

WLF4200A: Topics in Francophone Literature
Fall 2021 – Eastern Illinois University

Meeting Information	Coleman Hall 1170 Monday and Wednesday 3:00-4:15pm
Instructor Information	Dr. Jessica Tindira (she/her/hers; elle) jltindira@eiu.edu¹
Drop-in Hours	Coleman Hall 1351 Tuesdays 12:00-1:30 Wednesdays 12:00-1:30

I am also available by appointment! Please never hesitate to reach out!

Course Description

Traditionally, gatherings where neighbors listened to historical accounts or folktales contributed to the sense of community in sub-Saharan Africa. In this class, we will explore how French colonization, and France's ensuing influence on the arts and culture, affected sub-Saharan African literary tradition. Our focus will be on novels and films that draw our attention to the hybrid nature of the cultures that produced them. Specifically, we will examine literary and cinematic reinterpretations of oral culture in works from Ivory Coast, Cameroon and Senegal. Through class discussions and writing assignments in French, students will explore the influence of the oral tradition in twenty-first century sub-Saharan Africa, while identifying lasting marks left by the French colonial project.

Required Materials

- I will update D2L Brightspace and communicate by e-mail regularly. On D2L Brightspace, you can find announcements about what to expect in upcoming classes, resources for upcoming assignments, and your current grade. **You should check D2L Brightspace and your university e-mail several times per week.**

PDFs available on D2L Brightspace

- Kamanda, Kama. *Les contes du griot: Les contes des veillées africaines*. ed. Laurence Sudret. Magnard, 2005.
- Kourouma, Ahmadou. *En attendant le vote des bêtes sauvages*. Editions du seuil, 1998.

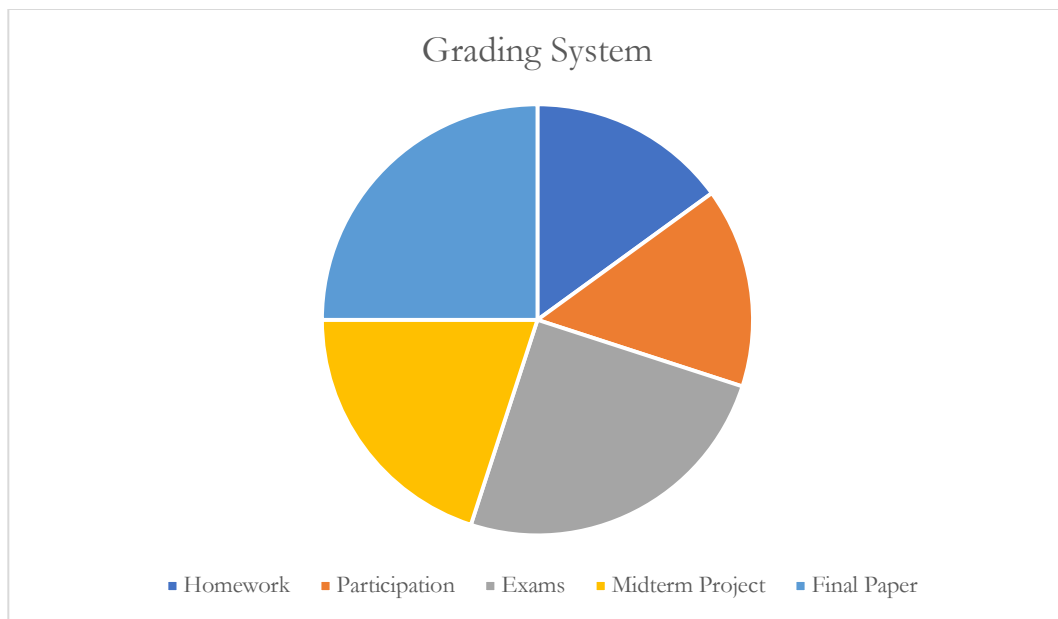
To be purchased or borrowed from the library²

- Tadjó, Véronique. *Reine Pokou: concerto pour un sacrifice*. Edicef, 2011.

