### OFFICIAL COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.

Shaded headings are subject to change at the discretion of the department and the material will vary - see course syllabus available from instructor

**FACULTY/DEPARTMENT:** Modern Languages  
**FREN 219**  
**COURSE NAME/NUMBER** Intermediate French Composition  
**FORMER COURSE NUMBER**  
**UCFV CREDITS** 3

**CALENDAR DESCRIPTION:**

This course focuses on the development of essay-writing skills in French. Selected readings from works by contemporary Francophone authors help introduce principles of clear and effective writing; students work to improve their own writing skills and to resolve common problems in second-language writing.

**PREREQUISITES:** One of: FREN 215, 216, or 230  
**COREQUISITES:** None

**SYNONYMOUS COURSE(S)**

(a) Replaces:  
(Course #)

(b) Cannot take:  
(Course #)  
For further credit.  
(Department/Program)

**SERVICE COURSE TO:**

- (Department/Program)

**TOTAL HOURS PER TERM:** 45

**TRAINING DAY-BASED INSTRUCTION**

**STRUCTURE OF HOURS**

- Lectures: 30 Hrs  
- Seminar: Hrs  
- Laboratory: 15 Hrs  
- Field Experience: Hrs  
- Student Directed Learning: Hrs  
- Other (Specify): Hrs

**LENGTH OF COURSE:**

**HOURS PER DAY:**

**MAXIMUM ENROLLMENT:** 26

**EXPECTED FREQUENCY OF COURSE OFFERINGS:** Once per year

**WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)** Yes □  
No □

**WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)**

- Yes □  
- No □

**TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:**  
- Yes □  
- No □

**AUTHORIZATION SIGNATURES:**

- Course Designer(s): Betty-Joan Traverse  
- Chairperson: (Curriculum Committee)

- Department Head: Betty-Joan Traverse  
- Dean: Virginia Cooke

- PAC Approval in Principle Date:  
- PAC Final Approval Date: 28 October 2002
LEARNING OBJECTIVES / GOALS / OUTCOMES / LEARNING OUTCOMES:

Students will build on their knowledge of French grammar provided in French 215 and 216, by applying this foundation to the writing of correct, efficient and complex essays in French. Students will complete preparatory grammar and reading exercises, but the main focus will be on the multiphased writing process. They will produce different types of texts, with emphasis on the informative text, the résumé de texte, (especially as it differs from the Summary in English), the descriptive text and the narrative. Special attention will be given to common pitfalls in second language writing.

METHODS:

Two thirds of the class time will be devoted to the review of advanced grammatical problems and the explicit instruction of good writing strategies. During the other third, students will be divided into small groups during which they will analyze and compare various texts and engage in collaborative writing activities, in order to refine their own writing and self-correcting techniques. Each session will emphasize a different aspect of the writing process. Active participation is imperative.

PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

Credit can be awarded for this course through PLAR ☒ Yes ☐ No

METHODS OF OBTAINING PLAR:

Challenge exam.

TEXTBOOKS, REFERENCES, MATERIALS:

[Textbook selection varies by instructor. An example of texts for this course might be:]


Grammaire française plus (Cahier pratique), by Hélène Mignault; Editions Etudes Vivantes

Grammaire fonctionnelle du français, by Marcelle Cendres-Sandhu, Dalhousie University

Ecrivons : Stratégies d’écriture en français langue seconde, by Martha Chouffiot and Karen Whalen, Prentice-Hall Canada

Liens : Par écrit, by Joann Hammadou, Heinle & Heinle


SUPPLIES / MATERIALS:

Students will need a good unilingual French dictionary and a bilingual French-English dictionary. Pocket dictionaries are inadequate.

STUDENT EVALUATION:

[An example of student evaluation for this course might be:]

Grammatical tests (2 x 10%) 20%
Essays (3 X 10%) 30%
Final Exam: Grammar component 20%
Composition 20%
Class participation 10%
COURSE CONTENT:

[Course content varies by instructor. An example of course content might be:]

1. Focus on Critical Thinking
   - Preparatory reading as a basis of comparison for writing projects
   - General comprehension questions to ensure thorough reading of texts, followed by activities focusing on vocabulary, idiomatic expressions
   - Strategies for dealing with unknown linguistic and cultural referents
   - Brainstorming; oral sharing of ideas; presentation of opinions and critical discussion generated by texts

2. Strategies for planning and shaping a writing assignment:
   - Organization of ideas
   - Outline
   - Introduction, development, conclusion
   - Textual cohesion; linking words
   - Oral vs. written language structures

3. Peer review and editing
   - Extensive use of unilingual and bilingual dictionaries, verb tables, review of tense concordance.

3. Self-correcting strategies
   - Review of grammatical problems as needed