

Agnes Scott College

FRE 480: Senior Research Seminar in French and Francophone studies (Spring 2014)

Prerequisite: Restricted to senior majors in French and any combinations including French

Instructor: Dr. Philip A. Ojo
Office: Buttrick 350
Phone: x-5185
Email: pojo@agnesscott.edu
Class Meetings: Monday and Wednesday 11:30 - 12:45 pm, Buttrick G26
Office Hours: Friday 10:30 am -12:30 am, and by appointment

Description and Goals¹

This course is an independent research in a seminar setting, with discussion of research methods and ongoing work by seminar members. Prior to enrolling in this course, students identify a topic of particular interest to them. During the senior seminar, they explore the topic and develop the inquiry into a substantial scholarly essay. The seminar also provides opportunities for majors to integrate literary theories, critical approaches, and issues in French and Francophone studies through reading, discussion and writing on the topic at hand.

FRE 480 marks the capstone of the French major. Students get to determine their own reading list and major writing assignment. Unlike most of other French courses, which are defined by a genre, theme, author, or historical period, it is focused on identifying, articulating, and responding to significant research questions-initially in the works of others and then as crucial stages in the development of the student's own critical essay (about 12-15 pages). Writing a work on this scale offers an opportunity to develop interests and skills acquired in other courses, but the Senior Seminar also asks that students move beyond the level of inquiry and expression demonstrated in those courses and that they produce their best as well as their most sustained written work. Critical essays for the course should be focused on a well-designed research question to which they respond with carefully shaped analysis of literature and other texts that contextualize their literary analysis.

Student Learning Objectives

- Identify issues in French and Francophone studies
- Conduct literature searches in French and Francophone studies
- Formulate a viable research question, create a text-based argument in response to that question, and articulate a clear and significant thesis on the basis of your analysis
- Acquire research skills, including identifying, gathering, evaluating (analyzing), and synthesizing evidence, information, and ideas using humanistic approach.
- Read closely and critically in order to engage with other literary scholars
- Develop a critical and theoretical vocabulary that will equip you conceptually for an advanced level of analysis
- Relate several critical methods and theories to each other, identifying points of agreement and contention
- Access, analyze, [critique and/or interpret], and synthesize scholarly texts in French and Francophone studies
- Incorporate, usefully and accurately, the work of other scholars (historical, biographical, critical, theoretical, etc.) into your own analysis and arguments in responding to central question, as needed
- Acknowledge responsibly the use of others' words and ideas, using MLA format.
- Participate helpfully in class discussion by offering constructive criticisms to peers.
- Communicate results/findings orally and in writing, in a clear and succinct manner.

Course Work

We will work together as a learning community to develop the skills necessary to conduct original research in French and Francophone studies. The five (5) major components of this seminar consist of "pre-semester mentoring," "lecture," "practice," "research," and "presentation, which can be divided into the following stages:

1. **November & December 2013: Pre-semester mentoring** of French majors who will be enrolled in French 480 during spring 2014. Discussions are geared toward sketching out project ideas, evaluating students' preparation, and defining senior research topics.

¹ Thanks to Dr. Willie Tolliver and Dr. Peggy Thompson for allowing me to reproduce texts/materials from their syllabi.

2. **Weeks 1-8 (January 15 to March 5, 2014): Lecture and practice:** The seminar is intended to familiarize majors with important literary theories, critical approaches and issues in French and Francophone studies through reading and discussion of specific topics. The secondary texts will be considered as models of research, analysis and critical thinking. The “practice” component of the course considers the practical mechanics (process and techniques) of writing a major research paper, including choosing and shaping a topic, finding literature, bibliography and footnotes, organizational strategies and academic integrity. This constitutes hands-on experience in the creative process. We will work on identifying, defining, and developing viable research problems to solve. The goal will be to achieve a complete understanding of a project and readiness to begin writing. Students will also consult with me about their developing project and submit a prospectus and annotated bibliography.
3. **Weeks 9-12 (March 17 to April 9, 2014): Research:** Each student is expected to write a 12-15 page research and analysis paper, demonstrating an ability to choose and refine an appropriate question for inquiry, research and analyze primary and secondary sources (and document them correctly), present and support an argument, and draw original conclusion therefrom. This 4-week writing period will be devoted to drafting, revising, rethinking, and revising. The instructor will provide guidelines for the writing process and will be available to all class members to discuss research progress. There will be no formal class meetings during this period.
4. **Weeks 13-15 (April 14-28, 2014): Presentation and revision:** Each student will give a 10-15 minute oral presentation of their work to the class for possible feedback. Students will listen to others’ views of their work and to their own maturing thoughts about the project and the writing. Peer editing workshops and feedback from the instructor should help greatly with the revision process. The student is ultimately the writer, but a responsive audience-and a variety of perspectives--can be very helpful in revising their work. There will be opportunities for public presentation of the senior seminar research at conferences (including SPARC), and avenues for publication of original contributions to the field, as well as career and graduate school guidance.

