointment**

## **FRE 3393: Culture et Société. Le cinéma**

### **Course Description**

This course is designed to provide students with an opportunity to improve their conversational and writing skills in French through the viewing, discussion and analysis of a number of French and Francophone films. Students will get to learn about, reflect on, and discuss a variety of cultural objects, social situations, as well as political and historical moments as they are (re)presented in the films they will watch. Strong emphasis is placed on the examination of the multiple ways in which these themes have shaped the image of modern France and helped to the construction of its national identity. Class discussions will be entirely conducted in French; discussions are designed to offer students a venue in which they can learn more, or improve their knowledge of cinematographic vocabulary and filmic analysis. Discussions are also designed to help students learn to move from being mere consumers of films to active readers and producers of meaning and (critical) interpretation. Class is entirely conducted in French and homework is required to be completed in French as well. Subtitles in English are available.

### **Course Objectives**

- Improve your knowledge of French vocabulary, grammar, and idioms.
- Introduce you to or sharpen your analytical cinematic reading and interpreting skills in French.
- Improve your argumentative skills and the ways you express your opinions and communicate them
- Help you learn more about contemporary, cultural and historical issues raised in the films through class discussion and research assignments.
- Improve and/or enhance your knowledge of multimedia technology and web resources.



### **Grading:**

10% attendance

10 % homework

5% Quizzes

5 % Class participation,

10% Class Presentation

60% Essays and exams

### **Grading Scale:**

<b>A</b> 93-100	<b>A<sup>-</sup></b> 90-92	<b>B<sup>+</sup></b> 87-89	<b>B</b> 83-86	<b>B<sup>-</sup></b> 80-82	<b>C<sup>+</sup></b> 77-79	<b>C</b> 73-76	<b>C<sup>-</sup></b> 70-72
<b>D<sup>+</sup></b> 77-79	<b>D</b> 73-76	<b>D<sup>-</sup></b> 60-62	<b>F &lt; 60</b>				

### **Textbook:**

- Rice, Anne-Christine. Cinema For French Conversation. Le Cinéma en cours de français. 3rd Edition. Focus Publishing : Newburyport, 2007.

- A good Dictionary (*Larousse* or *Le Petit Robert*)
- Short Stories and additional readings (Blackboard)

## **Class Policies:**

### Attendance:

- Class meets 2 times a week: attendance is **mandatory**. If a student is absent due to an emergency such as an illness or death in the family, he/she will be excused **only** with a **written** excuse.
- There is nothing such as an excused absence. Students are allowed two absences, after which their attendance grade will drop by a letter grade for each absence.

### Homework:

- If the student is absent for any reason, he/she will be responsible for turning in his/her homework on time. He/she will be responsible also for the material covered in class (Check blackboard, get in touch with friends, email instructor, check syllabus).
- Students are expected to read, view films and complete their assignments for the date indicated prior to coming to class (syllabus / blackboard calendar). Homework should be completed on time. No Late homework will be accepted.
- All **essays are due on time**. **NO late** or incomplete essay will be accepted.

### Participation:

- Participation is crucial in this class since it is structured around students' input. Students are required to come prepared and to actively participate to debates in class.

## **Oral Presentation ( 10%)**

Each student will give an individual 10-15 minute class presentation in French on an assigned topic related to the film that will be studied in class. Students are encouraged to use visual aids (posters, film clips, power points...) and prepare hand outs. Group presentations are to be discussed with me ahead of time.

Students are encouraged to discuss the presentation with me at least one day before it is scheduled. Oral presentations cannot be rescheduled.

