

ADVANCED COMPOSITION AND SYNTAX IN FRENCH

DR. STARR

FRENCH 3042-P001

2:00 – 3:15 T/TH

3 CREDITS

Prerequisite: French 2002 or consent of department. This course will be conducted mostly in French, with some oral translating into English, for the benefit of appreciating the language. Your written assignments will put into practice classroom exploration and discussion of various linguistic functions and types of writing. The emphasis is on increasing your proficiency in written expression while expanding your knowledge of vocabulary and grammatical structures. You will have the opportunity to revise preliminary drafts of your writing. Your grade will be based on classroom participation, six compositions, and a final exam.

TEXT: Students will be provided a custom-made set of vocabulary, grammar, and writing exercises, **in Canvas.**





Problems of grammatical analysis and contrastive stylistics will be presented and discussed in this course. Extensive practice in translation exercise, from and into French. Practice material will include grammar drills from textbook, short literary excerpts, song lyrics, comic strips, press documents, etc.

Students will have an opportunity to explore French syntax at a higher level as well as to consolidate their knowledge of it by studying, week after week, the chapters in *La grammaire à l'œuvre* and by completing exercises provided in the textbook as well as other assignments. All homework will be assigned from the actual textbook or other handouts selected by your instructor. Supplemental material such as magazine advertisements, songs, literary paragraphs, etc. will also be used for translation practice or other forms of class activities.

Grades will be based on a mid-term, a final exam and weekly participation. All students registered online will take the mid-term and final exam. Online students will submit selected assignments in writing via a Canvas discussion forum and will receive individual feedback on a rotation system. Graduate students will give an oral presentation in class or in video format, on a research topic related to French linguistics. You will select and propose your topic with the help of your instructor.

Text: Barson, John. *La grammaire à l'œuvre (5ème édition)*. Thomson & Heinle (2004) ISBN-10: 075939864X

Physical copy only. We will not be using the online component of *La grammaire à l'œuvre*.

NINETEENTH-CENTURY FRENCH LITERATURE

DR. STARR

FRENCH 4154/5154-O001

INTERNET, ASYNCHRONOUS, 3 CREDITS

Mysterious cats, teary-eyed prostitutes, time-traveling mummies, elegant swans trapped in a prison of ice...Nineteenth-century French literature has it all! In this survey course we will study the various movements (romanticism, realism, naturalism, symbolism) and genres (poetry, short story, theater, novel). Undergraduates will read nine poems, two short stories and a play. Graduate students will also read a novel. We will have a brief weekly assignment or quiz, a midterm, and a final exam. The texts are all on the Reading List for the M.A. in Romance Languages and are provided by the professor in Canvas. Grad students are encouraged to procure a paper copy of *Nana*.

REQUIRED TEXTS (all posted in Canvas):

Packet of poems

Boule de suif - Maupassant

La Dame aux camélias (play) – Dumas fils

Le pied de momie – Gautier

Nana – Zola (graduate students only)



UNO – COURSE OFFERING – SPRING 2025

STUDIES IN FRENCH LITERATURE

Theatrum Mundi: Illusion and Power – Power of Illusion.

FREN 6197

Online asynchronous

DR. DENIS AUGIER

3 CREDITS

Theatrum indeed, as we will be reading mostly seventeenth century plays in a world moving steadily towards absolute monarchy, absolute power, yet, simultaneously, a time of disillusion when the idealistic morals of yesterday's heroes are mercilessly torn into pieces. Kings turn into tyrants on the stage (*Britannicus*, *La Mort d'Agrippine*), passion into excruciating guilt (*Phèdre*, *Médée*), faith into hypocrisy and violence (*Tartuffe*, *Athalie*), grim reality into the comfort of illusion (*L'Illusion comique*, *Le Bourgeois gentilhomme*).

What shall we do in the midst of these contradictions? Embrace cynicism and become a stern moralist? Or, maybe, submit to the calm acceptance of personal catharsis?

There will be a mid-term and a final exam (through Proctoru), a presentation as well as a weekly forum/discussion.

