

**UNIVERSITY OF ALBERTA**  
**DEPARTMENT OF MODERN LANGUAGES AND CULTURAL STUDIES**  
[www.uab.ca/mlcs](http://www.uab.ca/mlcs)

**2018-2019 FREN 298: Advanced French II**  
**Winter 2019**  
**January 7 – April 10**

**Section:** B1

**Time:** MWF 11:00-11:50

Lab: T or R 11:00-11:50

**Place:** HC 2-37

Lab: HC 2-41

	<b>Instructor</b>	<b>Lab Assistant</b>	<b>Acting Coordinator</b>
Name:	Mathieu Martin-LeBlanc	Charlotte Delouche	<i>Mathieu Martin-LeBlanc</i>
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Office Hours:			<i>By appointment</i>

**French program website:**

<https://www.ualberta.ca/modern-languages-and-cultural-studies/undergraduate-program-information/areas/french>

**Course prerequisite:** FREN 251 or 297 or consent of Department. Please note that **new students must register in the course recommended by the placement test** (unless they have received the coordinator's permission) to guarantee that they will obtain credits for the course. Students with a French immersion background must meet with the coordinator for an assessment of their writing and speaking skills and may be required to move up into content classes despite the results of the online placement test.

It is your responsibility as a student to ensure that you have the appropriate prerequisites for the course.

**Course-based Ethics Approval** in place regarding all research projects that involve human testing, questionnaires, etc.?

Yes  No, not needed, no such projects approved

**Community Service Learning** component

Required  Optional  None

**Past or Representative Evaluative Course Material available**

Exam registry – Students' Union

<http://www.su.ualberta.ca/services/infolink/exam/>

See explanations below

Document distributed in class/eClass

Other: eClass "*Activités dans la communauté et ressources en français*"

**Additional mandatory Instructional fees (approved by Board of Governors)**

Yes  No

**Course Description and Objectives:**

The general purpose of this course is to provide students with a global perspective of the most important

structures of French in a communicative context and to introduce linguistic tools that will allow students to further their understanding of the French language and culture in an autonomous manner at an advanced level. To this end, students will develop their oral and written communicative competence in informal and formal contexts. The review and expansion of their grammatical, lexical and cultural knowledge will take place in relation to the discussed topics. At the end of the course, students are expected to be able to narrate and describe complex situations, as well as to present a simple argumentation using a variety of structures. Their occasional language errors should not distract their interlocutors/readers.

All sections of FREN 298 follow the same grammar program, but the topics discussed and their approach may vary from one section to the other.

**Required Texts:**

- *Controverses (Third édition). Cengage Learning, 2016. (Chapters 6, 7 and 8 will be covered.)*  
A special 6-month access to the *eBook* can be purchased through *NelsonBrain.com*  
<https://www.nelsonbrain.com/webapp/wcs/stores/servlet/en/micrositesca/UofA-FREN297-298>
- *Grammaire progressive du français; niveau avancé; éd. CLE international*

**Optional Texts:**

- *Grammaire progressive du français corrigés (answer key); niveau avancé; 2<sup>e</sup> éd. CLE international*
- A good French dictionary or App (ex : *Le Nouveau Petit Robert, Le Robert et Collins Compact plus*)
- *La nouvelle grammaire en tableaux (Québec Amérique)*

**Grade Distribution (see “Explanatory Notes”):**

<b>Class Component:</b>	<b>75%</b>
Attendance and class participation	10%
Quizzes and/or assignments	5%
Composition – thematically linked to textbook materials (February 4)	10%
CSL reflective activities	50%
Online reflective journal (weekly)	10%
Reading assignment (March 4)	10%
Presentation of CSL project (March/April)	10%
Final essay (April 10)	20%
<b>Lab Component:</b>	<b>25%</b>
Lab participation & Attendance	5%
Film discussions	5%
Oral Presentation (February 12 – March 7, during labs)	5%
Final oral exam (April 2-9, during labs)	10%

**Explanatory Notes:**

**Participation and attendance:** Attendance and participation will be assessed based on the use of French during classroom activities, preparedness, and active participation in class. The marking rubrics for participation will be provided electronically. Note that the instructor expects students to have read the relevant materials before coming to class.

