

UNIVERSITY OF ALBERTA
DEPARTMENT OF MODERN LANGUAGES AND CULTURAL STUDIES
www.uab.ca/mlcs

2021-2022 FREN 297: Advanced French I
Fall 2021
September 1 – December 7

Section: _____

Place and Time: _____

Lab: _____

	Instructor	Lab Assistant	French Language Teaching Coordinator
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Bachelor of Arts / Major in Modern Languages and Cultural Studies:

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

Course Prerequisite: FREN 150 or FREN 212 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. This course is designed to help students reach the B2.1 level of the Common European Framework of Reference for Languages.

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

Technology requirements (minimum):

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

Experiential Learning Component

- this course has a significant experiential learning component
 (15% or more of the course grade)

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

- Yes No, not needed, no such projects approved

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

√ Other: eClass “*Activités dans la communauté et ressources en français*”

NA

Course Description, Objectives and Expected Learning Outcomes:

The general purpose of this course is to provide a global review of the basic 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. 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. Their occasional language errors should not distract their interlocutors/readers.

All sections of FREN 297 follow the same grammar program, but the topics discussed and their approach may vary from one section to the other.

Course Format: The objectives of this course will be learned from a combination of formal lectures, assigned readings and audiovisual materials.

Required Text:

- **Nouveau Rond-Point 3.** Éditions Maison des langues.
(Chapters 1 to 5 will be covered, and the same book is used in FREN 298.)
- **La grammaire est une chanson douce** (Erik Orsenna) – Livre de Poche
https://www.bbns.org/uploaded/PDFs/Upper_School/Summer_Reading_2015/French_V_Cinema_Monsieur_Ibrahim_by_Schmitt.pdf

Note:

- For **digital access** to Nouveau Rond-Point 3, **student will have to create a free online account at <https://espacevirtuel.emdl.fr/register> and then upgrade to a premium account.**
- You will have the option to purchase an annual subscription or a one-semester (6 months) subscription (see additional information on eClass).
- The premium account will give you access to the e-text and all audio/video component that accompany the book.
- Both Nouveau Rond-Point 3 (student book, workbook & access code) and the readers are also sold at the UofA bookstore.

Optional Texts:

- **French/English Dictionary or App:** *Larousse, Collins, or Oxford* are all good dictionaries. Avoid purchasing miniature pocket dictionaries; these have limited vocabulary and are not the best for this course.
- **Le Condensé:** Nouvelle grammaire en tableaux - Les éditions CEC
- **Sans Détour:** A complete reference manual for French Grammar – Prentice Hall

Additional Course Fees

Yes √ No

Important Dates: [See Academic Schedule in current Calendar](#)

First Day of Class: September 1, 2021

Add/Delete Date: September 15, 2021

50% Withdrawal Date: October 4, 2021

Fall Term Reading Week: November 8-12, 2021

Withdrawal Date: November 30, 2021

Last Day of Class: December 7, 2021

Deferred Final Examination: Place and time TBA

Deferred examinations cannot be granted by instructors. Students must apply for a deferral to his / her Faculty office with adequate documentation substantiating the absence due to incapacitating illness, severe domestic affliction, and other compelling reasons including religious convictions. See the [University Calendar](#) for details.

For information on how to apply for a deferred exam see [“I Missed my Final Exam, Now What?”](#)

Components of Course Grade (see ‘Explanatory Notes’):

Class Component: **80%**

Participation and attendance	15%
Online quizzes (weekly)	10%
Tasks (Sept. 29 & Oct. 2, 5%; Nov. 3 & 5, 5%)	10%
Unit tests (Oct. 4, 15%; Nov. 15, 15%)	30%
Reading assignment on novel (end of term)	5%
Composition (Dec. 6)	10%

Lab Component: **20%**

Lab participation & Attendance	10%
Final oral exam (Nov. 24 – Dec. 7)	10%

Explanatory Notes:

Importance of Self-Study: In this course, your progress with the self-study portion is directly evaluated through quizzes, assignments, participation and any other form of assessment. The in-class sessions with the instructor are meant to reinforce what is learned through self-study; not substitute it.

