

**UNIVERSITY OF ALBERTA**  
**DEPARTMENT OF MODERN LANGUAGES AND CULTURAL STUDIES**  
<https://uofa.ualberta.ca/modern-languages-and-cultural-studies>

**2016-2017 FREN 298: Advanced French II**  
Winter Term: (January 9 – April 12)

**Section:** B3

**Time:** TR 1230-1350      **Lab:** M or W 1300-1350  
**Place:** HC 2-12      **Lab:** HC 2-37

	<b>Instructor</b>	<b>Lab Assistant</b>	<b>Acting Coordinator</b>
Name:	<i>Dr Elisabeth Le</i>	<i>Claire Braud</i>	<i>Dr Lynn Penrod</i>
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Office Hours:	<i>R 14.00 – 15.00 or by appointment</i>		<i>By appointment</i>

**French program website:** <http://www.mlcs.ualberta.ca/Courses/French.aspx>

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**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.

**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
- NA

**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.

In this specific section, students will explore francophone media on internet and produce their own media (oral and written) texts so as to gain a critical perspective on media. In doing so, they will help each other develop their own learning strategies.

## **Required Texts:**

- Instead of a textbook, students will be required to use internet and print a variety of texts
- *Grammaire progressive du français* ; niveau avancé; 2<sup>e</sup> éd. CLE international
- *Boule de suif* (Guy de Maupassant)

[http://www.atramenta.net/lire/boule-de-suif/2329/1#oeuvre\\_page](http://www.atramenta.net/lire/boule-de-suif/2329/1#oeuvre_page)

## **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	15%
Class work (quizzes, assignments, vocabulary, grammar, reading etc)	5%
Portfolio 1 (14 February)	15%
Portfolio 2 (14 March)	15%
Portfolio 3 (11 April)	20%
Course conclusions (11 April)	5%

<b>Lab Component:</b>	<b>25%</b>
Lab participation & Attendance	5%
Film discussions	5%
Oral Presentation (28 February-9 March, during labs)	5%
Final oral exam (during labs; 4-11 April)	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 come prepared to class as specified on eClass.

**Portfolio:** each of them must contain [see eclass for detailed instructions]

- At least two texts of different genres (minimum of 1,000 words in total), with
  - the analysis of their structure
  - a vocabulary list for each of them (about 50 words in total)
  - 3 - 5 sentences from the articles that you do not understand or have difficulty with, and their grammatical analysis
- the media text(s) you have written on the topic of the unit (500-750 words in total)
  - Each text will be written outside of class time, but students will be provided with in-class time to go over their text(s) with a partner to improve it for form and content.
- when relevant, the (audio/visual) recording of your text
- more detailed info on eclass

### **Course conclusion**

In about 500 words, reflect on

- your process of learning French (i.e. what helps you most and why)
- what you have discovered about news media
- how this might have changed your positions towards media

**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.”

### **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 <http://www.governance.ualberta.ca/en/CodesofConductandResidenceCommunityStandards/CodeofStudentBehaviour.aspx>) and avoid any behaviour that 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.”

## **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 that is safe and free from discrimination and harassment. It does not tolerate behaviour that undermines that environment. The Department urges anyone who feels that 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](#).

## **Academic Honesty:**

**All students** should consult the information provided by the [Office of Judicial Affairs](#) regarding avoiding cheating and **plagiarism** in particular and academic dishonesty in general (see the [Academic Integrity Undergraduate Handbook](#) and [Information for Students](#)). If in doubt about what is permitted in this class, ask the instructor.

**Students involved in language courses and translation courses** should be aware that online “translation engines” produce very dubious and unreliable “translations”. **Students in languages 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 conduct with dire consequences.

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](#).

## **Recording of Lectures:**

Audio or video recording of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the content author(s) or as a part of an approved accommodation plan. Recorded material 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 daily 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.

**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 points per absence will be deducted from the attendance and participation grade. Hence it is recommended not to miss a session unless absolutely 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:**

In this course, **assignments are not accepted late** unless an excusable reason is documented (see section on attendance and missed grade components). 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 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.

### **Student Accessibility Services:**

If you have special needs that could affect your performance in this class, please let me know during the first week of the term so that appropriate arrangements can be made. If you are not already registered with [Student Accessibility Services](#), contact their office immediately (1-800-SUB; Email [sasrec@ualberta.ca](mailto:sasrec@ualberta.ca); Email; phone 780-492-3381).

### **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.	A+	4.0	<b>97-100</b>
	A	4.0	<b>93-96</b>
	A-	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+	3.3	<b>87-89</b>
	B	3.0	<b>83-86</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.	C+	2.3	<b>77-79</b>
	C	2.0	<b>73-76</b>
	C-	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.	D+	1.3	<b>65-69</b>
	D	1.0	<b>60-64</b>
<b>Failure.</b>	F	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.

Films	Dates available	Class discussion
Film 1 : Amélie	9 January – 10 February	Week of 6 February*
Film 2 : La haine	13 February - 24 February	Week of 20 February*

\*on your scheduled lab day

### **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**

<b><i>Signification</i></b>	<b><i>Ce qu'il faut faire pour vous corriger</i></b>
• <b>A</b> <u>accord</u>	Vérifiez les accords sujet/verbe (ASV), déterminant, adjetif/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>pronome personnel</u>	Le pronom personnel que vous avez utilisé n'est pas à la bonne forme (ex :le/lui/leur...).
• <b>PR</b> <u>pronome 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.