

WINTHROP UNIVERSITY



FREN 385: Exploring Paris
Fall 2025

Instructor: Anna Igou, Ph.D. Office Location: Kinard 221 Office Phone: 803-323-2616 (email preferred) E-mail: igoua@winthrop.edu	Office Hours: MTWR 2-3 p.m. or by appointment Class Hours: TR 12:30-1:45 Section Number: 600 CRN Number: 23491 Credit Hours: 3 Class Location: Kinard 315
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Required materials:

- FREN 385 reader, available through WU Barnes and Noble Bookstore, specially created for this class
- A notebook reserved for in-class note-taking as well as for keeping your reading notes and new-to-you vocabulary terms.
- Pocket Oxford-Hachette French/English Dictionary, 4th Edition, Oxford U. Press, 2010 (or a comparable French/English dictionary)
Please bring it to each class along with any other course materials, as we will be doing in-class reading and writing during some class periods.

Occasionally, your professor will assign readings and activities not included in your reader. Such materials will be posted to the class Blackboard site or will otherwise be made available to you ahead of time. Please bring these materials with you to class on the appropriate day, just as you would your reader.

Course Description

Students will expand French vocabulary and improve upon written and spoken French over the course of this exploration of the city of Paris and its people as seen through the lens of the arts. Reading materials will be as diverse and lively as the city of Paris itself. Through the study of texts, songs and films, students will explore the magical City of Lights. Students will regularly prepare informal oral and written analyses, learning new vocabulary terms and concepts and applying them in our class discussions about Paris, Parisians, and the arts, past and present.

Course Goals

- (1) To familiarize students with the city of Paris as it is and as it once was
- (2) To develop skills in reading, writing, speaking, and textual analysis
- (3) To expand vocabulary and refine written and oral expression in French
- (4) To gain, through the study of texts, films, and songs, a broader understanding of the arts and culture of the city and more about the places and the people that make it up.

Prerequisite

- A. 5 or higher with no one domain less than a 4 on the STAMP assessment OR a 4 or higher on the AP FREN exam.
- B. High School GPA of a 3.0+

Course Credit

FREN 385: Topics in French/Francophone Civilizations is an AP-weighted, dual credit accrual course. Students earn one Carnegie unit of high school credit and three hours of transferrable college credit upon successful completion of the course.

Students at Rock Hill High School receive college credit through Winthrop University. Students complete the Pre-College Application to be registered for the course and will receive a college ID.

The course is a three-hour (credit) course and *may* be transferred to a college or university either in S.C. or out-of-state. Each college and university has a different protocol for determining how many credits will transfer as well as whether they will count toward your major or general education requirements. Please call your prospective school's advising office for more information, not only regarding whether your Winthrop University language credit will transfer, but also how the credits will be measured and translated for your specific major.

LIFE Scholarship

Grades earned in a high school dual credit course may affect scholarship eligibility. The LIFE Scholarship is a renewable scholarship for residents of South Carolina who are enrolled in college full-time. Awards are made automatically; no scholarship application is required. The amount is \$5,000 per year and may be "enhanced" to \$7,500 per year for upperclassmen in declared science and mathematics related majors. It is important to note that to continue a LIFE scholarship in the sophomore year, any credit hours earned before high school graduation will be used toward the student's cumulative GPA. Students must earn a minimum cumulative LIFE GPA of at least a 3.0 on a 4.0 scale. The LIFE GPA must include all grades earned at the college plus all grades attempted (excluding remedial) at all other institutions, both in-state and out-of-state.

Transcript

To be accepted as dual credit, the college course taken for dual credit must be approved by Rock Hill Schools. Approved dual credit courses taken on a Rock Hill Schools campus or as part of a Rock Hill School cohort on the college campus do not require pre-approval. All other dual credit courses require specific permission from the district in order to be completed. Students should see their high school guidance counselors for appropriate permission forms and/or guidance.

While enrolled in a dual credit course, students are completing coursework as a member of the district and as part of their regular high school course loads. Grades earned in dual

credit courses must be submitted to the district and counted as part of the student's GPA and ranking, even if a low or failing grade is earned.

