



FRE 302 Survey of French Literature II
(3 credits)
Fall 2025

Instructor's Information: TBD

Name: TBD

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Course Description: In this course you will learn about the major genres of French literature: poetry, drama, and novels in the 19th, 20th, and 21st centuries.

Prerequisites: FRE 301 or permission from instructor.

FRE 302 Survey of French Literature II

Student Learning Goals

By the end of this course, students will be able to:

Historical and Literary Knowledge

Students will identify, describe, and contextualize major authors, works, and literary movements from the 17th through 19th centuries in French literature.

- Recognize key literary movements: **Classicism, Enlightenment, Romanticism, Realism, and Symbolism.**
 - Explain the influence of political, social, and philosophical developments (e.g., absolutism, revolution, industrialization) on French literature.
 - Identify hallmark works and authors such as **Racine, Molière, Voltaire, Rousseau, Hugo, Flaubert, and Baudelaire.**
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Advanced Literary Analysis

Students will analyze literary texts using formal, thematic, and historical approaches in French.

- Apply interpretive tools to analyze **form, tone, narrative structure, and symbolism**.
 - Compare themes across genres and time periods, such as **justice, morality, individual freedom, faith, identity, and social critique**.
 - Distinguish between authorial voice and narrative perspective in prose, poetry, and drama.
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French Language Proficiency

Students will enhance their ability to read, write, and discuss complex texts in French.

- Demonstrate **reading comprehension** of unabridged literary texts from various centuries.
 - Compose **analytical essays** in French using appropriate literary vocabulary and grammar.
 - Express critical insights **orally** through discussions and presentations in French.
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Faith and Worldview Integration

Students will evaluate literary texts from a Christian perspective, engaging with themes of ethics, redemption, and human purpose.

- Analyze how Enlightenment and Romantic authors addressed concepts of God, faith, and morality.
 - Reflect on how Christian ethics can inform one's response to complex moral dilemmas in literature.
 - Compare secular and biblical worldviews on human nature, freedom, suffering, and hope.
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Research and Academic Inquiry

Students will conduct literary research in French and synthesize secondary sources into original arguments.

- Locate and evaluate **scholarly sources** on French literary texts and movements.
 - Integrate quotations and ideas from academic French or English-language criticism into essays.
 - Follow academic integrity standards, using proper APA citations.
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Cultural Literacy and Cross-Cultural Understanding

Students will appreciate the role of literature in shaping and reflecting French culture and society.

- Discuss how literature reflects social class, gender, religion, and political ideology in French history.
- Interpret how literary texts engage with French national identity, colonialism, and modernization.
- Recognize intercultural parallels and contrasts between French and Christian values.

Mission of ACU:

Arizona Christian University provides a biblically integrated, liberal arts education equipping graduates to serve the Lord Jesus Christ in all aspects of life, as leaders of influence and excellence.

Students will have the benefit of learning Latin, although considered a “dead language. It is effective to understand as a root of many other languages and used in the Legal and Medical fields.

Texts and Resources:

The resources below are important for your success in this class. Learning occurs both in and out of the classroom and so having access to the required resources will allow you to keep up in class. If you have any questions or difficulties in finding a text, please let me know.

Required Texts/Equipment:

- **Text 1: (Required)** A Survey of French Literature, Volume 2: The Seventeenth Century (eBook)
- **Author/s:** Morris Bishop & Kenneth T. Rivers
- **Publisher:** eBook

- **Text 2: (Required)** A Short History of French Literature
- **Author/s:** Sarah Kay (Author) Terence Cave Malcolm Bowie
- **Publisher** Oxford University Press – ISBN 10-0199291187 or 13-978-0199291182

- **Text 3: (Required)** Random House French-English, English-French Dictionary
- **Author:** Random House
- **Publisher:** Ballantine Books

Course Schedule:

Important dates such as deadlines on withdrawal and when holidays are can be found at <https://www.arizonachristian.edu/wp-content/uploads/2023/03/2023-2024-Academic-Calendar-Approved-v.1.pdf>

