

In the first part of the semester, we have been reading traditional stories from Haiti and Québec. In this two-part written project, you will first write a reflection on the differences between these traditional French and francophone stories and traditional stories told in your own culture. Second, you will write an original *conte* or *fable* in French. The goals of this project are as follows:

- To help you think critically about the traditional elements contained in the “conte” genre in Québécois and Haitian cultures and in your own culture.
- To help you to articulate the cultural similarities and differences between Québécois and Haitian cultures and your own culture as they are demonstrated in traditional storytelling genres.
- To give you an opportunity to practice writing in French for a specific context—in this case, a children’s story. This means you must pay special attention to the construction of your sentences. You must also incorporate the correct usage of grammar structures and vocabulary that we have studied.

**Part I. Ce que nos histoires nous disent sur nous-mêmes...**

**7.5 %**

In order to prepare the first part of this assignment, you will have read several stories, in French (all found on Moodle):

**Pre-writing** : On Wednesday, October 1<sup>st</sup>, we will dedicate class time to an overall discussion of these texts. **You should come to class with your own responses to the prompts (below: a-d) about each of the stories already prepared (en français !). Class time will be dedicated to discussion with your peers in order to help clarify/expand your ideas.** In small groups, you will be assigned two of the eight stories. You will work together to write and present to your classmates: **a)** a 2-3 sentence summary of your story; **b)** a 1-2 sentence summary of the “moral” of the story (if appropriate); **c)** 1-2 sentences describing a cultural particularity in the story that made it seem strange or unfamiliar (if appropriate); **d)** 1-2 sentences describing an element of the story that felt very familiar (if appropriate).

Overarching questions to keep in mind: Do the stories in French communicate their messages differently than the ones you read growing up? If so, how? If not, articulate the similarities. Are the differences between the stories and those you read a function of their culture of origin? How? What makes you come to that conclusion?

**Writing:** You are trying to explain to a first-year French student some of the nuances that distinguish Francophone (Canadian and Haitian) from American cultural perspectives. If necessary, do a little bit of extra research to find out the cultural context (geographical and/or temporal) of the stories we have read. Using examples from **at least two** of the stories we read, write a 300-400 word essay (typed, double-spaced) that explains one significant similarity and one significant difference between these stories and those you read as a child. What makes the similarity significant? What makes the difference significant? When you are giving examples to justify your assertions, *be specific* in your references to the stories. If you make a generalization, explain how you came to the conclusion that you did.

**First Draft due:** Monday, October 6<sup>th</sup>.

**Revisions due:** Friday, October 10<sup>th</sup>.

## **Part II: Un conte**

**7.5 %**

Part II of this assignment involves your own writing of a *conte* or *fable*. The *conte* or *fable* can be placed in any context (modern, imaginary, medieval, etc.), but should be an appropriate story to be read to children.

**Prewriting:** Friday, October 3<sup>rd</sup>. You will write up a one-paragraph summary of your story to be presented to your classmates for comments and feedback and to be handed in to your professor.

**Writing:** Write a conte or fable of between 650 and 700 words to be shared with the children at one of the Greensboro refugee outreach organizations (either Immigrant and Refugee Outreach or the North Carolina African Services Coalition). Your *conte* must contain some of the traditional elements of the genre you have chosen, i.e. typical characters, problems, and morality issues, but the plot is up to you! When writing, keep in mind your audience of real francophone children. Your conte should include between two and five characters and should incorporate some dialogue.

- **In your draft and final versions, please underline the following linguistic elements:**
  - at least 4 *different* verbs in the passé composé
  - at least 4 different verbs in the imparfait
  - at least 10 adjectives and/or adverbs
  - 2 comparisons (using adjectives or adverbs)
  - at least 4 object pronouns + **y** + **en** at least once.

**First Draft Due:** Friday, October 10<sup>th</sup>.

**In-class peer review (after professor feedback):** Wednesday, October 16<sup>th</sup> [Your Peer Review of your partner's work counts as a homework grade)

Revisions Due: Monday, October 20<sup>th</sup>.

Trip to Greensboro to read stories : Date TBA

**You must submit a signed "Checklist for Writing Assignments" (found under "Informations générales" on Moodle).**

**Please remember that, according to the Honor Code, signing the checklist means that you actually COMPLETED all of the tasks that are listed on it!!!**

**Part I – “Ce que nos histoires nous disent sur nous-mêmes » -Rubric: (First Draft)**

**\*\*Any assignment that does not follow all assignment instructions regarding formatting, word count, and use of grammatical structures will be returned to the student ungraded and will receive a ZERO.\*\***

**Content: 30 pts. Clarity and development of ideas; strength of examples and hypothesis; appropriateness for intended audience.**

	Excellent	Bien	Acceptable	Déficient/Inacceptable
Clearly and elegantly articulates one similarity and one difference between the stories from different cultures. (5 pts.)				
Chooses and explains appropriate examples that illustrate those similarities and differences. (10 pts.)				
Articulates and supports a credible hypothesis about the meaning of similarities and/or differences. (10 pts.)				
Keeps in mind the audience of a lower-level French student, and writes with that audience in mind. (5 pts.)				