Note that a dual credit course carries one additional quality point in calculation of the student's cumulative GPA.

Helpful Links:

1) Typing French accent marks using a Mac or a PC :

<http://french.about.com/od/writing/ss/typeaccents.htm>

2) Online French dictionary and verb conjugator :

<http://www.larousse.fr/dictionnaires/francais> (type the word you are searching for in the « rechercher » bar near the top of the screen ; verb conjugator is just below)

3) Linguee Online Dictionary: <http://www.linguee.com/>

This one is good because it shows you many ways in which your search term can be used in a sentence.

Important Dates

- January 17: last day to drop/add
- March 25 Last Day to S/U or withdraw
- Final exam: Thursday, May 1 at 12:30 p.m. in Kinard 315

Attendance Policy

Once your final grade has been determined by the plus/minus grading scale, the following attendance policy will be applied to your final grade in the course: Two unexcused absences (the equivalent of one week of this class during a regular semester) or less will have no effect on your final grade. Three unexcused absences will subtract three percentage points from your final grade, four absences will subtract four, and so on. Seven or more absences (equal to 25% of the course) will result in a failing grade of "N," "F," or "U," whichever is appropriate. Excused absences are only deemed so when they are accompanied by verifiable documentation (doctor's note with signature and contact information, accident report, etc.). Two absences of 10 minutes or more will result in one absence.

Late arrivals to class are disruptive, so please be sure to arrive to class on time.

ASSIGNMENTS

Homework:	25%
Participation:	10%
Vocabulary Notebook:	10%
Short Presentation:	10%
Essai:	20%
Exams:	25%

Homework (25%) can take the form of written work or informal oral presentations on topics being explored in weekly readings, films, etc. Written homework questions or

assignments will be posted to Blackboard. Please hand in your homework in class on the day it appears in the course calendar. Homework may be typed and printed or handwritten.

Participation (10%): Active participation has a positive impact on learning. Participation in this class involves active engagement in class discussions and small group activities. Students should pay attention, ask questions, and *make sure all cell phones are off and stowed away*. Also, students should speak *en français*—regular reversion to English in class will be reflected in the participation grade.

Active participation requires some preparation. You are expected to attend class having read and reflected on the assigned material and completed any homework assignments. This will allow you to participate fully and actively in class discussion. Since I do not intend to lecture on the material, the quality of in-class discussion really will depend substantially on your own preparation and participation.

Vocabulary Notebook (10%): To be kept in a designated daily journal in Blackboard ([click on Carnet de vocabulaire](#)). The goal of this is to help you develop and enrich your French vocabulary by giving you the opportunity to keep a list of new words or expressions you encounter as we go. You should keep a separate entry for each class period where there is a reading (this excludes days when you present or when there is a film). Each entry should include (1) 2 words/expressions you've discovered and (2) a brief description/definition of each term, and an example of its use in a sentence. There is no need to record every unknown word you encounter, but **your entry for each day should contain at minimum two new words/expressions. Please be sure to date each entry at the top of your entry using the date for which the reading was assigned in the course calendar.**

Short Presentation on class topic (10%): Each student will give **one** in-class presentation during the semester. You will sign up for these during the first couple of weeks of class. These presentations will be based on the assigned topics for the week you've chosen and should last 7-10 minutes. Be sure to email a final copy of your presentation and any accompanying materials before your presentation on the day you present.

Essai (20%): Students will complete a written project on a topic of choice pertaining to the history and culture of the city of Paris. This project will take the form of an essay you will research, compose, and edit during class time over a course of weeks. Please use this opportunity to be creative, and to explore more fully an aspect of the city / a place in time that interests you.

Exams (25%): There will be 2 written exams: a midterm and a final (each of them comprised mainly of short-answer questions on the readings and other materials).

Grading scale

A= 90-100% B+=85-89% B=80-84% C+=75-79%. C=70-74% D+=65-69% D=60-64% F=0-59%

- Numerical grades will appear on Rock Hill High School report card
- Letter grades will appear on Winthrop University transcript

Late Paper Policy

All due dates for essays and other assignments are listed on the syllabus. Except in extraordinary circumstances, late assignments will not be accepted for full credit. Five points will be deducted for each calendar day an assignment is late. Papers more than 72 hours late will not be accepted, except in extenuating, documentable circumstances. In-class activities and assignments cannot be made up.

