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

FREN 298: Advanced French II
Winter 2015: January 5 – April 10

Section: B4
Time: MWF 11:00-11:50  Lab: T or R 11:00-11:50
Place: HC 2-37  Lab: HC 2-41

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Lab Assistant</th>
<th>Acting Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathieu Martin-LeBlanc</td>
<td>Elodie André</td>
<td>Andrea Hayes</td>
</tr>
<tr>
<td>Old Arts (Convocation Hall) 242-B</td>
<td>Old Arts 212</td>
<td>Arts 441-D</td>
</tr>
<tr>
<td><a href="mailto:MRL8@ualberta.ca">MRL8@ualberta.ca</a></td>
<td><a href="mailto:eandre@ualberta.ca">eandre@ualberta.ca</a></td>
<td><a href="mailto:andrea.hayes@ualberta.ca">andrea.hayes@ualberta.ca</a></td>
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<tr>
<td>W 10:00-11:00 (or by appointment)</td>
<td></td>
<td>By appointment</td>
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</table>

French program website: [http://www.mlcs.ualberta.ca/Courses/French.aspx](http://www.mlcs.ualberta.ca/Courses/French.aspx)

Course prerequisite: FREN 251 or 297. 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.?
- [x] Yes  [ ] No, not needed, no such projects involved

Community Service Learning component
- [x] Required  [ ] Optional  [ ] None

Past or Representative Evaluative Course Material available
- [ ] Exam registry – Students’ Union
  [http://www.su.ualberta.ca/services_and_businesses/services/infolink/exams](http://www.su.ualberta.ca/services_and_businesses/services/infolink/exams)
- [x] See explanations below
- [x] Document distributed in class
- [x] Other: [http://www.mlcs.ualberta.ca/Courses/French/FrenchSampleTests.aspx](http://www.mlcs.ualberta.ca/Courses/French/FrenchSampleTests.aspx)

Additional mandatory Instructional fees (approved by Board of Governors)
- [x] Yes  [ ] No

Course Description and Objectives:
Students will develop their oral and written communicative competence in French in informal and formal settings on topics related to cultural heritage, bilingualism, immigration, and collective culture. They will review and expand their grammatical, lexical and cultural knowledge in relation to the discussed topics. At the end of the course, students are expected not only to be able to narrate and describe complex situations,
but also to present a well-developed and structured argumentation. Their occasional language errors should not distract their interlocutors/readers.

**Required Texts:**

- *Controverses (deuxième édition).* Heinle, 2012. (Chapters 5-8 will be covered.)
- *Grammaire progressive du français*; niveau avancé; éd. CLE international

**Optional Texts (available at Librairie Le Carrefour):**

- *Grammaire progressive du français corrigés (answer key)*; niveau avancé; 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:**

<table>
<thead>
<tr>
<th>Class Component</th>
<th>75%</th>
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</thead>
<tbody>
<tr>
<td>Attendance and class participation</td>
<td>10%</td>
</tr>
<tr>
<td>Quizzes and/or assignments</td>
<td>5%</td>
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<tr>
<td>Composition – thematically linked to textbook materials (February 2)</td>
<td>10%</td>
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<tr>
<td>CSL reflective activities</td>
<td>50%</td>
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<tr>
<td>Online reflective journal (weekly)</td>
<td>10%</td>
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<tr>
<td>Reading assignment (March 2)</td>
<td>10%</td>
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<tr>
<td>Presentation of CSL project (March)</td>
<td>10%</td>
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<tr>
<td>Final essay (April 10)</td>
<td>20%</td>
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<table>
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<tr>
<th>Lab Component</th>
<th>25%</th>
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<tbody>
<tr>
<td>Lab participation &amp; Assignments (including film discussions)</td>
<td>10%</td>
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<tr>
<td>Oral Presentation (24 February - 12 March; during labs)</td>
<td>5%</td>
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<tr>
<td>Final oral exam (during labs; 31 March &amp; 2, 7, 9 April)</td>
<td>10%</td>
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</table>

**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.

**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 for form and content.

**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 instructor. The marking rubrics will be provided electronically.
Required Notes:
“Policy about course outlines can be found in Section 23.4(2) 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/CodestoStudentBehaviour.aspx) 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.”