Course Materials (On Reserve at McCain Library)

- Bernabé, Jean, Patrick Chamoiseau et Raphaël Confiant. "La créolité" in *Eloge de la Créolité*. Paris: Gallimard, 1989: 26-54.
- Forsdick, Charles and David Murphy (eds). *Francophone Postcolonial Studies: A Critical Introduction*. London: Arnold, 2003.
- Huannou, Adrien. *La Critique et l'enseignement de la littérature africaine aux Etats-Unis d'Amérique*. Paris: L'Harmattan, 1993.
- Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers, Sixth Edition*. New York: Modern Language Association of America, 2003.
- Glissant, Edouard. "Pour l'antillanité" in *Le discours antillais*. Paris: Gallimard, 1997: 725-759.
- Moura, Jean-Marc. *Littératures francophones et théorie postcoloniale*. Paris: PUF, 1999.
- Murdoch, H. Adlai and Anne Donadey (eds). *Postcolonial Theory and Francophone Literary Studies*. Gainesville, FL: UP of Florida, 2005.
- Ngugi wa Thiong'o. "The Language of African Literature" in *Decolonising the Mind: The Politics of Language in African Literature*. London: Currey, 1986: 4-33.
- Ranger, Terence. "Colonial and Postcolonial Identities" in Richard Werbner and Terence Ranger (eds.). *Postcolonial Identities in Africa*. London: Zed Books Ltd., 1996: 271-281.
- Senghor, Léopold Sédar. "Qu'est-ce que la négritude?" in *Liberté III: Négritude et civilisation de l'universel*. Paris: Editions du Seuil, 1977: 90-101.

Useful Student Resources

1. **Academic Advising:** <http://www.agnesscott.edu/academicadvising/>
2. **The Writing Center:** http://writing_center.agnesscott.edu/
3. **The Speaking Center:** http://speaking_center.agnesscott.edu/
4. **McCain Library:** <http://agnesscott.edu/library>
5. **Educational Technology Center:** <http://www.agnesscott.edu/its/educational-technology/>
6. **Wellness Center:** <http://legacy.agnesscott.edu/studentlife/wellnesscenter>
7. **Academic Catalog:** <http://www.agnesscott.edu/academics/academic-catalog/index.html>
8. **Academic Calendar:** <http://www.agnesscott.edu/registrar/academic-calendar.html>

9. **Registrar:** <http://www.agnesscott.edu/registrar/>

10. **Student Handbook:** <http://www.agnesscott.edu/facultyservices/files/documents/student-handbook.pdf>

Course requirements

To pass the course, students must complete and turn in all assigned works (writing assignments, readings, etc.) on time, uphold the Honor System in every aspect, and satisfy the attendance requirement. The course requires regular attendance and active participation. Student work will be evaluated based on contributions to class discussions, presentations, reaction papers, and a final research paper. The class will be conducted entirely in French, including your questions, comments, and presentations. But, feel free to consult with me in English, before or after class as well as during office hours. It is mandatory to read the assigned articles/chapters before coming to class. This makes class discussions more meaningful. **All written works should be in French, typed, 12-point font (ideally Times New Roman), doubled-spaced, on-inch margins (top, bottom, left, right), and carefully proofread.** Please, use the French spell-check available on most computers. No late submission will be accepted. If you forgot to bring a work to class, you have up to 5:00 pm on that day to put it in my mailbox. In case of illness or personal exigency, a student will have 2 days beyond the due date to complete assignments. In all other circumstances, late work will automatically be downgraded by 1/3 of the maximum points.