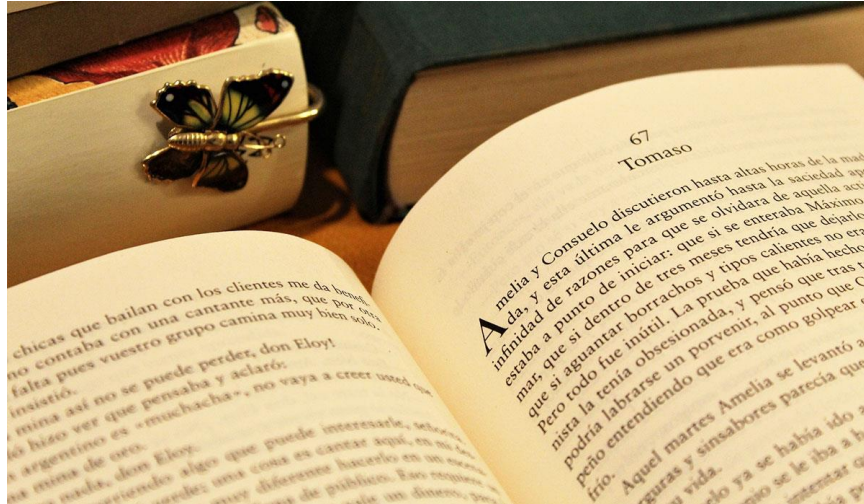
The course and the assignments will be in (21st century) French.

TEXTS: Pierre Corneille: *L'Illusion comique*.
 Thomas Corneille: *Médée*.
 Cyrano de Bergerac : *La Mort d'Agrippine*.
 Molière: *Tartuffe*, *Le Bourgeois Gentilhomme*.
 Racine : *Athalie*, *Britannicus*, *Phèdre*.

I will provide the texts of the plays as PDF on Canvas.



UNO Spring 2025 Course Offerings
SPAN 3042: Advanced Spanish Composition and Syntax



SPANISH 3042 Advanced Spanish Composition and Syntax
Instructor: Clifton M Sutton
Times: MW 8:00 – 9:15
Required text: Repose y escriba 8th edition

In this course students will read short stories in Spanish with special focus placed on grammar points in those stories. The students will complete multiple activities online to put those grammar points into practice. In addition to the online assignments, students will write short essays in class every other week and be asked to write longer essays at home to demonstrate mastery of those grammar topics.

Class will be conducted in Spanish as much as possible while discussing the short stories and the grammar points.

PROBLEMS OF GRAMMATICAL ANALYSIS


SPAN 4041-0001 (undergraduate)

5041-000 graduate)

INTERNET

Dr. Lisbeth Philip

GET OUT (frase verbal)



- SACAR
GET OUT your books. (Saquen sus libros)
- SALIR, ESCAPARSE
I don't want to GET OUT of bed. (No quiero salir de la cama O No me quiero levantar.)
- FILTRARSE, DESCUBRIRSE
It's no use. The secret GOT OUT. (No hay caso. Se descubrió el secreto.)

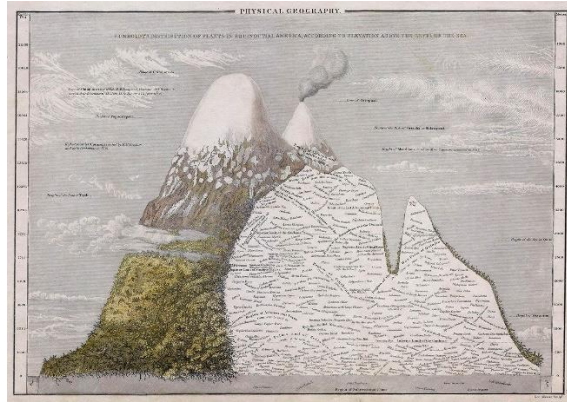
● Get out! (¡Vete!)