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 student ombudservice (http://www.ombudservice.ualberta.ca). Information about the University of Alberta Discrimination and Harassment Policy and Procedures is described in UAPPOL at https://policiesonline.ualberta.ca/PoliciesProcedures/Pages/DispPol.aspx?PID=110

Academic Honesty:
All students should consult the information provided by the Office of Judicial Affairs (http://www.osja.ualberta.ca/Students.aspx) and the Academic Integrity Undergraduate Handbook (http://www.osja.ualberta.ca/en/Students/UndergraduateHandbook.aspx) regarding the definitions of plagiarism and its consequences when detected. 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 on-line “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 (http://www.osja.ualberta.ca/TheDisciplineProcess.aspx)

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 23.3(1) http://www.registrar.ualberta.ca/calendar/Regulations-and-Information/Academic-Regulation/23.3.html#23.3 and 23.5.6 (http://www.registrar.ualberta.ca/calendar/Regulations-and-Information/Academic-Regulation/23.5.html#23.5) 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 10% 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 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.

**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 instructor 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 instructor.

**Specialized Support & Disability Services:**
If you have special needs that could affect your performance in this class, please inform your instructor during the first week of the term so that appropriate arrangements can be made. If you are not already registered with Specialized Support & Disability Services, contact their office immediately (2-800 SUB; email ssdsrec@ualberta.ca; phone 780-492-3381; WEB www.ssds.ualberta.ca).
Grading:
Marks for assignments, tests, and exams are given in percentages, to which letter grades are also assigned, according to the table below (“MLCS Undergraduate Grading Scale”). The percentage mark resulting from the entire term work and examination then produces the final letter grade for the course.

### “MLCS Undergraduate Grading Scale”

<table>
<thead>
<tr>
<th>Letter</th>
<th>%</th>
<th>Pts</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>95-100%</td>
<td>4.0</td>
<td>Outstanding: Superior performance showing understanding and knowledge of the subject matter far exceeding expectations.</td>
</tr>
<tr>
<td>A</td>
<td>90-94%</td>
<td>4.0</td>
<td>Excellent: Superior performance showing comprehensive understanding of subject matter.</td>
</tr>
<tr>
<td>A-</td>
<td>86-89%</td>
<td>3.7</td>
<td>Very good: Clearly above average performance with complete knowledge of subject matter.</td>
</tr>
<tr>
<td>B+</td>
<td>82-85%</td>
<td>3.3</td>
<td>Very good</td>
</tr>
<tr>
<td>B</td>
<td>75-81%</td>
<td>3.0</td>
<td>Good: average performance with knowledge of subject matter generally complete.</td>
</tr>
<tr>
<td>B-</td>
<td>70-74%</td>
<td>2.7</td>
<td>Good</td>
</tr>
<tr>
<td>C+</td>
<td>66-69%</td>
<td>2.3</td>
<td>Satisfactory: Basic understanding of the subject matter</td>
</tr>
<tr>
<td>C</td>
<td>61-65%</td>
<td>2.0</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>C-</td>
<td>58-60%</td>
<td>1.7</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>D+</td>
<td>55-57%</td>
<td>1.3</td>
<td>Minimal Pass: Marginal performance; generally insufficient preparation for subsequent courses in the subject matter.</td>
</tr>
<tr>
<td>D</td>
<td>50-54%</td>
<td>1.0</td>
<td>Minimal Pass: Marginal performance; generally insufficient preparation for subsequent courses in the subject matter.</td>
</tr>
<tr>
<td>F</td>
<td>0-49%</td>
<td>0.0</td>
<td>Fail: Unsatisfactory performance or failure to meet course requirements.</td>
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</table>

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, J’Explore [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:
- Lecture: 3 h/week with the Principal Instructor.
- Lab: 1 h/week 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.

<table>
<thead>
<tr>
<th>Films</th>
<th>Dates available</th>
<th>Class discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Film 1 : Amélie</td>
<td>7 January - 5 February</td>
<td>3 or 5* February</td>
</tr>
<tr>
<td>Film 2 : Les intouchables</td>
<td>9 February - 19 March</td>
<td>17 or 19* March</td>
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<tr>
<td></td>
<td></td>
<td>*depending on your lab day</td>
</tr>
</tbody>
</table>

**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 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 verb conjugation: [http://www.pomme.ualberta.ca/pomme/](http://www.pomme.ualberta.ca/pomme/)
- Supplementary readings, CDs, videos and the Internet will be used in class and for homework.
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**

<table>
<thead>
<tr>
<th>Signification</th>
<th>Ce qu'il faut faire pour vous corriger</th>
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<tbody>
<tr>
<td>A</td>
<td>accord</td>
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<tr>
<td>AC</td>
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<tr>
<td>ADJ</td>
<td>adjectif</td>
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<tr>
<td>ADV</td>
<td>adverbe</td>
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<tr>
<td>ANG</td>
<td>anglicisme</td>
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<td>article</td>
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<td>AUX</td>
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<td>pronom relatif</td>
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<td>PT</td>
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<td>temps</td>
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<td>V</td>
<td>vocabulaire</td>
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<tr>
<td>VP</td>
<td>verbe pronominal</td>
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