Attendance and participation

Because this is a seminar, participation is both expected and required. Regular attendance and active participation in class are essential to help you develop an excellent understanding of the literatures on the program. Your presence in class is thus mandatory, and your degree of preparation and participation will invariably affect your final grade. Criteria for excellent participation include readiness and willingness to produce when called upon, effort to complete a task efficiently and effectively within the allocated time frame, the quality of speech and writing, listening to others, cooperation in group works and discussions, and preparation of class materials in advance.

French Program Policies

1. **Attendance:** A student is allowed **3 excused absences** per semester (for illness or personal exigency). After **3** excused absences, the participation grade for the semester will be dropped 10 points for each consecutive absence.
2. **Tardiness:** If a student is more than **5 minutes** late to any given class session, s/he will be counted as absent for that class. In fact, late arrival or early departure may be considered as an absence, at the discretion of the instructor.
3. **Food/drink/gum:** No food or chewing gum is permitted, except for the occasional beverages. As a sign of courtesy, sleeping and chatting in English are unacceptable behaviors in this class.
4. **Technology:** No cell phone conversation or texting will be permissible under any circumstances during class instruction. Cell phones should be turned off or placed on mute, not on vibrate.
5. **College Athletes:** If you are playing a team's sport for Agnes Scott College and miss classes, you are required to attend one tutoring session with the French tutors in lieu of each missed lesson.

Academic Honesty

The Agnes Scott College honor code embodies an ideal of character, conduct, and citizenship, and is an important part of the College's mission and core identity. This applies especially to academic honesty and integrity. Passing off someone else's work as your own represents intellectual fraud and theft, and violates the core values of our academic community. To be honorable, you should understand not only what counts as academic dishonesty, but also how to avoid engaging in these practices. You should:

- review each course syllabus for the professor's expectations regarding course work and class attendance.
- attribute all ideas taken from other sources; this shows respect for other scholars. Plagiarism can include portraying another's work or ideas as your own, buying a paper online and turning it in as if it were your own work, or not citing or improperly citing references on a reference page or within the text of a paper.
- not falsify or create data and resources or alter a graded work without the prior consent of your professor. This includes making up a reference for a works cited page or making up statistics or facts for academic work.
- not allow another party to do your work/exam, or submit the same or similar work in more than one course without permission from the course instructors. Cheating also includes taking an exam for another person, looking on another person's exam for answers, using exams from previous classes without permission, or bringing and using unauthorized notes or resources (i.e., electronic, written, or otherwise) during an exam.
- not facilitate cheating, which can happen when you help another student complete a take home exam, give

answers to an exam, talk about an exam with a student who has not taken it, or collaborate with others on work that is supposed to be completed independently.

- be truthful about the submission of work, which includes the time of submission and the place of submission (e.g., e-mail, online, in a mailbox, to an office, etc.).

You should understand that penalties result from dishonest conduct, ranging from failure of the assignment to expulsion from the college. You should speak with your professors if you need clarification about any of these policies.

Pledge

Students pledge that they have completed assignments honestly by attaching the following statement to **each** test, quiz, paper, overnight assignment, in-class essay, or other work:

I pledge that I have neither given nor received any unauthorized aid on this assignment.
(Signed) _____

Special Needs

Agnes Scott College seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in this class, please contact Kelly Deasy in the Office of Academic Advising (x6150) to make complete the registration process. Once registered, please contact me as soon as possible (preferably early in the semester) so we can discuss the specific accommodations needed for this course.

Title IX provision

“No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.” As stipulated by the Title IX Educational Amendments of 1972, Agnes Scott College has a Title IX Coordinator, Dr. Kijua Sanders-McMurtry, Associate Dean of Students and Special Assistant to the President on Diversity; and a Deputy Title IX Coordinator, Ms. Karen Gilbert, Director of Human Resources. If you need to report an incident of sexual discrimination on campus, please contact one of them directly using the information below.

Dr. Kijua Sander-McMurtry

Title IX Coordinator

ksandersmcmurtry@agnesscott.edu

404-471-6316

Ms. Karen Gilbert

Deputy Title IX Coordinator

kgilbert@agnesscott.edu

404-471-6435

Course Evaluation

Your feedback on this course is extremely valuable to me, the French Program, and the College Administration; your comments help me to see the ways in which I can improve the course instruction. Towards the end of the semester you will be notified by e- mail and provided with a link to complete online (anonymous) evaluations outside of class.

