About the Course
French 350 is a required course for all French minors and majors and prepares students to read, think, speak and write more critically and thoughtfully in the target language. Students learn the basic skills for interpreting and enjoying texts in French from a variety of genres and cultures.

How the Assignment Fits into the Course
This short assignment will be given to students early in the semester when we begin reading poetry. The assignment asks students to keep a dialogue journal (also called a double-entry journal in John Bean’s Engaging Ideas) in which they will reflect in writing about a poem and later re-read, revisit and expand upon their written reflections. Students’ written “dialogue” with and for themselves is designed to encourage them to: 1) apply new course content (terms, tools, processes) to each poem; 2) engage in multiple readings and interpretations; 3) think and write spontaneously in French about the poems; 4) favor content over the basic mechanics of language and 5) discuss interpretations more readily and thoughtfully in the classroom. The skills and habits gained from keeping a dialogue journal should then transfer to the subsequent texts throughout the semester.
Overview
You are about to (re)discover poetry by Jacques Prévert whose writing is revered worldwide for its literary devices, social consciousness and accessibility. Prévert’s engaging poems will serve as our models (or laboratory subjects!) with which to practice the skills necessary to read, dissect, understand and appreciate poetry. As you read and reread each poem, you will keep a written dialogue journal with for yourself to help think through and articulate your interpretations. You will reflect in writing about each poem and then reread and expand upon your own reflections. I will look for evidence of effort and engaged thought in your journal based on criteria detailed in the attached rubric. Your focus in each entry should be on the analysis of the poems, and therefore you will not be evaluated on the mechanics (spelling, grammar, etc.) of your writing in French unless your basic ideas are unclear.

Objectives
The use of a dialogue journal supports the main objectives of this course which are to learn and practice basic skills for reading and interpreting texts. The dialogue journal will prompt you to: 1) think and write spontaneously in French about the poem; 2) favor content over the basic mechanics of language; 3) apply new course content (tools, terms, processes) to each poem; 4) consider and engage in multiple readings and interpretations; and 5) discuss interpretations more readily and thoughtfully in the classroom. The skills gained from keeping a dialogue journal will then transfer to subsequent texts throughout the semester.

Process
1. Review and keep accessible the “Introduction à la Poésie” from Poèmes, Pièces, Prose.
2. Open, print and read Prévert’s “Le Désespoir est assis sur un banc” from our Moodle site.
3. Begin a dialogue journal based on the model we created on the white board in class. (Images of our model are posted with this assignment on our class Moodle site.) On the right-hand pages of a notebook take reading notes about important poetic elements such as word choice, syntax, structure, rhythm, tone, imagery, meaning, etc. On the left-hand pages, write
spontaneous, unpolished, interactive commentaries about the material. React to or expand upon your own notes posing questions, making connections, summarizing, seeing opposing interpretations, expressing confusion, etc.

4. On September xx, you and members of your small group will bring your dialogue journals to class to share notes and interpretations. What poetic elements did each of you find significant and why? Are there similarities and/or disparities among members? Are you able to reach a consensus about how the poem should best be interpreted based on your textual analyses? Be prepared to share your group’s interpretation(s) and supporting evidence with the class, and expect to interact actively with the class as a whole.

**Evaluation**
Dialogue journals will be evaluated as homework assignments using the scale below.

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<thead>
<tr>
<th>Score</th>
<th>Description</th>
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<tbody>
<tr>
<td>3</td>
<td>Student identified and commented upon a variety of significant aspects of the poem; Integrated course content (literary terms, tools, analyses); Demonstrated critical thought in a concerted effort to work through perspectives; Offered a compelling analysis of the poem with supporting evidence.</td>
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<tr>
<td>2</td>
<td>Student identified significant aspects of the poem; Demonstrated clear effort to work through perspectives; Offered a solid analysis of the poem with supporting evidence.</td>
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<tr>
<td>1</td>
<td>Student began to articulate questions and/or insights about the poem, although they may seem broad, rushed or incomplete.</td>
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<tr>
<td>0</td>
<td>Student did not complete the assignment or there has been little to no effort.</td>
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