### 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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<td>Advanced French Composition</td>
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### 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 and one of either FREN 225 or FREN 245, or instructor’s permission.

### COREQUISITES:
- None

### PRE or COREQUISITES:
- None

### SYNONYMOUS COURSE(S):

(a) Replaces: 
(b) Cross-listed with: 
(c) Cannot take: for further credit.

### TOTAL HOURS PER TERM: 60

#### STRUCTURE OF HOURS:

| Lectures: | 60 Hrs |
| Seminar: | |
| Laboratory: | |
| Field experience: | |
| Student directed learning: | |
| Other (specify): | |

### TRAINING DAY-BASED INSTRUCTION:

Length of course: 
Hours per day: 

### OTHER:

Maximum enrolment: 26
Expected frequency of course offerings: Once per year (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 ☑

### Course designer(s): Betty-Joan Traverse

### Department Head: Betty-Joan Traverse

### Date approved: February 2012

### Supporting area consultation

### Date of meeting: February 17, 2012

### Curriculum Committee chair: Tetsuomi Anzai

### Date approved: April 2012

### Dean/Associate VP: Jacqueline Nolte

### Date approved: April 2012

### Undergraduate Education Committee (UEC) approval

### Date of meeting: May 23, 2012
LEARNING OUTCOMES:
Upon successful completion of this course, students will be able to:

- Use specific and refined vocabulary to express complex ideas such as hypothesis, condition, opposition, concession, etc.
- Distinguish between the different levels of formality in written and oral French
- Transform an informal, oral message into a formal written text
- Write a formal book review of a French novel read independently
- Recognize all literary tenses; use the passé simple and the subjunctive past
- Write a chronologically clear and coherent narration using all the different past tenses
- Use sophisticated techniques to write persuasive argumentative texts

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

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:*


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:

A good bilingual dictionary, such as Robert and Collins French-English/English-French dictionary

A good unilingual French dictionary, such as Le Petit Robert or Le Petit Larousse. Le Petit Larousse is available online. (Pocket dictionaries are inadequate)

STUDENT EVALUATION:

*An example of student evaluation for this course might be:*

| Compositions: 4 (of which 2 are corrected twice) | 35% |
| Tests (6) | 25% |
| Participation in class and online, and homework | 15% |
| Final exam | 25% |
[Course content varies by instructor. An example of course content might be:]

1. Lexical Enrichment:
   a) How to express:
      - comparison
      - condition and hypothesis
      - intention, cause and consequence
      - opposition and concession

   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:
   - Literary portraits
   - Narrative texts, especially relating to the past
   - Book reviews
   - Argumentative texts