¹ Please note that I do not check my university email between 8pm and 9am.

² Please don't hesitate to let me know if you get a different edition of this book so that I can help you find the corresponding page numbers on the day's assignment.

Grading System



Homework	15%
Participation	15%
Exams	25%
Midterm Project	20%
Final Paper	25%

Grade Scale

A	90-100%
B	80-89.99%
C	70-79.99%
D	60-69.99%
F	<60

Homework (15%)

There will be three types of homework assignments this semester.

- Questionnaires - These reading comprehension questions will be collected most days and graded based on the following rubric:

0/5	Not turned in, completed in English, demonstrates serious misunderstanding of assignment and needs to be redone, or relies too heavily on outside sources (such as online translators) to be fairly graded
3/5	Partially completed, portions are difficult to understand because of grammar or vocabulary mistakes, demonstrates basic understanding of most of the text/assignment
5/5	Fully completed, easy to understand despite some minor mistakes in grammar or vocabulary, demonstrates good understanding of the text/assignment

- Response Posts – The class will be divided into two groups, Group A and Group B. The groups will post responses to the week’s reading on alternating Thursdays (for example, Group A will post on September 1, Group B will post on September 8, and so your response should be **approximately 100 words long**. Specific prompts will be posted every week to help you organize your thoughts, but, generally, you can use these posts to: a) comment on a theme or symbol that you notice in the text, b) analyze a quote that jumped out to you, c) ask questions about parts of the text that you did not understand and/or that you would like to discuss in more detail. These will be graded based on the same syllabus as the questionnaires. Both groups are responsible for six response posts during the semester. **You can earn extra credit (including making up for any missed posts) by posting seven or more responses.**
- Class Summaries – Every student will sign up for two class summaries. You should plan to summarize class discussions from the previous week. To organize your summary, as yourself what your best friend would need to know if they missed class last week. Your summary will be graded based on the following rubric:

0/5	Missing, over-reliance on your native language and/or online translator makes the summary impossible to grade fairly, includes incorrect information
3/5	Short, sometimes difficult to understand because of the pronounced influence of your native language and/or unsatisfactory control of grammar, vague
5/5	About 2 minutes in length, easy to understand despite occasional mistakes in pronunciation, vocabulary and/or grammar, includes specific details about the previous week

Participation (15%)

Attendance and participation are fundamental, core and required aspects of this highly interactive course. Generally speaking, you get **two absences** during the semester. There is no difference between excused and unexcused absences. Beginning with your third absence, you will earn 0/10 for that day’s participation grade. These absences add up quickly, so use your absences wisely. However, because extenuating circumstances do arise, I encourage you to be in touch with me if you find you are struggling with additional absences. Exceptions to this policy may be made at my discretion if an emergency arises.

I will take attendance on a daily basis. **Please alert me during the first week of class if your preferred name is not the name that appears on the official roster and/or which pronouns you use (I prefer Jessica or Dr. Tindira and use the pronouns she/her; elle in French).**

If you have to miss class for one of the many **religious holidays** this semester, please alert me by email because these absences will not count toward your two absences for the semester.

To earn full credit for participation:

- Arrive or sign in on time and stay until class ends. If you have a medical issue that requires you to leave class, please work with the Office of Student Disability Services and let me know.
- Use technology appropriately – to consult a PDF or our D2L Brightspace site. This class is conducted **entirely in French** because limiting your exposure to English during class time will help you develop your proficiency in French. Staying off your phone and avoiding speaking English with other people in the room are crucial.
- Speak only French during class discussions and small group work. Ask and answer questions. **Please note that this does NOT say speak perfect French!** Everyone makes mistakes in authentic communication, even in their native language. You will never lose points for making mistakes during class discussions, just for speaking English or never saying anything. Practicing in class will help you develop proficiency.
- Demonstrate respect for the other people in the classroom by listening when they speak and responding appropriately to their comments.
- Remain in regular contact with me and with your classmates. **Because of COVID-19, plans are probably going to change.** I will email you regarding any changes and post updates on D2L Brightspace. **You are responsible for staying up-to-date on these changes.** Similarly, I want to know if your plans change, so please communicate them with me! Regular communication is essential for success in this class.

