

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

FRENCH 298: Advanced French II
Winter 2009

Section: B3 (CSL component)

Place and Time: HC 2-29: MWF @ 1 pm

Lab: T or R @ 1 pm

	Instructor	Lab Assistant	Coordinator
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Office Hours:			<i>Tuesday 1400-1600 (or by appointment)</i>

French program website: <http://www.ualberta.ca/~gsm/frenchprogram.html>

Course prerequisite: Fren 251 or 297 or consent of the Department

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

✓ No, not needed, no such projects involved

Community Service Learning component

✓ Required _ Optional _ None

Past or Representative Evaluative Course Material available

_ Exam registry – Students' Union

_ See explanations below

_ Document distributed in class

✓ Other: <http://www.ualberta.ca/~gsm/fren297298.htm>

_ NA

Course Description and Objectives:

Students will develop their oral and written communicative competence in French in informal and formal settings on topics related to bilingualism, globalization, immigration, and education. 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.

Please note that **this section of FREN 298 has a community service-learning (CSL) component.** This means that students will be required to volunteer 20 hours with a non-profit organization serving the French community locally. Their CSL experience will be incorporated into class discussions, readings, as well as assignments (please see section entitled “CSL Reflective Activities” on p. 4 for more details).

Required Texts:

- *Bonne continuation.* Pearson Prentice Hall, 2008. (Chapters 2 & 4 will be covered.)
- *Grammaire progressive du français (et corrigés)*; niveau avancé; éd. CLE international

Optional Texts (available at Librairie Le Carrefour):

- *Le Nouveau Petit Robert 2007*
- *Le Robert et Collins Compact plus*
- *La nouvelle grammaire en tableaux (Québec Amérique)*

Required Notes:

- 1) “Policy about course outlines can be found in Section 23.4(2) of the University Calendar.” (GFC 29 SEP 2003).
- 2) “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.ualberta.ca/secretariat/appeals.htm) 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.” (GFC 29 SEP 2003)

Plagiarism and Cheating:

All students should consult the “Truth-In-Education” handbook or Website (<http://www.uofaweb.ualberta.ca/TIE/>) regarding the definitions of **plagiarism** and its consequences when detected.

Students involved in language courses and translation courses should be aware that online “translation engines” produce very dubious and unreliable “translations” that are easily detectable.

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. Before unpleasantness occurs consult <http://www.uofaweb.ualberta.ca/TIE/>; also discuss this matter with any tutor(s) and with your instructor.

Grade Distribution:

Class Component:	70%
Attendance and class participation	10%
Composition – thematically linked to textbook materials (February 2)	10%
CSL reflective activities	50%
Online reflective journal (weekly)	10%
Readings (March 2)	10%
Mini-presentation of CSL project (<u>March</u> /April)	10%
Final essay (April 8)	20%

Lab Component:	30%
Lab participation and preparation	10%
Oral mid-term presentation (February 24 & 26)	10%
Final oral exam (during labs; March 26 – April 7)	10%

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.

MLCS Grading Scale:

Marks for assignments, tests, and exams are given in percentages, to which letter grades are also assigned, according to the table below. The percentage mark resulting from the entire term work and examination then produces the final letter grade for the course.

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

Attendance, Absences, and Missed Grade Components:

Regular daily attendance is essential for optimal performance in a foreign-language 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 23.4.2 and 23.4.3 of the University Calendar.

Be aware that unexcused absences will result in partial or total loss of the grade for the “attendance and participation” components of the course, which is worth 20% of the final mark (class and lab components), as well as for any assignments that are not handed-in or completed as a result.

It is absolutely essential to come well prepared and regularly to the class and the lab, and to participate actively. The instructor expects students to have read the relevant materials before coming to class.

Policy for Late Assignments:

In this course, **assignments are not accepted late.** If it is impossible to print the document, it may be sent as an attachment on the due date. When a form of testing has been scheduled or an assignment is due, any student who misses class on this day and does not have an excused absence will get a zero. Students have the responsibility to enquire about what has been done and assigned for the next class.

Structure of the class:

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.): Composition, expression and comprehension (both written and oral), and vocabulary relating to the chapter themes and CSL activities with Principal Instructor. Certain grammar points will also be reviewed in class.

Bonne continuation	Grammaire progressive
Chapitre préliminaire	Chapitres 3 et 4
Chapitre 2	Chapitres 4, 6, 26
Chapitre 4	Chapitres 14, 17

- Lab (1 h.): Oral practice (discussions, debates, etc.) with Lab Assistant.
- Films: 2 Films to watch at ARC on student's own time in Arts 135.

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 5 percentage points attributed to 'Lab participation' for each unexcused absence.

Film Schedule: (Instructions on how to access the videos for the course are posted in **Arts 135**)

Unité 2 : TBA 5 January – 6 February
Unité 4 : TBA 9 February – 13 March

ARC (Arts Resource Centre, Arts Building basement) hours:

(Verify at ARC counter): Monday - Friday: 8.00 - 17.00 (Closed Saturdays, Sundays, and holidays.)

Learning Resources:

-French Program Website (marking rubrics, fun links for learning, samples, etc.):

<http://www.ualberta.ca/~gsm/frenchprogram.html>

-Excellent websites: <http://bonpatron.com/> ; <http://www.pomme.ualberta.ca/pomme/>

-Available to borrow at the ARC: CD-Rom: *Grammaire, 450 nouveaux exercices*, niveaux débutant / intermédiaire (self-corrected grammar exercises)

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.

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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;

Grading criteria for compositions

- 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