This course is aimed at studying the major grammatical differences between Spanish and English. Through the analysis of Spanish writings and translations from one language into the other, students will consolidate their understandings of both language structures and the linguistic rules that apply. This course will include many components of linguistics, such as phonetics, morphology, syntax and more.

- The course will be taught online in English and Spanish.
- There will be translation exercises, forum discussions, an oral presentation, and a final project. The final project for graduate students will be more intensive.
- TEXT: Hill, Sam and Bradford, William (2000). Bilingual Grammar of English Spanish Syntax: A Manual with Exercises and Key. Revised Edition. Spiral bound – ISBN 0-7618-1719-0

ENVIRONMENTAL WRITING IN LATIN AMERICA

Dr. Sebastián Figueroa
Department of Language and Literature
The University of New Orleans



Alexander von Humboldt, *Distribution of Plants in Equinoctial America, According to Elevation Above the Level of the Sea* (1839)

Instructor: Dr. Sebastián Figueroa

Email: jfiguer1@uno.edu

Format: Online – Asynchronous

Credits: 3 credits

Office Hours: T/W/TH 11-13 by appointment (virtual and in-person)

Description

In this course, we will study literary, political, and cultural discourses from Latin America focused on the environment. We will begin by exploring how post-Independence discourses redefined nature as national landscapes aligned with opposing political views about race, gender, and Indigeneity. We will continue with modernist reappropriations of nature from utopic and scientific perspectives before moving into the 'novela de la tierra', a realist and regionalist literary movement in prose focused on representing the 'real' and 'original' cultures created in Latin America in association with 'profound' or 'isolated' ecosystems such as jungle, deserts, oceans, and mountains. We will follow the seminar with a discussion about the first ecological and environmentally-oriented discourses in the region, exploring topics such as the green movement, the nuclear threat, trash, and pollution in literature and the arts before moving into contemporary poetic representations of the environment from the point of view of the Anthropocene, or the geological epoch of the humans.

UNO - COURSE OFFERING - SPRING 2025

ROML 3406- P001. ROMANCE CULTURES OF NEW ORLEANS AND LOUISIANA

- Professor Manuel García-Castellón - 3 CRD

Room: TBD

Time: T/TH 12:30-1:45pm

Throughout the 18th century, colonial New Orleans developed under the leadership of two powerful romance cultures: France, which initiated the settlement and gave the colony its original French character, and Spain, which transformed it into a stately city and, as the capital of the Spanish Province of Louisiana, gave it administration, laws, architecture, prosperity... This *Romance* character was reinforced by the subsequent arrival of Acadians from Canada, Canary islanders, refugees from Haiti, Sephardic Jews, Italians from Calabria and Sicily, Hondurans, Mexicans... Knowing the nature of these original cultural inputs will edify the student's appreciation of New Orleans as a melting pot of romance cultures, in happy conviviality with the American mainstream.

The course will be conducted in English. Requirement: SP 2000 or FR 2000, or Department consent. As for the *final essay*, it will have an extension of 8/10 pages, including a bibliography, and will be formatted according to the MLA rules of style. There will be a final exam and three or four partial quizzes.

Text (Available through Kindle with Amazon.com):

Author: Captivating History (sic). *History of Louisiana: A Captivating Guide to Everything from Native Americans, Cajuns, and Creoles to the Louisiana Purchase, Battle of New Orleans, and More.*



ROML 6003 – Applied Romance Linguistics

Spring 2025
3 Credit Hours

A study of recent second language teaching methods based on current learning theory. The class will include readings of current pedagogical literature, discussions of language methodology, a textbook critique, and a final paper/project.



This class, which will be conducted in English, will discuss the evolution of language teaching pedagogy and highlight practices that should be implemented to facilitate meaningful language acquisition. It will focus on the second language acquisition process, the cultural implication of language and classroom instruction, and the integration of theory and practices while applying linguistic theory through instructional methods to support the language learner.

Required text: *Teaching by Principles: An Interactive Approach to Language Pedagogy* by H. Douglas Brown.

Dr. Bryant Smith
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