Exams (25%)

You will have two exams this semester: one on September 13 and one on November 1. They will include comprehension questions, passages to explicate and a short answer question. You will be able to refer to your texts **on paper** during the exams³. Study guides will be available on D2L Brightspace on September 6 and October 25.

Midterm Project (20%)

The midterm project will be based on a folktale from *Les contes du griot*. You may choose to work in a small group or to work independently. The goal of this project is to read a short story not discussed in class and use a creative means to adapt the lesson of the folktale for your culture in the twenty-first century. The project will be assessed based primarily on a) representation of the folktale's lesson; b) creative adaptation of the folktale's historical elements; c) comprehensibility of written and/or spoken French. Because this is a creative project, there is a lot of flexibility in terms of the final product. It might include a children's book, a short story, or a skit, but it equate to 3-4 pages of Times New Roman double spaced text (750-1000 words). You will have class time on **September 27th** to work on the project and present the project on **September 29th**.

Final Paper (25%)

You will write a final paper of **5-6 pages in length** in which you **state a support a thesis statement** and **present** your research to the class **for about 3-5 minutes** during finals week. There are a few different tracks you could take when writing this paper, and, after Fall Break, we will discuss your plans in more detail. Generally, you could write about orality and storytelling as cultural

³ I'm happy to provide paper copies of PDFs if you have used up your printing allowance by this point in the semester, but please let me know by 9pm the night before the exam so that I can plan accordingly.

artifacts; you could undertake a literary analysis of one of the texts we study; you could analyze similarities and differences between a text we studied and the country from which the author came.

This project will be completed in several steps. Specific directions and rubrics for each step will be available on D2L Brightspace at least one week before they are due.

November 29	working thesis statement due (5 points)
December 6	annotated bibliography due (15 points) Find three sources (at least 2 in French), cite them using MLA format, and write 1-2 sentences in French per source to explain why the source will be useful.
December 8	rough draft due (10 points) Class today will be a writing workshop that will include giving feedback to a classmate. It could be an outline or some of your paper, but it must be in writing or a shareable document . After the writing workshop, I will collect your written rough draft to give you more detailed feedback.
December 16	final paper (100 points) and short presentation (50 points) due Write an analytical paper of 5-6 pages in length in which you state and support a thesis statement and present your research for about 3-5 minutes during finals week.

A note about late work: Under normal circumstances, I do not accept late work or reschedule exams. However, because extenuating circumstances do come up, I encourage you to **get in touch with me** if you ever need to extend a deadline or reschedule an assessment. It is possible that I will make an exception to my policy against late work, but it is your responsibility to begin the conversation.

College Policies

Academic Honesty

Cheating and plagiarism (any handed-in work that is not your own work) will not be tolerated.

Note that, in this course, the use of online translators like Google Translate constitutes academic dishonesty. If you have any questions about what does or does not constitute unauthorized aid, please do not hesitate to ask me. Academic dishonesty will result in a 0 on the assignment and may result in college disciplinary action.

Accommodations

If you are working with the Office of Student Disability Services, please make a meeting with me in the first week of class so that we can go over your accommodations and make a plan to see that they are all respected. If you have questions or concerns, please contact the Office of Student Disability Services at **(217) 581-6583** or **studentdisability@eiu.edu**.

Title IX

If you or someone you know has experienced sexual misconduct, you may find information about resources and options on the Campus Rights webpage (<https://www.eiu.edu/civil/titleix.php>) or by contacting the College's Title IX Coordinator, Sean Peoples, at (217) 581-5020 or civil@eiu.edu.