**Assignments:** These may include but are not limited to writing assignments, reading comprehension from the textbook, grammar and vocabulary practice exercises, and oral presentations. The marking rubrics, when relevant, will be provided electronically.

**Reading Assignment:** Reading to be linked to classroom, textbook and/or community topics, where students are to build vocabulary, research, critically analyze, and answer several short questions expanding on the reading (650-850 words).

**Composition:** The composition will be written outside of class time, but students will be provided with in-

class time to go over their composition with a partner to improve it in for form and content (500-600 words).

**Final essay:** At the end of the class, you will be expected to turn in as final assignment an essay (900-1000 words) in which you will present a thesis summing up your CSL experience throughout the semester.

**Online reflective journal:** Students are required to contribute to a private online class blog/journal (a total of 8 entries). The topics will be posted weekly and students have to answer the discussion question based on their most recent community experience. Given that there is a mandatory 20-hour community-service learning component in this class, **1 percentage point per hour missed will be deducted from the 10% online reflective journal grade.**

**Oral examination:** Students will be given a choice of topics to develop into an oral presentation that will be prepared outside of class and presented to the lab assistant. The marking rubrics will be provided electronically.

### **Required Notes:**

“Policy about course outlines can be found in the [Evaluation Procedures and Grading System](#) of the University Calendar.”

### **Student Responsibilities:**

#### **Academic Integrity:**

The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at [www.governance.ualberta.ca](http://www.governance.ualberta.ca)) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

All students should consult [the Academic Integrity website](#). If you have any questions, ask your instructor.

An instructor or coordinator who is convinced that a student has handed in work that he or she could not possibly reproduce without outside assistance is obliged, out of consideration of fairness to other students, to report the case to the Associate Dean of the Faculty. See the [Academic Discipline Process](#).

#### **Language courses:**

Students involved in language courses and translation courses should be aware that the use of on-line translation to complete assignments constitutes a form of cheating as the student’s own understanding and work is therefore not reflected. Also, students in language courses should be aware that, while seeking the advice of native or expert speakers is often helpful, excessive editorial and creative help in assignments is considered a form of cheating that violates the Code of Student Behaviour.

#### **Learning and Working Environment:**

The Faculty of Arts is committed to ensuring all students; faculty and staff are able to study and work in an environment safe and free of discrimination and harassment. It does not tolerate behaviour that undermines that environment. The Department urges anyone who feels this policy has been or is being violated to:

- Discuss the matter with the person whose behaviour is causing concern; or
- If that discussion is unsatisfactory, or there is concern that direct discussion is inappropriate or threatening, discuss it first with your language instructor, and if still unresolved, the French language program coordinator and, lastly, the Chair of the Department.

For additional advice or assistance regarding this policy you may contact the [Office of the Student Ombuds](#).

Information about the [University of Alberta Discrimination and Harassment Policy and Procedures](#) is described in [UAPPOL](#).

**Territorial Statement:**

“The University of Alberta acknowledges that we are located on Treaty 6 territory, and respects the histories, languages, and cultures of the First Nations, Métis, Inuit, and all First Peoples of Canada, whose presence continues to enrich our vibrant community.” (*from the beginning of the Calendar*).

**University of Alberta Sexual Violence Policy:**

The Sexual Violence Policy was approved by GFC in June 2017. It plays a vital role in ensuring a safe and respectful learning and working environment.

As defined in the policy, sexual violence is any sexual act or act of a sexual nature, or act targeting sexuality, whether physical or psychological, committed without consent. Sexual violence is a complex and serious problem in society and on university campuses. Sexual violence can affect individuals of all gender identities, gender expressions, and sexual orientations, as well as those from all ages, abilities, racial, cultural and economic backgrounds. Through this policy, the University of Alberta recognizes its responsibility to reduce sexual violence in the University community. The university aims to do so by fostering a culture of consent and support through education, training and policy. The University recognizes the possible effects of trauma on those who have experienced sexual violence and supports the efforts of individuals to seek support and recover.

