**DISCIPLINE/DEPARTMENT:** Languages Institute  
**IMPLEMENTATION DATE:** Sept. 1995  
**Revised:** February 1997

<table>
<thead>
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<th>SUBJECT/NUMBER OF COURSE</th>
<th>DESCRIPTIVE TITLE</th>
<th>CREDITS</th>
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<td>French 230</td>
<td>Intermediate French for French Immersion Students I</td>
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**CALENDAR DESCRIPTION:** This course is specifically designed for students from the French Immersion programs who are at ease communicating in French and who wish to improve their competency. Taught completely in French, this course will provide a thorough grammar review, vocabulary enrichment and development of reading and writing skills which will address ingrained errors such as "franglais" and enable students to use a more sophisticated language. A cultural project, pair and small group work, video presentations and work in the multimedia lab will complement class discussions.

**RATIONALE:**

**COURSE PREREQUISITES:** Minimum four year's study (up to Grade 11) in the French Immersion program, or instructor's permission

**COURSE COREQUISITES:** None

<table>
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<tr>
<th>HOURS PER TERM</th>
<th>Lecture</th>
<th>45 hrs</th>
<th>Student Directed</th>
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<tr>
<td>FOR EACH STUDENT</td>
<td>Laboratory</td>
<td>13 hrs</td>
<td>Learning</td>
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<td></td>
<td>Seminar</td>
<td>hrs</td>
<td>Other - specify:</td>
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<tr>
<td></td>
<td>Field Experience</td>
<td>hrs</td>
<td>hours</td>
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**TOTAL:** 58 HRS

**MAXIMUM ENROLMENT:** 26

**Is transfer credit requested?**  Yes 9  No

**Authorization Signatures:**

- **Course Designer(s):** Germaine Baril
- **Chairperson:** J.D. Tunstall  
  Curriculum Committee
- **Department Head:** Paul Herman  
  **Dean:** J.D. Tunstall
- **PAC: Approval in Principle:**  
  **PAC: Final Approval:** November 23, 1994  
  (Date)  
  (Date)
Fren 230  
NAME & NUMBER OF COURSE:

SYNONYMOUS COURSES:

(a) replaces ___ French 113 ___
    (course #)

(b) cannot take __________________ for further credit.

SUPPLIES/MATERIALS:

Vouloir, c'est pouvoir (a grammar review workbook developed by faculty at McGill University).
Notez bien (a writing manual which uses a number of Québécois texts of all sorts as a basis for working on specific types of writing)

TEXTBOOKS, REFERENCES, MATERIALS  (List reading resources elsewhere)


OBJECTIVES:

C To develop improved and more sophisticated communicative competence through focussed work on distinguishing and using, according to context and situation, different levels of speech and writing (from slang to formal).
C To provide a solid grammar review and develop specific listening, speaking and writing skills so that students recognize ingrained errors and eliminate incorrect structures acquired over the years.
C To read and discuss various literary texts for vocabulary enrichment as well as an awareness of different styles and thematic structures.

METHODS:

Students will work primarily in pairs and in small groups, using only French. In addition to regular classroom activities, students are to prepare individually or with partners, and present to the class, a culturally-based project.

In addition, there will be video presentations and work in the multimedia lab. Students also meet in small conversation groups of six once a week with a native speaker.
STUDENT EVALUATION PROCEDURE:

Periodic tests, short compositions, regular assignments, classroom and lab participation, the project presentation and a written report are all included in the calculation of the final grade, as well as the results of a midterm and a comprehensive final - both of which include an aural-oral component. Students must pass the final exam to receive passing grade.

COURSE CONTENT:

The first six lessons of Français and about half of the Orthot lessons and tests (designed to correct spelling errors, common to Francophones.)

Additional worksheets focusing on specific structural problems.

The first five chapters of Notez bien (a writing manual which uses a number of Québécois texts of all sorts as a basis for working on specific types of writing).

Various readings from Expériences littéraires.