Accessibility

If you are a student with a disability (including mental health concerns, chronic or temporary medical conditions, learning disabilities, etc.) and you anticipate or experience academic barriers due to the condition, please contact The Office of Accessibility (OA) for information on accommodations, registration, and procedures. After receiving approval for accommodations through OA, please make arrangements with your instructor as soon as possible to discuss your accommodations so that they may be implemented in a timely manner.

OA contact information: accessibility@winthrop.edu; 803-323-3290; 307 Bancroft Hall Annex.

Academic Conduct

As noted in the Student Conduct Code: "Responsibility for good conduct rests with students as adult individuals." The policy on student academic misconduct is outlined in the "Student Conduct Code Academic Misconduct Policy" in the online Student Handbook.

(<http://www2.winthrop.edu/studentaffairs/handbook/StudentHandbook.pdf>).

Cheating, plagiarism, or any other form of academic dishonesty will result in a failing grade for the test/quiz/assignment and may result in a failing grade for the course. Some instances of academic misconduct include providing or receiving unauthorized assistance in academic work and presenting someone else's work as your own.

Plagiarism and Academic Integrity

Plagiarism refers to the act of presenting someone else's thoughts, words, ideas, or lines of argument as your own. Plagiarism is a serious academic offense which can result in failure in a course and, whether intentional or not, is a violation of the Code of Student Conduct (see <http://www.winthrop.edu/studentaffairs/Judicial/judcode.htm>). The English

Department's document *The Correct Use of Borrowed Information* thoroughly explains the scope of this academic violation (see <http://www.winthrop.edu/cas/english/default.aspx?id=21084>). At minimum, plagiarism will result in a zero (0) on the relevant assignment.

The use of Google Translate and other translation programs is strictly prohibited in this course. It is usually easy for the professor to recognize texts that have been written using them. Use of such programs inhibits learning, is unethical, and will result in an "F" on the assignment.

Technology Policy

No electronic devices (phones, computers) may be used during class unless permission is given ahead of time by the Instructor. Please ***silence and stow*** all such devices before the class begins. Cell phones should be put away in your bags, and not kept on your desktop or in your laps. **If you choose to use a cell phone during class time without the express permission of the professor, you will be marked absent for that day.**

General Education Program and University Level Competencies

French 385 develops University Learning Competencies #3 and #4:

Competency 3: Winthrop graduates understand the interconnected nature of the world and the time in which they live. Winthrop University graduates comprehend the historical, social, and global contexts of their disciplines and their lives. They also recognize how their chosen area of study is inextricably linked to other fields. Winthrop graduates collaborate with members of diverse academic, professional, and cultural communities as informed and engaged citizens.

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Competency 4: Winthrop graduates communicate effectively.

Winthrop University graduates communicate in a manner appropriate to the subject, occasion, and audience. They create texts – including but not limited to written, oral, and visual presentations – that convey content effectively. Mindful of their voice and the impact of their communication, Winthrop graduates successfully express and exchange ideas.

The learning objectives:

- Demonstrate knowledge of and appreciation for diverse intellectual and cultural viewpoints.
- Critically evaluate these viewpoints.
- Demonstrate knowledge of appreciation for diverse values and beliefs.

- Critically evaluate those beliefs and values.
- Conduct independent research and analysis.

This course addresses the following student goals of the General Education Program in the area of Logic, Language and Semiotics:

- 1.3 Understand and practice rhetorical techniques and styles by writing and by giving oral presentations.
- 3.2 Analyze and use a variety of information gathering techniques
- 3.3 Conduct independent research
- 3.4 Use computers competently
- 4.1 Analyze diverse world cultures, societies, languages, historical periods and artistic expressions.
- 4.2 Understand cultures in their own terms, and in terms of the diversity of ideas, institutions, philosophies, moral codes, and ethical principles.