To read the policy in more detail, please visit:

<https://policiesonline.ualberta.ca/PoliciesProcedures/Policies/Sexual-Violence-Policy.pdf>

**Recording of Lectures:**

Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

**Attendance, Absences, and Missed Grade Components:**

Regular attendance is essential for optimal performance in any course. In cases of potentially excusable absences due to illness or domestic affliction, notify your instructor by e-mail within two days. Regarding absences that may be excusable and procedures for addressing course components missed as a result, consult sections [Attendance](#) and [Examinations](#) of the University Calendar. Be aware that unexcused absences will result in partial or total loss of the grade for the “attendance and participation” component(s) of a course, as well as for any assignments that are not handed-in or completed as a result.

Deferral of term work is a privilege and not a right; there is no guarantee that a deferral will be granted. Misrepresentation of facts to gain a deferral is a serious breach of the Code of Student Behaviour

*In this course:* **Students are allowed to miss three sessions of the lecture without penalty** regardless of the reason for their absence (excusable or not), **after which two percentage point per absence will be deducted** from the 15% attendance and participation grade. It is recommended not to miss a session unless necessary. (See **Lab Work** for the lab attendance policy.)

Missed grade components due to absences may be taken at another time if they are due to illness or domestic affliction. Instructors can no longer request a doctor’s note for absences due to illness, but they may request other adequate documentation at their discretion such as a form from the student’s Faculty or a statutory declaration. In other cases, including domestic affliction or religious conviction, adequate documentation must be provided to substantiate the reason for an absence.

The student must notify their instructor by e-mail within two days following the scheduled date of the term

work missed or as soon as the student is able to arrange for an extension or make-up test / assignment. Instructors are not required to grant make-up assignments / tests or extensions for unacceptable reasons that include, but are not limited to, personal events such as vacations, weddings, or travel arrangements. When the student misses some term work without an acceptable excuse, a final grade will be computed using a raw score of zero for the term work missed.

**Policy for Late Assignments:**

Students who consult in advance with an instructor regarding contingencies preventing the timely completion of an assignment may, at the discretion of the instructor, be granted an extension.

When a test or any other evaluation has been scheduled, any student who misses class on this day and does not have an excusable reason for the absence will get a zero, even though s/he might have been absent the day it was announced as s/he has the responsibility to enquire about what has been missed.

**Disclaimer:**

Any typographical errors in this syllabus are subject to change and will be announced in class and posted on eClass. The date of the final examination is set by the Registrar and takes precedence over the final examination date reported in this syllabus.

**Student Resources:**

The best all-purpose website for student services is: <https://www.ualberta.ca/current-students>.

**Accessibility Resources: (1 – 80 SUB)**

The University of Alberta is committed to creating work and learning communities that inspire and enable all people to reach their full potential. Accessibility Resources promotes an accessible, inclusive, and universally designed environment. For general information to register for services visit the [Accessibility Resources](#) webpage.

**The Academic Success Centre: (1-80 SUB)**

[The Academic Success Centre](#) offers a variety of workshops on effective study and exam strategies. There are in-person and online sessions available for a modest fee.

**The Centre for Writers: (1-42 Assiniboia Hall)**

The [Centre for Writers](#) offers free one-on-one writing support to students, faculty, and staff. Students can request consultation for a writing project at any stage of development. Instructors can request class visits and presentations.

**Health and Wellness Support:** There are many health and community services available to current students. For more information visit the [Health and Wellness Support](#) webpage.

**Office of the Student Ombuds:**

The [Office of the Student Ombuds](#) offers confidential interviews, advice and support to students facing academic, discipline, interpersonal and financial difficulties.