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[http://www.fau.edu/regulations/chapter4/4.4001\\_Honor\\_Code.pdf](http://www.fau.edu/regulations/chapter4/4.4001_Honor_Code.pdf)

**WEEK 1: \*Readings and homework are listed one session in advance, and are to be prepared for the following session.**

- Session 1 : Jan 12** -- Présentation du cours. Les présentations orales.  
-- Introduction au *Fabuleux destin d'Amélie Poulain* 117-120  
-- Etude de la bande d'annonce du film;  
[http://www.allocine.fr/video/player\\_gen\\_cmedia=18653636&cfilm=27063.html](http://www.allocine.fr/video/player_gen_cmedia=18653636&cfilm=27063.html)  
Répondre aux questions p. 120 et lire p. 121

Devoir : --Etudier le vocabulaire p. 119.  
-- Visionner le film (disponible sur Youtube : <http://www.youtube.com/watch?v=2T9dUBO4pv0>)

- Session 2 : Jan 14** -- Première approche du film : répondre aux questions 1- 27 p. 121-122  
-- Analyse d'une photo  
-- Analyse de citations p. 122  
-- En groupes : Jouez avec les mots p. 124

Devoir : --Etudier le vocabulaire p. 123.  
-- Choisir un des sujets de la page 125 et composer un essai de 300 mots pour y répondre

**WEEK 2 : Jan 19 & 21**

- Session 3 :** -- Présentation orale : Montmartre : -----  
-- Analyse d'une scène : les flèches bleues. Répondre aux questions A, B et C  
-- La langue : Grammaire : passé récent et futur proche, les temps du passé, les déterminants

Devoir : Question E page 127. Comparaison avec une autre scène

- Session 4** -- Correction des devoirs  
-- Le coin du cinéphile : comparaison première et dernière scènes, les images et la musique, les sous-titres p. 128  
--Affinez votre esprit critique p. 129

Devoir : p. 132. « Le Montmartre d'Amélie » Répondre aux questions p. 133  
(Faire une petite recherche si nécessaire).

**WEEK 3 : Jan 26 & 28**

- Session 5** --Remettre les devoirs  
--p . 130-131(2) Lectures. Lire les deux poèmes et répondre aux questions

Devoir : Etudier le vocabulaire du chapitre (quiz Jeudi)

- Session 6** --Quiz sur le vocabulaire  
-- Présentation orale : Auguste Renoir et « le Déjeuner des Canotiers » -----  
-- p. 131.Dossier : *Studio Magazine*. Lire le texte et répondre aux questions p. 133-134  
--Terminer le chapitre

**WEEK 4 : Feb 2 & 4**

**Session 7** --Présentation orale : -----La France de Vichy, Pétain et la collaboration (organiser la présentation en vous servant des questions p. 199)

-- Présentation orale : ----- La Résistance : quand et comment a-t-elle commencé ? que faisaient les Résistants ?

--*Au Revoir les enfants* : Présentation du film, vocabulaire et traduction

--Bande annonce : <http://www.youtube.com/watch?v=IXDLcrRb0X4> + Question 4 p. 203

--A savoir avant de visionner le film p. 203

Devoir : Visionner le film. (Aussi disponible sur : <http://www.youtube.com/watch?v=Y6j5zqqy1II&feature=related>) et répondre aux questions 1-10 p. 204

**Session 8** -- Présentation orale : *L'émigrant* de Ch. Chaplin. ----- (Présenter le film et organiser la présentation de manière à répondre à la question 4. p. 211)

-- Répondre aux questions p. 204

-- Lire et commenter les Témoignages p. 200-203

Devoir : Terminer la lecture des témoignages p. 200-203

### WEEK 5 : Feb 9 & 11

**Session 9** --Commenter les témoignages. Pourquoi est-il important de les recueillir ? qu'en avez-vous pensé ?

-- Page 205. Analyse d'une photo + Analyse des citations

--Jouez avec les mots p. 207

--Essais p. 207

Devoir : Etudier le vocabulaire p.206

**Session 10** --Quiz sur le vocabulaire  
--Questions p. 206-207 à traiter en classe

Devoir : Choisir une des questions et y répondre dans un essai de 350-400 mots

### WEEK 6 : Feb 16 & 18

**Session 11** --Remettre les devoirs  
--Analyse d'une scène. La forêt 48 :10—57 :45 p. 208-209

**Session 12** -- Le coin du cinéphile 210-211  
--Affinez votre esprit critique p. 211

Devoir : Lire le texte p. 212-216 et répondre aux questions 1-9 p. 216

### WEEK 7 : Feb 23 & 25

**Session 13** --Remettre les devoirs  
-- Présentation orale : L'Algérie de 1830-1962 ----- (Organiser la présentation de manière à répondre à la première série de questions des Repères Culturels p.4)

-- Présentation orale : L'immigration en France après 1945----- (Organiser la présentation de manière à répondre à la question 4 p. 5)

-- *Incha'Allah Dimanche* présentation du film + Repères culturels

Devoir : -- Traduisez p. 4

-- Etudier le vocabulaire

**Session 14** -- Correction des traductions

-- Présentation orale : -----

la condition des femmes en France entre 1945 et 1974.