WEEK	PREPARE BEFORE CLASS	CLASSROOM ACTIVITY	ASSIGNMENTS
0			<i>Read the Syllabus/Purchase Books if needed, 3 for this class</i>
1	Read course syllabus; <i>Short History</i> , Introduction + Early Modern overview (1470–1600)	Course orientation; Survey of 17th c. literary overview; Christian worldview in context	Intro reflection in French: Why study 17th-c. French lit?
2	<i>Survey Vol. II</i> : Malherbe and contemporaries (intro + texts); <i>Short History</i> section on "New directions in early 17th c."	Discuss poetic form and reform; close reading of Malherbe poems	Short response (French): form and changing poetic values
3	<i>Survey Vol. II</i> : Theatre selections (Corneille excerpts) + <i>Short History</i> on theatre in this era	Lecture: French classical theatre, faith, power; scene analysis	Reading journal #1 (analysis of faith in Corneille)
4	<i>Survey Vol. II</i> : Continue Corneille; <i>Short History</i> : "Literature and power in age of Louis XIV"	Discussion: drama and absolutism; perform key scene	Quiz 1: literary terms and context
5	<i>Survey Vol. II</i> : Descartes and Pascal excerpts; <i>Short History</i> : relevant chapter ("Descartes and Pascal" close-up)	Socratic discussion: faith, reason, Christian philosophy	Short essay (in French): Pascal's worldview
6	<i>Survey Vol. II</i> : "Ancients vs. Moderns" section; <i>Short History</i> : overview of that conflict	Debate activity: Ancients vs. Moderns, faith implications	Debate report; group reflection
7	<i>Survey Vol. II</i> : Montesquieu, Voltaire excerpts; <i>Short History</i> : chapter on philosophes / letter-form	Lecture: Enlightenment ideas, form, religious critique	Reading response #2
8	Review notes; prepare vocabulary and terms for exam	Midterm review: game + essay prep	Midterm Exam : ID, short essay, translation (French)
9	<i>Short History</i> : overview of Enlightenment novel/fiction (Voltaire, Rousseau)	Discussion: fiction as critique; read Rousseau excerpt	Response: Enlightenment of views of human nature
10	<i>Survey Vol. II</i> : Rousseau selections; <i>Short History</i> : Rousseau close-up	Seminar: individual vs. society, conscience	Reading journal #3
11	<i>Survey Vol. II</i> : Pre-Romantic authors or novel excerpts; <i>Short History</i> : transition to Romanticism	Romantic sensibility; compared with earlier periods	Comparative essay: Enlightenment vs Romantic values
12	<i>Short History</i> : Romanticism Overview; <i>Survey Vol. II</i> : poetry selections (if included)	Poetry reading; expressive form and faith	Creative piece (French): brief romantic poem/reflection
13	<i>Survey Vol. II</i> : If available, early 19th-c. voices or cultural essays; <i>Short History</i> : Romantic movement close-up	Lecture: Romanticism and ethics; group activity	Quiz 2: Romantic themes & terminology
14	Review major themes: reason, faith, emotion, identity	Thematic group mapping; Christian worldview synthesis	Final essay (French): major theme across periods
15	Prepare oral presentation (author or movement)	5–7 min presentations (French); peer evaluation	Presentation outline submission
16	Study for final exam	Final review; thematic ecclesial reflection on literature	Final Exam : Text analysis + worldview essay (in French)

Course Assessment:

3 Reading Journal/Responses – In-Person or Online- 4 pts. Ea.	12%
2 Quizzes - In Person or Online - 10 pts. Ea.	20%
1 Comparative Essay – 10 pts. Ea.	10%
Midterm – In Person or Online – 28 pts.	28%
Final examination - In Person or Online – 30 pts.	30%

GRADES	GRADING SCALE %	GRADE POINTS
A	90%-100%	4 points
B	80%-89%	3 points
C	70%-79%	2 points
D	60%-69%	1 point
F	Below 60%	0 points

A = 90-100

Excellent: Everything in the Superior category, but showing additional capacity for original thought, outstanding writing skills, and an ability to relate to wider contexts and issues.

B = 80-89

Good to very good: Displays substantial grasp of relevant issues, as well as the ability to analyze and apply these issues.

C = 70-79

Satisfactory: Work that meets basic requirements in all the relevant areas but does not go much beyond this.

D = 60-69

Below average: Work at this level does not meet minimum requirements.

F = 59 or below

Not acceptable: Work was not completed according to the assignment or at all.

Note: “A” does not mean “average.”

Late Work:

1. Any late work submitted will be marked down 10% per day.
2. Students may not submit any assignments or papers, which were assigned during the first part of the semester **after Friday of Week 8**.
3. All assignments, quizzes, papers, and exams assigned during the second half of the semester must be completed **and submitted by the Friday of Week 15** of class to receive credit.