The goals of the General Education Program will be addressed in the lectures, readings, student projects and exams that are part of this class. Through regular writing assignments, students will be expected to analyze and draw conclusions from the materials they read. They will at the same time learn to use electronic resources effectively and judiciously.

ONCA (Winthrop’s Office of Nationally Competitive Awards), identifies and assists highly motivated and talented students to apply for nationally and internationally competitive awards, scholarships, fellowships, and unique opportunities both at home and abroad. ONCA gathers and disseminates award information and deadlines across the campus community, and serves as a resource for students, faculty, and staff throughout the nationally competitive award nomination and application process. ONCA is located in Dinkins 222. Please fill out an online information form at the bottom of the ONCA webpage www.winthrop.edu/onca <<http://www.winthrop.edu/onca>> and email onca@winthrop.edu <<mailto:onca@winthrop.edu>> for more information.

Winthrop's Global Learning Initiative

This course participates in the Global Learning Initiative by its very nature.

Courses in the Department of Modern Languages are based on the conceptual framework of the American Council on the Teaching of Foreign Languages—**Communication, Cultures, Connections, Comparisons, and Communities**. To this end, communicative skills are paramount in the language learning process.

Communication: Communicate in Languages Other Than English

Standard 1.1: Interpersonal Communication

Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2: Interpretive Communication

Students understand and interpret written and spoken language on a variety of topics.

Standard 1.3: Presentational Communication

Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Cultures: Gain Knowledge and Understanding of Other Cultures

Standard 2.1: Practice of Culture

Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Standard 2.2: Products of Culture

Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

Connections: Connect with Other Disciplines and Acquire Information

Standard 3.1: Making Connections

Students reinforce and further their knowledge of other disciplines through the foreign language.

Standard 3.2: Acquiring Information

Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its culture.

Comparisons: Develop Insight into the Nature of Languages and Culture

Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Communities: Participate in Multilingual Communities at Home & Around the World"

Standard 5.1: Students use the language both within and beyond the school setting.

Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Syllabus change policy

The tentative course calendar is a working document that may change with the needs of the students or the impact of external factors. The rest of the syllabus and particularly the grading policy will not change.

Calendrier du cours – Printemps 2025

Jour	Date	Sujet
		Paris et ses origines
mardi	14 janvier	Introduction au cours

jeudi	16 janvier	Lecture sur l'histoire de la ville de Paris; En classe : Présentez une période historique (pp. 1 à 9, livre du cours); envoyez votre diapo à Dr. Igou avant 11h pour lui permettre de tout rassembler avant la séance d'aujourd'hui
Paris et l'art de la révolution		
mardi	21 janvier	Années révolutionnaires ; Extraits : <i>Promenades sur les lieux de l'histoire</i> , Anne Thoraval (BB)
jeudi	23 janvier	Années révolutionnaires, continuation : <i>Promenades sur les lieux de l'histoire</i> , Anne Thoraval (BB) carnet de vocabulaire à rendre le vendredi, 24 janvier
Paris : Ville lumière et ville des Lumières		
mardi	28 janvier	Extrait : How Paris Became Paris, « City of Speed and Light », Joan DeJean (BB)
jeudi	30 janvier	Voltaire, <i>Traité de la tolérance</i> (livre du cours p. 10)
mardi	4 février	Montesquieu, <i>Lettres Persanes</i> (livre du cours pp. 11-13); En classe: <i>De l'esprit des lois</i> sur gallica.bnf.fr
L'art d'enchanter : Paris magique, Paris mythique		
jeudi	6 février	Conte : Gérard de Nerval, « Le monstre vert » (livre du cours pp. 32-35) carnet de vocabulaire à rendre le vendredi, 7 février
mardi	11 février	Conte : Gripari, « Histoire de Lustucru » (livre du cours pp. 14-31) et Chanson : « La Mère Michel » (écoutez les deux versions affichées sur Blackboard ; Préparez-vous ! Nous chanterons ensemble en classe !) Demandez- vous : Quel est le lien entre ces deux textes ?...
L'Art de flâner: Paris à pied		
jeudi	13 février	Poésie : Apollinaire, « Le Pont Mirabeau » (livre du cours p. 59) En classe : présentez votre arrondissement; prenons le metro!
mardi	18 février	Poésie : Baudelaire, « À une passante » (livre du cours p. 58) ; Conte : Gavalda, « Petites pratiques germanoprates » (BB)
jeudi	20 février	Le Métro : Extraits, Léïla Sebbar, <i>Métro : Instantanés</i> (BB) En classe : chanson Jacques Dutronc, « Il est cinq heures, Paris s'éveille » Carnet de vocab. à rendre vendredi, le 21 février
Paris en musique		
mardi	25 février	Chansons sur Paris (liens sur BB)