COVID-19 Practices & Expectations on EIU's Campus

The University is asking all of us to take precautions to prevent the spread of COVID-19. EIU's policy is intended to protect all of us on campus, as well as the community, your roommates, and loved ones at home. **All students, regardless of vaccination status, are required to wear face coverings during class.** Students may sit in any classroom seat where they are most comfortable. All reasonable efforts will be made to provide modifications to classroom seating arrangements if needed; however, this may not be possible in all situations. **Students should not attend class if they are ill and should consult the student health clinic if they have any COVID-19-like symptoms.** EIU's COVID-19 campus practices including face coverings, when and where required, avoiding campus if sick, sanitizing surfaces, social distancing, and hand washing all of which are based on the best available public health guidance. Everyone in the campus community is responsible for following practices that reduce risk. If you have a health condition that may require a potential classroom accommodation or variation from current EIU COVID-19 policy, please contact Student Disability Services (studentdisability@eiu.edu or 581-6583) to determine what options may be available based on current CDC guidance. If you are unable to follow EIU's COVID-19 guidelines, you may be asked to leave class or office hours as compliance with public health guidance is essential. **Accommodations for instruction and make-up work will be made for students with documented medical absences according to IGP #43 [<https://castle.eiu.edu/auditing/043.php>].** To view the latest EIU COVID-19 related information and any policy updates, please visit <https://www.eiu.edu/covid/>.

WLF4200 Course Calendar Outline

Assignments are **due at 3:00pm on the day they are listed.**

Because of COVID-19, this calendar is subject to change. Changes will be announced by email, on D2L Brightspace and, when possible, in class, but it is your responsibility to stay up-to-date by consulting your email and the class website regularly.

Adjustments may be made to assignment lengths, etc. based on class discussions! Any changes/updates will also be announced by email, on D2L Brightspace and in class.

Week	Day	Reading – to be read before class + discussion questions on D2L	Written Homework
1	August 23	Introduction	
	August 25	Introduction	
2	August 30	Unit 1 <i>Les griots: inséparables de l'histoire africaine</i>	
	September 1	Unit 1 <i>Mandekalou (première partie)</i>	Group A to post response
3	September 6	NO CLASS – LABOR DAY	

	September 8	Unit 1 <i>Mandekalou (seconde partie)</i>	Group B to post response
4	September 13	EXAM 1	
	September 15	Unit 2 “Les malices de la petite tortue” (pp. 168-172) et “Le soui-manga royal” (pp. 176-181)	Group A to post response
5	September 20	Unit 2 “Les malices de la petite tortue” (pp. 168-172) et “Le soui-manga royal” (pp. 176-181)	
	September 22	Unit 2 “La corbeille aux arachides” (pp. 77-86)	Group B to post response
6	September 27	Unit 2 Creative Project Work Day	
	September 29	Creative Project Presentations	
7	October 4	Unit 3 Tadjo 9, 12-21 “un Cadeau venu des dieux”	
	October 6	Unit 3 Tadjo 21 “Quelques mois seulement” – 30	Group A to post response
8	October 11	Unit 3 Tadjo, 36-42 “le peuple en fuite”	
	October 13	Unit 3 Tadjo, 42 “Pourquoi faut-il toujours” - 51	Group B to post response
9	October 18	Unit 3 Tadjo 55-63	
	October 20	Unit 3 Tadjo, 68-75	Group A to post response
10	October 25	Unit 3 Tadjo, 78-84	
	October 27	Unit 3 Tadjo 87-89, 94-96	Group B to post response
11	November 1	EXAM 2	
	November 3	Unit 4 Kourouma, excerpts from Veillée I	Group A to post response
12	November 8	Unit 4 Kourouma, excerpts from Veillée II	
	November 10	Unit 4 Kourouma, excerpts from Veillée III	Group B to post response
13	November 15	Unit 4 Kourouma, excerpts from Veillée IV	
	November 17	Unit 4 Kourouma, excerpts from Veillée V	Group A to post response

THANKSGIVING BREAK 11/22-11/26			
14	November 29	Unit 4 Kourouma, excerpts from Veillée VI	
	December 1	Unit 4 Kourouma, conclusion	Group B to post response
15	December 6	Writing Workshop 1	
	December 8	Writing Workshop 2	
FINAL PROJECT PRESENTATIONS DUE THURSDAY, DECEMBER 16 AT 4:45 PM			