Expectations for students and faculty:

Campus policies for students can be found at [Student Handbook](#); the ACU catalog can be found at [ACU Catalog](#).

Attendance:

My goal is to foster your growth as an academic scholar. However, it is essential that you take stewardship of your education. Your feedback and participation are important to me and to your classmates. Make sure you attend class on time and are ready to participate in the tasks assigned for the session.

A student may miss up to two weeks' worth of classes during a semester (for classes that meet 2x per week up to four classes can be missed in the term; for classes that meet once a week, two classes can be missed in a term). If a student misses between two-three weeks of class, her final grade may be deducted by one letter. If the student misses more than three weeks' worth of classes during a semester (for classes that meet 2x per week, that is more than six classes), the student may fail the course.

There are no excused or unexcused absences; the two weeks' worth of absences is yours to use wisely. If you are struggling with attendance, then please contact me so that we can discuss options such as incomplete or withdrawal.

If you are absent for a University Sanctioned Event, then the absence is not counted towards the above totals. Note, you are responsible though for making up all the work you miss when gone. I encourage you to work with your classmates on getting notes and other important information you may have missed. Contact me for procedures to make up any in-class assignments.

Academic Integrity:

We want you to learn and grow to become men and women of integrity and excellence. To that end all assignments in this class are expected to be done in a way that is honest and reflects your effort and understanding. It can be confusing to know what is allowed or not allowed on an

assignment. Here are some general guidelines, more specific instructions will be included with assignments.

Citation: Any assignment (for example a power point, speech, discussion post, paper, etc.) should be cited accurately in a way appropriate for the type of assignment.

Working with others: Sometimes you will be encouraged to work in groups to complete an assessment, other times you will be asked to work alone. In general, while you should work with your classmates to learn material, assessments should be completed by yourself unless otherwise stated.

Use of technology and artificial intelligence: There are several ways that technology and artificial intelligence can be used to enhance our learning and productivity. Sometimes I will encourage you to use technology in the completion of an assignment. Other times use of technology, such as having a chatbot generate part of a paper, will be forbidden as it will be important to see you work through the process without those aids. It is considered academically dishonest to use technology that is ruled out by the assignment.

New work: It is assumed that the work you do for the class is new and has not been submitted in another class. If you do want to use work that you created for another class in the current class, please speak with me first and get permission. I likely will ask that you significantly revise or expand on previous work. It is considered academically dishonest to submit a work for credit in multiple classes.

Consequences: If I determine that academic dishonesty has occurred, I will contact you directly about it. Potential consequences include having to redo the assignment to receive credit or receiving no credit on the assignment. If needed, I may refer the incident to the dean or vice president of academic affairs for further action.

Use of technology in the classroom:

Tech Support Services

For Populi support, please email populi@arizonachristian.edu

For Canvas support, please email canvas@arizonachristian.edu

For help with any other IT concerns, please email IThelpdesk@arizonachristian.edu

Read about [Netiquette Expectations](#)

Semester Dates:

Please review the current [Campus Calendar](#) for important dates, including the following:

1. Withdrawal deadlines
2. Tuition Refund Policies
3. Academic Symposium
4. Finals Schedule (Students are required to attend all classes, even during finals week.)

Accommodation and Special Needs:

Your instructor is willing to make any reasonable adaptations for limitations due to any disability, including a learning disability, in keeping with ACU policies and the Student Handbook. Any student with documented certifiable special needs should contact the office of the Associate Director of Academic Services on campus, and they will inform your instructor of the proper accommodation you require. If you have a special need, even on a temporary basis, it is your responsibility to contact this office as soon as possible to disclose your disability information and discuss your accommodation needs. Students are required to make their requests in writing using the Accommodation Request and Documentation Form and document their disability in accordance with ACU policies and procedures. Documentation of the disability must be current (not older than 1 year) and provided by a qualified healthcare professional such as a diagnosing or current physician, psychiatrist or psychologist. It must comply with the requirements for documentation outlined on the Accommodation Request and Documentation Form.

Accommodation is not retroactive. ACU reserves the right to verify all professional documentation and determine reasonable accommodation for any disability, including a learning disability. Please see the Student Handbook for current detailed information regarding accommodation and special needs.

Final Note:

We need to be flexible as items outside our control or anticipation can change the best way to move through the material. This syllabus is subject to modification, and I will communicate with you any changes that occur. In addition, I will use my best judgement in evaluating exceptional cases with regards to assigning grades and implementing these policies.