Final Research Essay Topic Selection and Paper Writing

The goal of this formal writing is to develop students’ analytical skills. It combines critical analysis of literary works with some knowledge of context and theory. You should choose a specific topic/issue that really interests you. It will require continuous thinking, planning, revising, rewriting, and editing for correctness. The essay should be about 3000 words long (12 to 15 pages). Only scholarly sources (journal articles, published books, and artifacts) may be used as source materials. Online sources such as wikipedia.com, stealapaper.com, or answers.com are unacceptable. An **excellent essay** responds to the topic or issue specified in the assignment; it integrates relevant facts about the subject; it has original ideas and is thought-provoking; it demonstrates clear correct French writing; it presents critical exposition and argument that is focused on a clearly evident one-sentence thesis statement in the introductory paragraph. This statement of the paper’s argument is coherently and logically developed in subsequent paragraphs of the paper, and summarized in a concluding paragraph); it is supported concretely with relevant quoted references to the text; and it notes all references to sources consistently following a standard form of citation. Essays will be graded using the following rubric: a) structure and organization, b) style and clarity of language, c) quality of ideas (originality and depth of argument), d) thesis statement, e) evidence to support argument, and f) critical engagement with sources.

Course Assessment/Grading

The coursework will be assessed as follows:

Preliminary paper topic, bibliography and abstract	10%
Revised abstract and annotated bibliography	10%
Research paper, rough draft	15%
Oral presentation (@ SpARC = + 5%)	15%
Attendance and participation	10%
Final paper	<u>40%</u>
	100%

The **final semester grade** determined as follows:

95-100 A (Outstanding)	88-90 B+(V. Good)	76-79 C+ (Fair)	67-69 D+ (Weak)	00-59 F (Fail)
91-94 A- (Excellent)	84-87 B (Good)	73-75 C (Fair)	64-66 D (Weak)	
	80-83 B-(Good)	70-72 C-(Fair)	60-63 D-(Weak)	

Course Calendar

Date	Activities and Assignments
Nov./Dec. '13	<p>Pre-semester mentoring Sketch out project ideas, evaluate students' preparation, and define senior research topics</p> <p>a) Submit a reflective essay describing your academic and career goals as well as your research experience, if any.</p> <p>b) "Which text(s) would you like to analyze for your senior essay? What question(s) will you ask about these text(s)?"</p> <p>c) "What larger issue or issues are at stake in your research question? Why might your topic be interesting to someone who knows nothing about your primary texts?"</p> <p>d) "How has your coursework since entering ASC prepared you to pursue this topic? How does your topic grow out of a specific course or courses? Think not only in terms of the subject matter, but also about the theoretical or critical works upon which you might draw."</p> <p>e) Submit a tentative proposal (topic) and bibliography</p>
Wed 01/15/14	Introduction et présentation du cours: modalités, formules pédagogiques, charge du travail, etc. Introduction to Francophone Literature(s) "Introduction," Moura, <i>Littératures francophones et théorie postcoloniale</i> : 1-10.
Wed 01/22/14	"Perspectives postcolonial," Moura, <i>Littératures francophones et théorie postcoloniale</i> : 29-44.
Mon 01/27/14	"Poétiques," Moura, <i>Littératures francophones et théorie postcoloniale</i> : 109-138.
Wed 01/29/14	"Introduction," Murdoch & Donadey. <i>Postcolonial Theory and Francophone Literary Studies</i> : 1-17. "Introduction," Forsdick & Murphy. <i>Francophone Postcolonial Studies: A Critical Intro.</i> : 1-14.
Mon 02/03/14	"Colonial and Postcolonial Identities," Ranger, <i>Postcolonial Identities in Africa</i> : 271-281. Begin to refine choice of subject matter for project and keep notes on developing ideas "Qu'est-ce que la négritude?" Senghor, <i>Liberté III: Négritude et civilisation de l'universel</i> : 90-101.
Wed 02/05/14	"Pour l'antillanité," Glissant, <i>Le discours antillais</i> : 725-759.
Mon 02/10/14	"La créolité," Bernabé, Chamoiseau et Confiant, <i>Eloge de la Créolité</i> : 26-54.
Wed 02/12/14	"Langues et littératures," Moura, <i>Littératures francophones et théorie postcoloniale</i> : 71-108.
Mon 02/17/14	"The Language of African Literature," Ngugi wa Thiong'o, <i>Decolonising the Mind...</i> , 4-33. Submit preliminary paper topic, bibliography and abstract (2 pages) - Bring 4 copies of (1 for self, 2 for group members, and 1 for instructor).
Wed 02/19/14	"Introduction aux sources bibliographiques," Huannou, chapitre I: 19-32. Library Instruction (bibliographic sources) by Casey Long, User Education Librarian @ ASC Focused library research <p>a) Locate several secondary sources relevant to the essay topic and its broader context</p> <p>b) Engage with sources, both primary and secondary materials</p> <p>c) Build an annotated bibliography of primary and secondary sources</p>
Mon 02/24/14	"Les méthodes critiques inspirées de la sociologie," Huannou, chapitre IV: 81-93. "Les méthodes critiques inspirées de la psychanalyse," Huannou, chapitre V: 95-105. "Autres approches du fait littéraire," Huannou, chapitre VI: 107-119. Continue topic research and development through generalized library research.