**Grammar****Accurate use of grammar structures studied (including verb tenses/moods, subject/verb agreement, and articles)**

\_\_\_\_\_/10

- A (9-10) Excellent use of complex grammatical structures. A few minor errors, but no major errors.
- B (8-9) Very good use of grammatical structures. Some minor errors but very few major errors.
- C (7-8) Some difficulty with correct use of grammar. Several major and minor errors.
- D (6-7) Considerable difficulty with grammar. Frequent major errors that impede comprehension.
- F (<6) Little understanding of grammatical concepts. Numerous errors render meaning incomprehensible.

**Vocabulary****Varied and correct use of vocabulary studied; appropriate word choice and register**

\_\_\_\_\_/10

- A (9-10) Excellent control of new and recycled vocabulary, with good variety; appropriate register; very few errors.
- B (8-9) Very good control of vocabulary, with some variety; appropriate register; a few errors in word choice.
- C (7-8) Adequate control of vocabulary, but lack of variety, repetition of errors, poor choice of words, or wrong register.
- D (6-7) Errors in vocabulary that impede comprehension, and/or wrong register.
- F (<6) Frequent errors in vocabulary that render meaning incomprehensible.

**Spelling****Correct spelling of French words, including contractions, accents and necessary adjective/noun or past participle agreement**

\_\_\_\_\_/5

- A (4-5) Excellent spelling. No more than 4 errors in the entire essay
- B (3-4) Very good spelling, No more than 6 errors in the entire essay
- C (2-3) Fairly good spelling. No more than 8 errors in entire essay.
- D (1-2) Careless spelling. No more than 10 errors in entire essay.
- F (0) Unacceptable spelling. More than 10 errors in essay.

## Part II – “Conte” Rubric – 222- Brouillon (First Draft)

**\*\*Any assignment that does not follow all assignment instructions regarding formatting, word count, and use of grammatical structures will be returned to the student ungraded and will receive a ZERO.\*\***

<b>Grammar</b> _____/40*	<b>Accurate use of grammar structures studied (including verb tenses/moods, subject/verb agreement, and articles)</b>
A (36–40)	Excellent use of complex grammatical structures. A few minor errors, but no major errors.
B (32–35)	Very good use of grammatical structures. Some minor errors but very few major errors.
C (28–31)	Some difficulty with correct use of grammar. Several major and minor errors.
D (24–27)	Considerable difficulty with grammar. Frequent major errors that impede comprehension.
F (0–23)	Little understanding of grammatical concepts. Numerous errors render meaning incomprehensible.
<b>Content</b> _____/20	<b>Development of story, following conventions of a “conte”</b>
A (18–20)	Very good development of story; story is coherent, interesting and follows the conventions of its genre while offering new and creative elements.
B (16–17)	Very good development of story; story is coherent and interesting and follows the conventions of its genre.
C (14–15)	Adequate development of story; story is mostly coherent, but may be repetitious, too simplistic for level, or lack development.
D (12–13)	Story is inadequately developed or incoherent and/or does not follow the conventions of its genre.
F (0–11)	Incoherent or inappropriate content.
<b>Vocabulary</b> _____/20	<b>Varied and correct use of vocabulary studied; appropriate word choice and register</b>
A (18–20)	Excellent control of new and recycled vocabulary, with good variety; appropriate register; very few errors.
B (16–17)	Very good control of vocabulary, with some variety; appropriate register; a few errors in word choice.
C (14–15)	Adequate control of vocabulary, but lack of variety, repetition of errors, poor choice of words, or wrong register.
D (12–13)	Errors in vocabulary that impede comprehension, and/or wrong register.
F (0–11)	Frequent errors in vocabulary that render meaning incomprehensible.
<b>Spelling</b> _____/10	<b>Correct spelling of French words, including contractions, accents and necessary adjective/noun or past participle agreement</b>
A (9–10)	Excellent spelling. No more than 4 errors in the entire <i>conte</i> .
B (8)	Very good spelling. No more than 6 errors in the entire <i>conte</i> .
C (7)	Fairly good spelling. No more than 8 errors in entire <i>conte</i> .
D (6)	Careless spelling. No more than 10 errors in entire <i>conte</i> .
F (0–5)	Unacceptable spelling. More than 10 errors in <i>conte</i> .

\* number spread in grade range is based on 100%

**\*The Rubric for the 2<sup>nd</sup> draft includes 10 points for the incorporation of suggested revisions.**