jeudi	27 février	Examen Partiel
Paris et l'art de la mode		
mardi	4 mars	Extraits, <i>Paris Fashion</i> de Valerie Steele (BB)
jeudi	6 mars	Inès de la Fressange, <i>La Parisienne</i> (BB) ; en classe : ma tenue de rêve (infos sur BB) ; scènes choisies : <i>Marie Antoinette</i> , Sofia Coppola ; Vocabulaire à rendre le vendredi, 7 mars
Paris monumental		
mardi	11 mars	Extraits : Victor Hugo, <i>Notre Dame de Paris</i>
jeudi	13 mars	Extraits : Victor Hugo, <i>Notre Dame de Paris</i> Infos sur le projet final seront affichées sur Blackboard
mardi	18 mars	Au lycée : Visionnement du film <i>Mon oncle</i> de Jacques Tati
jeudi	20 mars	Au lycée : Mon oncle, conclusion et questions/discussion
Paris et l'art de la gastronomie		
mardi	25 mars	Extraits, <i>Le Ventre de Paris</i> par Émile Zola (BB); lecture : le fromage dans la culture française (BB)
Paris arts et musées		
jeudi	27 mars	Choisissez l'un des musées de Paris et présentez le musée et 2 œuvres qui s'y trouvent (infos sur BB) Vocabulaire à rendre le vendredi, 28 mars
Paris et le cinéma d'Agnès Varda		
mardi	1 ^{er} avril	Visionnement du film <i>Daguerréotypes</i> d'Agnès Varda
jeudi	3 avril	<i>Daguerréotypes</i> de Varda, conclusion (Questions sur BB)
mardi	8 avril	<i>Cléo de 5 à 7</i>
jeudi	10 avril	<i>Cléo de 5 à 7</i> , conclusion & discussion (Questions sur BB)

Les Américains à Paris		
mardi	15 avril	James Baldwin, Josephine Baker et le jazz à Paris : Paris as haven for African-American artists ; Extraits : <i>Paris noir</i> , Tyler Stovall (BB)
jeudi	17 avril	Extraits : <i>A Moveable Feast</i> , Ernest Hemingway ; Café culture and the American expatriate community in Paris Vocabulaire à rendre le vendredi, 18 avril
mardi	22 avril	RHHS Vacances de printemps
jeudi	24 avril	RHHS Vacances de printemps

Examen final : jeudi, le 1er mai à 12h30

Syllabus Acknowledgement & Information Sheet
Professor: Dr. Anna Igou
Course Title: FREN 385-600: Topics in French/Francophone Civilizations

I hereby acknowledge that I have received and read the course syllabus and understand what is expected of me while enrolled in this course. I realize that I will be held accountable for adhering to the rules and expectations stated in the syllabus. I acknowledge that the syllabus is posted to Blackboard and that it contains a list of course assignments and deadlines. Having read it, I know what I need to do to succeed in the course.

Student Name (Print): _____
Date: _____

Student Signature: _____
Date: _____

I have read thoroughly the contents of this syllabus and discussed with my child the expectations of him/her in this course.

Parent/Guardian Name (Print): _____
Date: _____

Parent/Guardian Signature: _____
Date: _____

Contact Information

Name of
Parent/Guardian: _____

Home Phone Number: _____

Work Number Parent/Guardian 1 _____

Parent/Guardian 2 _____

Cell Phone Numbers:
Parent/Guardian 1 _____

Parent/Guardian 2 _____

Student _____

Email Addresses:

Parent/Guardian 1 _____

Parent/Guardian 2 _____

Student _____