Wed 02/26/14	“Chap. 1: Research and Writing,” Gibaldi, <i>MLA Handbook for Writers of Research Papers</i> , 3-63. Presentations by French faculty on their research experiences (graduate work and scholarships) They may also talk about strengths, opportunities, and resources for majors in French & francophone studies Research questions of analysis, topic definition and refinement, and narrative structure Write a proposal for a literary research essay that engages a theoretical notion or approach in some direct way (e.g., the body as a site for colonization, narrative agency, gender, etc.)
Mon 03/03/14	“Chap. 3: The Mechanisms of Writing,” Gibaldi, <i>MLA Handbook for Writers of Research...</i> , 79-130.
Wed 03/05/14	Submit revised annotated bibliography, abstract and/or project prospectus or proposal (3-4 pages) - Bring 4 copies (1 for self, 2 for group members, and 1 for instructor) for peer-editing. Students present their research projects (prospectus or proposal (maximum 500 words) - 5-10 minutes per presentation, which is followed by peer review of the submission/presentation.
03/17/14 - 04/09/14 (Writing period: no formal class meetings)	Write a 12-15 page senior thesis that integrates both <i>literary analysis</i> based on close reading and <i>critical history</i> (extensively employing the secondary source material as the main grounding for the argument) that demonstrates command of the literary work’s historical and analytical context. - Students schedule weekly appointments with the instructor to discuss their ongoing projects. - Final versions of prospectus and annotated bibliography are due on March 19 - Draft of final essay (12-15 pages) is due on April 7. - Presentation dates will be assigned on April 7.
Mon 04/14/14	Bring 4 copies draft of the project (1 for self, 2 for group members, and 1 for instructor) for peer-editing Continue revising research project. Work with peer editor, instructor and other faculty, if required. Prepare a 10-15-minute oral presentation of work. Schedule an appointment with tutors at the Speaking Center to practice your presentation.
Wed 04/16/14	Peer editing
Mon 04/21/14	10-15-minute oral presentation of research project
Wed 04/23/14	10-15-minute oral presentation of research project
Thu 04/24/14	SpARC - No class but students are strongly encouraged to present their work at this conference
Mon 04/28/14	Peer editing and final correction
Fri 05/01/14	Submission of final research paper (1 hard copy and 1 electronic version via email)

L’essentiel du syllabus en français

Objectif du séminaire

Ce séminaire, qui marque le sommet de la spécialisation en français, est **une initiation à la recherche littéraire** portant sur les aspects théoriques et méthodologiques du projet de recherche des étudiantes. Il se veut un lieu privilégié d’échanges et de réflexion, où l’on discutera des problématiques soulevées par les textes choisis comme objets d’étude, et des enjeux théoriques susceptibles d’intéresser les étudiantes dans leur démarche de recherche. Les participantes seront invitées à réfléchir sur les modalités de leur pratique littéraire et à préciser - en dialogue avec les diverses approches critiques modernes - les notions et concepts auxquels elles recourent. Les étudiantes se familiariseront avec la démarche bibliographique et avec les instruments de recherche imprimés et informatiques.

Le séminaire comprendra **une couverture systématique des théories littéraires** (*épistémocritique*, sémiotique, sociologie de la littérature, narratologie, théories de la réception) et des domaines et méthodes des études littéraires de langue française: histoire littéraire, critique génétique et édition de textes, étude des genres, y compris des genres non canoniques, sociocritique, sémiotique, *textanalyse*, étude de la réception et autres aspects de la critique contemporaine. En plus de présenter un certain nombre d’approches présentement utilisées en études littéraires, le séminaire aura pour but d’explorer le passage de la théorie aux méthodes d’analyse. On y verra comment la plupart des objets de recherche et des problématiques étudiées nécessitent le recours à un «assemblage» théorique qui soit à la fois diversifié et rigoureux. À partir des approches vues en classe et de leurs propres recherches, les étudiantes et travailleront à la construction d’un tel assemblage pour leur projet de recherche.