**Grading:**

Assessment of the individual course components may be in the form of numerical marks or letter grades. The final letter grade will be based on "a combination of absolute achievement and relative performance in a class" (University Calendar, [Evaluation Procedures and Grading System](#)). The University Grading Procedure mandates that "a student's level of achievement of the goals/outcomes of a course, their grade, and the descriptor of that grade must be aligned" (<https://policiesonline.ualberta.ca/>). The following guidelines have been adopted by the Department of Modern Languages and Cultural Studies:

### “MLCS Undergraduate Grading Scale”

Descriptor	Letter Grade	Grade Point Value	%
<b>Excellent.</b> A+, A or A- is earned by work which is superior in content and form and demonstrates an exceptional grasp of the subject matter. The grade of A+ designates work that far exceeds course expectations. Grades in the A range are normally achieved by a small number of students.	<b>A+</b>	4.0	<b>97-100</b>
	<b>A</b>	4.0	<b>93-96</b>
	<b>A-</b>	3.7	<b>90-92</b>
<b>Good.</b> B+, B or B- is earned by work that demonstrates a thorough comprehension of the course material and a good command of relevant skills. Grades in the B range are normally achieved by the largest number of students.	<b>B+</b>	3.3	<b>87-89</b>
	<b>B</b>	3.0	<b>83-86</b>
	<b>B-</b>	2.7	<b>80-82</b>
<b>Satisfactory.</b> C+, C or C- is earned by work that demonstrates an adequate grasp of the course material and relevant skills. Grades in the C range designate work that has met the basic requirements of the course.	<b>C+</b>	2.3	<b>77-79</b>
	<b>C</b>	2.0	<b>73-76</b>
	<b>C-</b>	1.7	<b>70-72</b>
<b>Poor/Minimal Pass.</b> D+ or D is earned by work that demonstrates minimal familiarity with the course material. Grades in the D range generally indicate insufficient preparation for subsequent courses in the subject matter.	<b>D+</b>	1.3	<b>65-69</b>
	<b>D</b>	1.0	<b>60-64</b>
<b>Failure.</b>	<b>F</b>	0.0	<b>0-59</b>

**Note :** It is our opinion that if a student does not receive a minimum of B- in this course, they should strongly consider improving their language skills (ie : tutoring, conversation groups, exchange programs, volunteering, [www.jexplore.ca](http://www.jexplore.ca), etc.) before continuing to the next level of our language program.

#### **Language of Instruction and Communication:**

The language of instruction in the classroom is French. It is expected that **all** communication be carried out in the target language, inside and outside the classroom. This pertains to daily class time conversation with fellow students, instructor, and email. These aspects can affect participation marks.

#### **Structure of the class:**

In this class students will develop their skills in composition, expression and comprehension (written and oral). They will study vocabulary relating to the chapter themes and review certain grammatical points. There is also an emphasis on oral practice in the form of such activities as discussions and debates. Students will work with a variety of authentic materials such as films, audio recordings and written texts.

In order to optimize the time spent in class and to facilitate oral production in the target language, classes are divided as follows, depending on the section schedule on Bear Tracks:

- Lecture: 3 h/week (Monday/Wednesday/Friday) with the Principal Instructor.
- Lab: 1 h/week (Tuesday **or** Thursday) with the Lab Assistant.

or

- Lecture: 3 h/week (Tuesday/Thursday) with the Principal Instructor.
- Lab: 1 h/week (Monday **or** Wednesday) with the Lab Assistant.

**Film Schedule:** (Instructions are posted on the wall in the **back room** of the computer lab in **Arts 109**.)

There are 2 films to watch on students' own time. Discussions take place in the Lab portion of the course.