Vote, Avortement, Divorce.

-- La bande annonce, le contexte p. 6

<http://www.youtube.com/watch?v=Y6j5zqqy1II&feature=related>

Devoir : Visionner le film (disponible également sur :

<http://www.youtube.com/watch?v=rC47R5iMBCo&feature=fvw>

### WEEK 8 : Mar 2 & 4

**Session 15** --Première approche p.7-8

-- Analyse d'une photo, analyse des citations

Devoir : Etudier le vocabulaire

**Session 16** --Quiz sur le vocabulaire

--Jouez avec les mots p. 9-10

-- Commencer à traiter les questions de la partie Réflexion

Devoir : --Rédiger un essai de 500 mots pour répondre à la question 6 p.10

### SPRING BREAK

### WEEK 9 : Mar 16 & 18

**Session 17** -- Remettre les essais

-- Analyse d'une scène : p. 11-12

--Travail sur la langue (D)

**Session 18** -- Traiter les questions de la partie réflexion : p.10

Devoir : Lecture texte p.15-16 et répondre aux questions

### WEEK 10 : Mar 23 & 25

**Session 19** -- Remettre les devoirs

--Le coin du cinéphile, Affinez votre esprit p. 13-14

Devoir : Faire une petite recherche pour répondre aux questions 1-3 p. 66.

**Session 20** -- *Ressources Humaines*. Présentation du film

--Traduisez + Repères culturels p. 66-67

-- Bande-annonce : <http://www.youtube.com/watch?v=SfgJic4uaho>

Devoir : Visionner le film et étudier le vocabulaire p. 65

### WEEK 11 : Mar 30 & Apr 1st

**Session 21** -- Première approche. Répondre aux questions relatives à l'histoire p. 68-69  
-- Analyse d'une photo  
--Analyse des citations p. 69

**Session 22** --En groupes : répondre aux questions p. 71

Devoir : Rédigez un essai de 400-450 mots pour répondre à la question 12 p. 71

### WEEK 12 : Apr 6 & 8

**Session 23** -- Remettre le devoir  
--Analyse d'une scène : première journée à l'usine p. 72-73  
-- Travail sur la langue

Devoir : Etudier le vocabulaire

**Session 24** --Quiz sur le vocabulaire  
--Le coin du Cinéphile, Affinez votre esprit critique : p. 74-75

Devoir : Lecture p. 76-78 Répondre aux questions 1-8 p. 78-79

### WEEK 13 : Apr 13 & 15

**Session 25** --Remettre le devoir  
-- Présentation du film : *8 Femmes* p. 218-219  
--Traduisez p. 221  
--Bande annonce <http://www.youtube.com/watch?v=ttPhGfyyWQ4>

**Session 26** Visionner le film

Devoir : Lisez les questions (Réflexion-Essais) p. 226 et inspirez-vous en pour rédiger un essai dans lequel vous analysez le film (600 mots)

### WEEK 14 : Apr 20 & 22

**Session 27** Répondre aux questions de l'analyse d'une scène p. 226-228

Devoir : Lire les pages 69-92 de « Les bouchons de Coca Cola » de Chris Donner

**Session 28** --Projet de groupe : Présenter et discuter : *La Faute à Fidel*  
-- Projet de groupe : Présenter et discuter *Etre et Avoir*  
-- Discuter la lecture

Devoir : Lire le reste de la nouvelle

### WEEK 15 : Apr 29

**Session 29** --Projet de groupe : Présenter et discuter *Les Choristes, L'Auberge espagnole, Les Poupées russes*  
-- Discuter la lecture