Formule pédagogique

Le séminaire comprendra trois volets distincts et complémentaires:

Quelques exposés magistraux, des rencontres individuelles planifiées avec le professeur et une exploration des guides de recherche (instruments de recherche imprimés et informatiques) en littérature d’expression française en fonction des sujets de recherche. Outre les mises au point effectuées par le professeur, chacune d’elles devra présenter:

1. un bref exposé portant sur son projet de recherche;
2. un exposé portant sur un concept ou une approche théorique particulière reliée à son projet de recherche.
3. la version finale du projet de recherche

Les étudiantes devront participer activement tant aux mises au point du professeur qu'aux exposés de leurs camarades.

Charge de travail

I. Construire une bibliographie analytique.

- D'abord choisir un sujet de mémoire (la référence historique chez Zola, analyse sémiotique des romans de Réjean Ducharme, le bossu dans la littérature française de la Renaissance, l'Amérique chez les essayistes québécois et français, etc.) dès que possible et bien circonscrire le thème retenu et la période couverte.
- Ou bien identifier le sujet de la réflexion critique ou théorique (le symbolique/symbolisme, l'écriture minimaliste, la nouvelle, le baroque, le personnage, la mise en scène de l'espace, à titre d'exemples de réflexion théorique).
- Faire approuver le sujet par le professeur à la date prévue (et qui sera précisée en classe).
- Construire une bibliographie en utilisant les instruments de recherche et les catalogues imprimés et informatisés des bibliothèques.

Le travail achevé couvrira quatre aspects:

Le corpus des œuvres de l'auteur retenu, s'il y a lieu.

Les références trouvées (volumes ou articles) sur le sujet choisi, avec une brève description du contenu de chacune des études ou des principales.

Les instruments utilisés pour trouver chacune de ces références (catalogues informatisés, bibliographies générales ou spécialisées, bibliographie de telle étude consultée, etc.).

L'usage du protocole de présentation bibliographique distribué au premier cours.

II. Un état présent de la recherche sur le sujet choisi.

Le travail bibliographique doit déboucher sur une connaissance meilleure et précise de l'orientation de la recherche sur tel sujet retenu.

En utilisant les références trouvées et en se servant de travaux-bilans (colloque récent, article dans un périodique spécialisé), l'étudiante analysera ce qui lui semble constituer les vecteurs nouveaux de la recherche sur son sujet, les questions nouvelles, les approches innovatrices, les sujets "porteurs". Il se demandera qui fait quoi, comment et pourquoi, sur le sujet qui l'intéresse, de façon à mieux voir ce qu'il aimerait faire lui-même.

Les dates de remise de la bibliographie et de l'état présent seront précisées en classe.

Présence et participation

La présence et la participation régulières sont essentielles pour développer un meilleur esprit critique. **La présence est donc obligatoire et une forte participation** (sous-entendant **une bonne préparation**) est attendue des étudiantes. Si vous devez manquer la classe pour une raison légitime, veuillez me le faire savoir dès que possible.

Contrôle de connaissance

Outre la lecture des textes et des articles scientifiques recommandés, chaque étudiant(e) devra faire **1** bref exposé portant sur son projet de recherche; **1** exposé portant sur un concept ou une approche théorique particulière reliée à son projet de recherche; et rédiger et présenter **1** dissertation finale dont l'objectif sera d'examiner de manière critique et profonde une question pertinente au français et aux études francophones. Je vous encourage vivement à venir en discuter avec moi à l'avance. Aucun devoir n'est accepté en retard. Les **travaux doivent être tapés, double interligne** et vous devez **vérifier l'orthographe** grâce au vérificateur électronique d'orthographe.

Signature

By my signature, I certify that I have read, and I fully understand and accept the terms and conditions contained in the course syllabus for FRE 480. I acknowledge that the instructor reserves the right to change or adjust any section of the course syllabus at anytime to better meet the needs, abilities, and interests of the students.

Date: _____ Name: _____ Signature: _____