<u>Films</u>	<u>Dates available</u>	<u>Class discussion</u>
Film 1 : Amélie	January 14 – February 1	Week of January 28*
Film 2 : La haine	February 4 – March 15	Week of March 11*

\*on your scheduled lab day

### **CSL Reflective Activities:**

In this class, **you will be required to volunteer 20 hours** with a non-profit organization serving the local French community. This experience is designed to help you gain a first-hand cultural experience serving the Francophone community of Edmonton, learn about issues that are important for Francophones in Alberta, and build on your oral and written French skills. In class and through your assignments, your instructor will help you make links between your experience and the classroom as well as discuss a variety of topics related to interpersonal communication and social issues. For example, in your work with the community, you may experience culture shock, challenges in communicating effectively with native speakers, discovery of realities that you did not know exist, success in helping others, etc. In order to reflect on your experience and make these links, you will be asked to share weekly journal entries with your peers and react to what they are experiencing. In addition, readings and class discussions that will follow will help you gain a better understanding of some social issues that you may experience through CSL (e.g., uni/bilingualism in Canada, minority rights, responsible citizenship, etc.). At the end of the class, you will be expected to turn in as final assignment an essay (900-1000 words) in which you will present a thesis summing up your experience.

### **Lab Work:**

The role of the French Assistants is to help improve oral skills (comprehension and production) through a variety of activities around different material (audios, texts, videos, etc). The focus will be mostly on the development of oral fluency, with some focus on the acquisition of vocabulary as well as pronunciation. In order to optimize the time spent in class and to facilitate oral production in the target language, classes are divided in two groups. The Assistants also conduct the Final Oral Exam (10%) at the end of term.

Active participation in the labs is an essential component of the class; therefore, **students forfeit 1 point of the points attributed to 'Lab participation' for each unexcused absence.**

### **Learning Resources:**

- Help with writing: Bon patron - <http://bonpatron.com/>
- Supplementary readings, CDs, videos and the Internet will be used in class and for homework.

## FRENCH 297-298

## Grading criteria for compositions

### Vocabulary

/25

21-25

- broad, impressive, precise and effective word use/choice;
- extensive use of words studied

16-20

- adequate but not impressive;
- some erroneous word usage or choice, but meaning is not confused or obscured;
- some use of words studied

11-15

- erroneous word use or choice leads to confused or obscured meaning;
- some literal translations and invented words;
- limited use of words studied

0-10

- inadequate, repetitive, incorrect use of words studied;
- literal translations;
- abundance of invented words or words in English;
- not enough to evaluate

### Grammar

/25

21-25

- no errors in the grammar presented in lesson;
- extremely few errors in subject/verb or noun/adjective agreement;
- very few other types of grammar error;
- work was well edited for language

16-20

- occasional errors in use and form of the grammar presented in lesson;
- a few errors in subject/verb agreement;
- a few errors in noun/adjective agreement;
- some other types of grammar errors;
- erroneous use of language *does not impede comprehensibility*;

- some editing for language evident but not complete

11-15

- some errors in use and form of the grammar presented in lesson;
- some errors in subject/verb agreement;
- some errors in noun/adjective agreement;
- some other types of grammar error;
- erroneous use of language *can impede comprehensibility*;

- work was poorly edited for language

0-10

- frequent errors in use and form of the grammar presented in lesson;

- frequent errors in subject/verb agreement;
- non-French sentence structure;
- erroneous use of language makes the work mostly incomprehensible;
- no evidence of having edited the work for language;
- not enough to evaluate

### Organization

/25

21-25

- logically and effectively ordered from introduction to conclusion;
- main points and details are connected;
- fluent

16-20

- an apparent order to the content is intended;
- somewhat choppy, loosely organized but main points stand out although sequencing of ideas is not complete

11-15

- limited order to the content;
- lacks logical sequencing of ideas;
- ineffective ordering;
- very choppy, disjointed

0-10

- series of separate sentences with no transitions;
- disconnected ideas;
- no apparent order to the content;
- not enough to evaluate

### Content

/25

21-25

- very complete information; no more can be said;
- thorough and relevant;
- well developed;
- creative for this level.

