ARIZONA CHRISTIAN UNIVERSITY

FRE 301 Survey of French Literature I
(3 credits)
Fall 2025

Instructor's Information: TBD
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Course Description: In this course, the major genres of French literature: poetry, drama, and novels through the 18th century.

Prerequisites: FRE 202 or permission from instructor.

FRE 301 Survey of French Literature I

Student Learning Goals

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

Content Knowledge & Literary Understanding

- **Identify** key genres and representative works in early French literature (e.g., medieval through classical periods).
- **Understand** major literary movements (e.g., medieval, Renaissance, classical, Enlightenment), including cultural and historical influences.

Cultural and Historical Context

- **Analyze** how major literary works reflect society, worldview, and cultural values of their time.
- **Connect** literature to historical events, philosophical trends, or cultural norms relevant to French history.

Language Proficiency in French

- **Use** French effectively in speaking, reading, and writing to discuss literary texts at an intermediate-advanced level.
- **Enhance** vocabulary related to literary analysis, including idiomatic expressions relevant to historical texts.

Critical Thinking & Literary Analysis

- **Interpret** narrative, poetic, and dramatic texts using literary analysis tools.
- **Compare** literary forms and themes across periods or genres, highlighting evolution in style or content.
- **Critically evaluate** texts through discussion and writing, articulating interpretive arguments grounded in textual evidence.

Written and Oral Communication

- **Compose** coherent essays in French that synthesize literary analysis, cultural insights, and historical context.
- **Orally present** literary interpretations and thematic discussions in French with clarity, pronunciation, and proper register.

Spiritual and Ethical Reflection (ACU-Specific)

- **Reflect** on the Christian and ethical dimensions present in French literary works, especially where themes intersect with morality, redemption, or human purpose.
- **Articulate** how biblical worldview or Christian ethics inform or dialogue with literary themes (e.g., justice, human dilemmas, faith).

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)** Survey of French Literature, Volume 1: The Middle Ages & Sixteenth Century (eBook)
- **Author/s**: Morris Bishop & Kenneth T. Rivers
- **Publisher**: eBook

- **Text 2**: **(Required)** Moments Littéraires: An Anthology for Intermediate French
- **Author/s**: Bette Hirsch, Chanal Thompson
- **Publisher** Houghton Mifflin – ISBN 10-0618527737, ISBN 13-9780618527731

- **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			*Read the Syllabus/Purchase Books if needed, 3 for this class*
1	Syllabus review; Intro to literary genres (ML pp. 1–5); Read Intro in *Survey*, p. 1–10	Course intro; medieval France overview; faith & literature discussion	Syllabus quiz; Intro journal (Why study French lit?)
2	*La Chanson de Roland*, lines 1–150 (Survey); vocab list from ML; grammar review: passé composé vs imparfait	Lecture: Epic tradition, feudal values, Christian martyrdom; vocab & grammar mini lesson	Reading response #1 (in French)
3	*La Chanson de Roland*, lines 151–400; ML pp. 20–25 on oral tradition	Discussion: Loyalty, sacrifice, and Christian heroism; scene reenactment	Quiz 1: Literary terms + grammar
4	Chrétien de Troyes, *Yvain* excerpts (Survey); ML pp. 30–33 (courtly love poems)	Themes of courtly love and virtue; group activity: Compare Roland/Yvain	Reading response #2
5	François Villon: Ballades (Survey); ML pp. 42–45 (poetic structure)	Lecture: Confession, grace, and repentance; analyze poetic form	Poem analysis (short essay in French)
6	*La Farce de Maître Pathelin* (Survey); ML pp. 50–53 (satire excerpts); grammar: subjunctive	Group performance: Medieval drama; satire & sin; subjunctive practice	Group skit prep; Vocabulary quiz #2
7	*Roman de la Rose* (Survey, excerpts); ML pp. 60–63 (allegorical imagery)	Lecture: Allegory in medieval lit; Christian themes of purity and temptation	Allegory worksheet + short creative allegory (in French)
8	Review all material; prep literary terms and vocab	Midterm Review Session	**Midterm Exam**: Translation, short essay, literary ID
9	Rabelais, *Gargantua* (Survey, excerpts); ML pp. 72–75; review Renaissance humanism	Satire, education, and faith; Debate: Is Rabelais mocking religion?	Journal Entry: Response to Rabelais
10	Marguerite de Navarre, *Heptaméron* excerpts (Survey); ML pp. 80–83	Women writers, proto-Protestant themes; Discuss story & moral implications	Reading Response #3: Compare medieval and Renaissance female voices
11	Poetry by Du Bellay and Ronsard (Survey); ML pp. 90–95; grammar: relative pronouns	Poetic form, biblical language in sonnets; Create your own poem	Original French sonnet submission
12	John Calvin (Survey excerpts); ML pp. 100–105 (Reformation context)	Theological texts and literary style; Compare with Montaigne	Quiz 3: Renaissance vocab + theology terms
13	Montaigne, *Essais* (Survey: "De l'amitié," "Que sais-je?"); ML pp. 110–115	Christian worldview and skepticism; Essay writing workshop	Draft of personal reflective essay in Montaigne's style (French + English abstract)
14	Review themes: faith, virtue, identity, satire	Group project: Literary timeline; Connect themes to biblical principles	Final essay due (3–4 pages, French)
15	Prepare oral presentation (on author, theme, or work of choice)	**Oral presentations** in French; peer feedback	Presentation handout submission
16	Review notes and readings	**Final Review & Reflection**: Faith & French literature wrap-up	**Final Exam** (literary analysis + Christian worldview reflection essay)

Course Assessment:

3 Reading Responses – In-Person or Online- 4 pts. Ea.	12%
3 Quizzes - In Person or Online - 8 pts. Ea.	24%
1 Personal Reflection Essay – 10 pts. Ea.	20%
Midterm – In Person or Online – 14 pts.	14%
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@arizonachristan.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.