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

Assignments and Tasks: These may include but are not limited to online activities, textbook assignments, workbook assignments, general homework, writing assignments, grammar and vocabulary practice exercises, forum contributions, group projects and oral presentations. The marking rubrics, when relevant, will be provided electronically.

Quizzes and Tests: Those are designed to test learning of class materials (grammar, vocabulary) as well as general reading and listening comprehension on themes related to class material.

Oral examination: The oral exam may be in the format of video or oral presentations related to themes covered in class. Students will be given a choice of topics to develop into an oral presentation that will be prepared outside of class time. The marking rubrics will be provided electronically. They will be done individually, in pairs or in small groups.

Compositions: Each 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 form and content.

Final written exam: The exam will include a text and reading comprehension, essay writing, and a section on grammar.

Final Exam Information:

Exam Schedules for the 2021-2022 Academic year can be found at the following site:

<https://www.ualberta.ca/registrar/examinations/exam-schedules/fall-2021-winter-2022-exam-planner.html>

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 without penalty** regardless of the reason for their absence (excusable or not), **after which two percentage points per absence will be deducted** from the 10% participation and attendance grade. It is recommended not to miss a session unless necessary.

If you are experiencing covid-19 symptoms and need to miss a class because of the University of Alberta covid-19 stay at home guidelines, it is important to communicate this information to your instructor within two days of missed class to avoid getting penalized for your absence.

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.

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](#) 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 and Translation 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](#).

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).

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>.

[The Academic Success Centre](#) provides professional academic support to help students maximize their academic success and achieve their academic goals. We offer appointments, advising, group workshops, online courses, and specialized programming year-round to students in all university programs, and at all levels of achievement and study.

They also administer the University of Alberta's [Duty to Accommodate procedure](#) for students and works with students, instructors, campus units, Faculties and departments, community and government agencies, and on and off-campus service providers to coordinate students' disability-related accommodation needs for participation in university programs.

For general information and to register for services visit the [Academic Accommodations](#) webpage.

[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.

[The First Peoples' House](#) provides an environment of empowerment for First Nations, Métis, and Inuit learners to achieve personal and academic growth.

[Health and Wellness Support for Students](#) outlines available mental and physical health resources that are offered on-campus and in the community.

[The Office of the Student Ombuds](#) is a confidential service that strives to ensure that university processes related to students operate as fairly as possible. We offer information, advice, and support to students, faculty, and staff as they deal with academic, discipline, interpersonal, and financial issues related to student programs.

Learning and working environment:

The Faculty of Arts is committed to ensuring that all students, faculty and staff are able to work and study in an environment that is safe and free from 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 teaching coordinator and, lastly, the Chair of the Department. Information about the [University of Alberta Discrimination and Harassment Policy and Procedures](#) is described in [UAPPOL](#).

It is the policy of the University of Alberta that sexual violence committed by any member of the University community is prohibited and constitutes misconduct. Resources and more information can be found at <https://www.ualberta.ca/campus-life/sexual-violence>

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.

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

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	%
Excellent. 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.	A+	4.0	95-100
	A	4.0	90-94
	A-	3.7	86-89

Good. 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+	3.3	82-85
	B	3.0	75-81
	B-	2.7	70-74
Satisfactory. 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.	C+	2.3	66-69
	C	2.0	61-65
	C-	1.7	58-60
Poor/Minimal Pass. 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.	D+	1.3	55-57
	D	1.0	50-54
Failure.	F	0.0	0-49

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 (i.e. : tutoring, conversation groups, exchange programs, volunteering, J'Explore www.jexplore.ca, etc.) before continuing to the next level of our language program.

Consultation with instructors:

Students are encouraged to consult their instructors regarding any concerns they have about the course content, the structure of the course, or their personal progress. Please, note that students are responsible for any notes or material from any class missed.

Language of Instruction and Communication:

The language of instruction in the classroom is French. However, students should be aware that it is perfectly normal not to understand everything at once and they are not expected to: they should tell their teacher when they feel lost and s/he will find another way of explaining. It is expected that **most** communication be carried out in the target language. This pertains to daily class time conversation with fellow students and instructor.

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 online and in class. 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.

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, films, 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.

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.**

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