16-20

- Generally good content.
- Clear ideas and adequate information;
- some ideas lack supporting detail or evidence

11-15

- limited information;
- ideas present but not developed;
- lack of supporting detail or evidence

0-10

- minimal information;
- information lacks substance;
- inappropriate or irrelevant information;
- not enough information to evaluate



## CODE D'AUTO-CORRECTION DES COMPOSITIONS

	<u>Signification</u>	<u>Ce qu'il faut faire pour vous corriger</u>
• <b>A</b>	<u>accord</u>	Vérifiez les accords sujet/verbe (ASV), déterminant, adjectif/nom (AA), accord du participe passé (PP)...
• <b>AC</b>	<u>accent</u>	Vérifiez les accents.
• <b>ADJ</b>	<u>adjectif</u>	Vérifiez l'usage de l'adjectif, la place de l'adjectif, s'il faut bien un adjectif ici
• <b>ADV</b>	<u>adverbe</u>	Vérifiez la place de l'adverbe, si c'est bien un adverbe, s'il est bien invariable...
• <b>ANG</b>	<u>anglicisme</u>	Le mot que vous avez utilisé est calqué de l'anglais ; vérifiez dans un dictionnaire.
• <b>ART</b>	<u>article</u>	L'article n'est pas correct (article indéfini à la place d'un article défini...etc.)
• <b>AUX</b>	<u>auxiliaire</u>	Vérifiez le choix entre avoir et être.
• <b>C</b>	<u>conjonction</u>	La conjonction que vous avez utilisée n'est pas celle qu'il fallait utiliser.
• <b>CJ</b>	<u>conjugaison</u>	Le verbe est mal conjugué. Vérifiez dans le manuel ou dans une grammaire.
• <b>G</b>	<u>genre</u>	Vérifiez le genre (féminin / masculin) du nom dans un dictionnaire.
• <b>INF</b>	<u>infinitif</u>	Il faut utiliser un infinitif.
• <b>M</b>	<u>mode</u>	Il faut changer le mode (impératif, indicatif, subjonctif ou conditionnel).
• <b>MC</b>	<u>mal construit</u>	Il faut changer la construction de ce verbe, de cette expression... (ex : parler à qqn)
• <b>MD</b>	<u>mal dit</u>	L'expression ne « sonne » pas français. Il faut en choisir une autre (demandez à des francophones, cherchez dans le livre, regardez dans le dictionnaire...)
• <b>N</b>	<u>négation</u>	Votre négation est mal formée (l'ordre ou elle ne comprend pas 2 mots...)
• <b>Nb</b>	<u>nombre</u>	Vérifiez si votre article/nom/adjectif doit être au singulier ou au pluriel
• <b>O</b>	<u>orthographe</u>	Vérifiez l'orthographe dans un dictionnaire.
• <b>OM</b>	<u>ordre des mots</u>	Changez l'ordre des mots.
• <b>P</b>	<u>préposition</u>	La préposition que vous avez utilisée n'est pas la bonne. Vérifiez dans un dictionnaire.
• <b>PP</b>	<u>pronom personnel</u>	Le pronom personnel que vous avez utilisé n'est pas à la bonne forme (ex :le/lui/leur...).
• <b>PR</b>	<u>pronom relatif</u>	Même chose que 'PP' (ex : 'qui' au lieu de 'que') ou alors il manque un pronom relatif.
• <b>PT</b>	<u>ponctuation</u>	Vérifiez la ponctuation.
• <b>S ?</b>	<u>sens</u>	Ce n'est pas clair. Exprimez-vous autrement, utilisez d'autres mots...
• <b>T</b>	<u>temps</u>	Le temps utilisé n'est pas correct (ex : imparfait vs passé composé).
• <b>V</b>	<u>vocabulaire</u>	Le terme choisi n'est pas le bon. Vérifiez dans le dictionnaire que vous avez choisi la bonne entrée. Si vous pouvez, vérifiez les nuances entre 2 mots dans un dictionnaire.
• <b>VP</b>	<u>verbe pronominal</u>	Vous avez soit mal conjugué le verbe, soit vous avez oublié d'utiliser un verbe pronominal.