

In the first part of the semester, we have learned about the respective histories of Haiti and Quebec and we have been reading traditional stories from Haiti and Québec. In this two-part project, oral and written, you will first participate in a round-table discussion in groups of 3-4 that reflects on the differences between these traditional Francophone stories and traditional stories told in your own culture. Second, you will write an original *conte* or *fable* in French that takes place in either a Haitian or Québécois context. 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 help you recognize the ways in which the stories we tell reflect elements of our history and our culture.
- 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 % (en groupes de 3 ou 4)

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

Preparation : On Monday, September 26th, we will dedicate class time to an overall discussion of these texts in relation to the types of stories you read/watched/heard as children. **You should come to class with your own responses to the prompts (below: a-d) about your two assigned stories already prepared (en français !). Class time will be dedicated to discussion with your peers in order to help clarify/expand your ideas.** As a group, you will have considered each of the eight stories. You will discuss together your responses to the following to make sure that you all agree: **a)** a 2-3 sentence summary of the 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 from Haiti and Quebec 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?

Table Ronde: Imagine that your group is trying to explain to a first-year French student some of the nuances in cultural perspective that you have discovered in comparing Francophone (Canadian and Haitian) stories to American ones. In my office, you will hold a 10-12 minute conversation with each other (with no intervention from me). Referencing specific examples from the stories we read, talk about the similarities and differences your group noted between these stories and those you all read as a child. Using our course discussions as a springboard, talk about what you think the similarities and differences might reveal about different cultural perspectives. What are the assumptions that these stories make? What are the assumptions that American stories make? Are they the same? If not, what might the differences signify? 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.

Table Ronde Rubric

	Excellent/Very good	Good/Acceptable	Needs Improvement
Speaking	Very articulate and confident; Spoke clearly and at a natural pace; Used correct pronunciation all or most of the time (20-17pts)	Made an effort to speak at a natural pace; Used correct pronunciation much or most of the time. Pronunciation errors did not hinder comprehension. (17-14 pts)	May have seemed hesitant or uncomfortable speaking; Practice recommended with oral fluency or pronunciation. Some pronunciation errors may have hindered comprehension. (14-0pts)
Grammar	Exemplary grammar; Correct verb conjugations and appropriate tenses; Used a variety of verbs, tenses, adjectives and sophisticated grammar (20-17 pts)	Good effort with basic grammar and verb tenses; If there were grammar errors they did not hinder the general understanding (17-14 pts)	Grammar review needed; Some errors may have made it difficult at times for peers to follow (14-0 pts)
Content	Clearly demonstrated awareness of differing cultural perspectives and a deep understanding of the stories we read. Used specific examples, and made many valid and interesting cultural comments and comparisons. (30-26 pts)	Demonstrated some cultural awareness and solid understanding of the stories. Some specific examples. Some cultural comparisons. (25-23 pts)	It was not clear if there had been preparation or general review of course content. Few precise examples; few cultural comparisons. Questionable understanding and/or interpretation of course materials. (22-0pts)
Interaction with Peers	Asked many relevant and interesting questions while also allowing others to speak and ask questions; Maintained eye contact with everyone; Generated an interactive conversation. (10-8 pts)	Asked some well-chosen questions; Reacted to peers; Established eye contact with everyone; Made an effort to help generate discussion (8-7pts)	May have been hesitant to initiate, maintain conversation or elaborate; may not have asked questions or reacted to peers; communicative practice recommended (7-0pts)
Vocabulary	Clearly reviewed the key vocabulary from the <i>contes</i> , and used the words appropriately and in context to discuss them. Used no English whatsoever. (20-17 pts.)	Clearly reviewed the key vocabulary and generally used words appropriately, although some errors may have occurred. May have reverted to English once or twice. (17-14 pts.)	Unclear whether the vocabulary was reviewed. Many errors or omissions and/or reversion to English when appropriate word could not be found. (14-0 pts)

Part II: Un conte

10 % (7.5% Conte; 2.5% Enregistrement)

Part II of this assignment involves your *group* writing of a *conte* or *fable* that takes into account a different cultural perspective from your own. The *conte* or *fable* should be placed in a Québécois or Haitian setting and should be an appropriate story to be read to children. (I might read it to mine! It's been known to happen 😊)

Prewriting: Monday & Wednesday, September 26th & 28th. While you prepare for the Table Ronde, you will also brainstorm elements of ideas for your original conte. During the Table Ronde discussion in Mme Choplin's office on Wednesday, you and your group will present the idea for your conte to Madame Choplin for feedback.

Writing: Creative and Reflective

1) **Creative:** In your group, you will write a *conte* or fable of a minimum of 650 words that could theoretically 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, and its setting and telling should demonstrate that you are integrating pieces of the different cultural perspectives you have encountered in class. 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. **You will have the entire class period on September 30th to work on your conte, but you should anticipate having to spend additional time together outside of class.**

- **In the draft and final versions of your conte, 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
 - 2 comparisons (using adjectives or adverbs)
 - at least 4 object pronouns + **y** + **en** at least once.

2) **Reflective:** In addition to the *conte* in French, you should write a 250-300 word paragraph that explains *in English* how your story demonstrates a Haitian or Québécois cultural perspective. What makes it Haitian or Québécois? What elements of the stories we read did you choose to incorporate and why? How did it feel to attempt to write a story from the perspective of a different culture?

First Draft Due: Monday, October 3rd.

In-class workshop (after professor feedback): Wednesday, October 5th

Revisions Due: Monday, October 10th by 5:00 p.m.

Recording of Corrected Conte: Friday, October 14th by 5:00 p.m.

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 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 late penalty on any rewrite.****

Grammar _____/40*	Accurate use of grammar structures studied (including verb tenses/moods, subject/verb agreement, and articles)
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.
Content _____/20	Development of story, following conventions of a <i>conte</i>. Appropriate contextualization of the <i>conte</i> in one of the target cultures.
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. Clearly connected to the target culture in a meaningful way.
B (16–17)	Very good development of story; story is coherent and interesting and follows the conventions of its genre and connected to the target culture.
C (14–15)	Adequate development of story; story is mostly coherent, but may be repetitious, too simplistic for level, or lack development. Connection to the target culture may be tenuous or superficial.
D (12–13)	Story is inadequately developed or incoherent and/or does not follow the conventions of its genre. No connection to the target culture.
F (0–11)	Incoherent or inappropriate content.
Vocabulary _____/20	Varied and correct use of vocabulary studied; appropriate word choice and register
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.
Spelling _____/10	Correct spelling of French words, including contractions, accents and necessary adjective/noun or past participle agreement
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> .
Explanation _____/10	The English explanation of your <i>conte</i>'s cultural perspective.
A (9-10)	Clear, convincing explanation of the how your <i>conte</i> demonstrates the target culture's perspective, citing specific elements of your <i>conte</i> & how they signify the target culture. No errors in English grammar.
B (8)	Clear explanation of how your <i>conte</i> demonstrates the target culture's perspective, referring back to your <i>conte</i> . Could perhaps be more convincing or better demonstrate your understanding of the target culture. Expression is good, but could be improved.
C (7)	Explanation is present, but offers only surface level commentary or summary of why the <i>conte</i> represents the target culture's perspective. May contain several errors in English expression.
D-F (6>)	Explanation is unclear, fundamentally flawed, or relies only on stereotypes. May contain several errors in English expression.

* The Rubric for the 2nd draft will include 10 points for the incorporation of suggested revisions.