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 %   (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):
Pre-writing : On Wednesday, September 30th, 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 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 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: 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. 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 three** of the stories we read, write a 300-400 word essay (typed, double-spaced) that explains one significant similarity and one significant difference your group noted between these stories and those you all read as a child. What makes the similarity significant? What makes the difference significant? What do the similarities and differences reveal about different cultural perspectives? 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 5th.
Revisions due: Wednesday, October 14th.

Part II: Un conte   **7.5 %**

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 Canadian 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, October 5th. You and your group will be given time to work on the story and its context. By the end of class, you will produce a one-paragraph summary of the story to be presented orally to your classmates and professor for feedback.

Writing: In your same 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.

In addition to the *conte* in French, you should write up a paragraph that explains *in English* how you believe your story engages with another cultural perspective that you have encountered this semester.

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

First Draft Due: Friday, October 9th.
In-class workshop (after professor feedback): Wednesday, October 14th
Revisions Due: Friday, October 16th by 5:00 p.m.
Trip to Greensboro to read stories : Possibility TBA

<u>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!!!</u>

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

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

	Excellent/Very Good	Acceptable	Needs Improvement
Articulation of Similarities & Differences 5 pts.	Clearly and elegantly articulates one similarity and one difference between the stories from different cultures.	Articulates one similarity and difference, but the clarity needs improvement	Similarity and difference are either not clearly articulated or fundamentally flawed.
Examples and Illustrations of Similarities & Differences 10 pts.	Chooses and clearly explains appropriate examples that illustrate those similarities and differences.	Examples are appropriate, but perhaps not clearly articulated.	One or more examples may be an inappropriate illustration of a cultural similarity or difference.
Articulates and supports a credible hypothesis about the meaning of similarities and/or differences. (10 pts.)	Hypothesis is clearly articulated and logically demonstrated by the chosen examples.	Hypothesis is plausible, but perhaps not always clearly supported by the chosen examples.	Hypothesis, not present, vague, or unsupported by the textual examples. May demonstrate a lack of cultural awareness.
Keeps in mind the audience of a lower-level French student, and writes with that audience in mind. (5 pts.)	Clearly addresses the target audience while employing structures and vocabulary that are not beyond the comprehension of a first-year student.	Writes clearly and mostly correctly. Addresses the target audience at least once.	Writes as if directing the essay to a professor rather than a fellow student.

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 <mark>contractions, accents and necessary adjective/noun or past participle agreement</mark>**
_____/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)

Grammar

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

_____/40*

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

Development of story, following conventions of a *conte*. Appropriate contextualization of the *conte* in one of the target cultures.

_____/20

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.
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.
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

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

_____/20

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

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

_____/10

A (9–10)	Excellent spelling. No more than 4 errors in the entire *conte*.
B (8)	Very good spelling, No more than 6 errors in the entire *conte*.
C (7)	Fairly good spelling. No more than 8 errors in entire *conte*.
D (6)	Careless spelling. No more than 10 errors in entire *conte*.
F (0–5)	Unacceptable spelling. More than 10 errors in *conte*.

Explanation

The English explanation of your conte's cultural perspective.

_____/10

A (9-10)	Clear, convincing explanation of the how your conte demonstrates the target culture's perspective, citing specific elements of your conte & how they signify the target culture. No errors in English grammar.
B (8)	Clear explanation of how your conte demonstrates the target culture's perspective, referring back to your conte. 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 conte 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.**