## 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

<table>
<thead>
<tr>
<th>FACULTY/DEPARTMENT</th>
<th>Modern Languages</th>
</tr>
</thead>
<tbody>
<tr>
<td>FREN 319</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COURSE NAME/NUMBER</th>
<th>FORMER COURSE NUMBER</th>
<th>UCFV CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced French Composition</td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

### CALENDAR DESCRIPTION:

This course refines students’ ability to write in French, through the detailed study and practice of stylistic techniques, complex grammatical structures, and vocabulary used in formal contemporary written French.

### PREREQUISITES:

**FREN 219.**

### COREQUISITES:

None.

### SYNONYMOUS COURSE(S)

(a) Replaces:

(b) Cannot take: For further credit.

### SERVICE COURSE TO:

- (Department/Program)
- (Department/Program)

### TOTAL HOURS PER TERM:

60

### TRAINING DAY-BASED INSTRUCTION

<table>
<thead>
<tr>
<th>STRUCTURE OF HOURS</th>
<th>LENGTH OF COURSE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures:</td>
<td>45 Hrs</td>
</tr>
<tr>
<td>Seminar:</td>
<td>15 Hrs</td>
</tr>
<tr>
<td>Laboratory:</td>
<td>Hrs</td>
</tr>
<tr>
<td>Field Experience:</td>
<td>Hrs</td>
</tr>
<tr>
<td>Student Directed Learning:</td>
<td>Hrs</td>
</tr>
<tr>
<td>Other (Specify):</td>
<td>Hrs</td>
</tr>
</tbody>
</table>

### 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:

Betty-Joan Traverse

(Curriculum Committee)

Department Head:

Betty-Joan Traverse

Dean:

Betty-Joan Traverse

PAC Approval in Principle Date:  
PAC Final Approval Date:  
29 January 2003
LEARNING OBJECTIVES / GOALS / OUTCOMES / LEARNING OUTCOMES:

In French 319, essay-writing skills learned in Fr. 219 will be developed and refined, through the detailed study of the syntax of complex sentences and the rhetorical and stylistic devices used in formal written French.

Three main objectives shape this course: improving students’ written competency in French, especially with regards to techniques necessary for university studies and for the professional world (critical reviews, argumentative writing); sensitizing students to stylistic questions through the study of journalistic and literary texts; offering students the linguistic tools and the strategies necessary to enable them to continue improving the quality of their written production as independent writers.

METHODS:

Reading and analysis of authentic works by established writers, which serve as models; review and use of grammatical structures and vocabulary pertinent to written composition in general and to the types of texts chosen in particular, and finally the production of texts comparable in their function to those read in class, followed by guided correction.

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:]


Perramond, Dany B. Composition et Grammaire de Texte. Canadian Scholar’s Press. 1997


Flavia Garcia and Pascale Chrétien, En avant la grammaire – Niveau avancé, Didier


SUPPLIES / MATERIALS:

Students will need a good reference grammar book and a unilingual French dictionary. Pocket dictionaries are inadequate.

STUDENT EVALUATION:

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

Compositions 50%
Mid-term exam 20%
Final exam 20%
Participation and in-class work 10%
COURSE CONTENT:

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

1. Lexical Enrichment:
   a) How to express:
      - condition and hypothesis
      - intention, cause and consequence
      - opposition and concession
      especially as these relate to constructing a strong argumentative text
   b) How to transform a text from an oral style to a written style (i.e. simple vs. complex sentences, lexico-syntactic transformations, nominalization of verbs, adjectivization of adverbs, etc.)

2. Stylistic enrichment: Rhetorical figures such as
   - Comparisons, similes, metaphores, metonymies
   - Plays on words (syntactic and semantic)
   - Humour: alliteration, puns, oxymorons, inverted perspectives

3. Syntactic enrichment:
   - Varying sentence structures
   - Tense sequencing: expressing simultaneity, anteriority and posteriority in time

4. Creating texts with different objectives:
   - argumentative texts
   - narrative texts, especially relating to the past
   - advertising texts
   - Changing the level of formality of a given text: transforming an oral or informal message into a formal written text