# OFFICIAL UNDERGRADUATE 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 – see course syllabus available from instructor.

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<table>
<thead>
<tr>
<th>FREN 219</th>
<th>College of Arts/Modern Languages</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSE NAME/NUMBER</td>
<td>FACULTY/DEPARTMENT</td>
<td>UFV CREDITS</td>
</tr>
<tr>
<td>Intermediate French Composition</td>
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<tr>
<td>COURSE DESCRIPTIVE TITLE</td>
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## 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; two of the three are recommended. (Note that credit can only be obtained for one of FREN 215 or FREN 230.)

## COREQUISITES:

None.

## SYNONYMOUS COURSE(S):

(a) Replaces: 
(b) Cross-listed with: 
(c) Cannot take: 

## SERVICE COURSE TO:

(department/program)

## TOTAL HOURS PER TERM:

45

## TRAINING DAY-BASED INSTRUCTION:

Length of course: 

Hours per day: 

## STRUCTURE OF HOURS:

| Lectures: | 32 Hrs |
| Seminar: | 13 Hrs |
| Laboratory: | Hrs |
| Field experience: | Hrs |
| Student directed learning: | Hrs |
| Other (specify): | Hrs |

## OTHER:

Maximum enrolment: 26

Expected frequency of course offerings: Once per semester

(every semester, annually, every other year, etc.)

## 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

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Course designer(s): Betty-Joan Traverse

Department Head: Betty-Joan Traverse

Supporting area consultation

Curriculum Committee chair: Tetsuomi Anzai

Dean/Associate VP: Jacqueline Nolte

Undergraduate Education Committee (UEC) approval

Date approved: January 2012

Date of meeting: February 3, 2012

Date approved: April 2012

Date approved: May 23, 2012

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LEARNING OUTCOMES:

Upon successful completion of this course, students will be able to:

- Demonstrate basic techniques of effective writing such as clarity, conciseness, coherence and completeness
- Use the writing process, including planning, drafting, revising and proof-reading
- Read complex articles and produce accurate “résumés de texte” of these articles, with full understanding of how this technique differs from the English “summary”
- Use appropriate style, vocabulary and syntax to write texts for different purposes, such as descriptive texts, argumentative texts and job applications.
- Avoid common pitfalls in second language writing

METHODS: (Guest lecturers, presentations, online instruction, field trips, etc.)

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.

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

- Examination(s)
- Portfolio assessment
- Interview(s)
- Other (specify):

☐ PLAR cannot be awarded for this course for the following reason(s):

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 Chouffot 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:]

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Grammatical mini-tests (10)</td>
<td>10%</td>
</tr>
<tr>
<td>Seminar participation</td>
<td>10%</td>
</tr>
<tr>
<td>Résumés de texte</td>
<td>10%</td>
</tr>
<tr>
<td>Essays</td>
<td>30%</td>
</tr>
<tr>
<td>Quizzes – Conjugations</td>
<td>5%</td>
</tr>
<tr>
<td>Mid-term exam</td>
<td>10%</td>
</tr>
<tr>
<td>Final exam – written and oral</td>
<td>25%</td>
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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, notably with respect to different cultural assumptions and values underpinning the 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.

4. Self-correcting strategies

5. Review of grammatical problems as needed