

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

**Note: The University reserves the right to amend course outlines as needed without notice.**

<b>Course Code and Number:</b> FREN 361		<b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>													
<b>Course Full Title:</b> Special Topics in French <b>Course Short Title:</b> Special Topics in French															
<b>Faculty:</b> Faculty of Humanities		<b>Department/School:</b> Modern Languages													
<b>Calendar Description:</b> <p>Students study a topic in Francophone literature, culture, language, education, or linguistics. They develop their presentation skills, engage in in-depth class discussions, and complete an independently researched final paper or project. All course content, instruction, and assignments are in French, and the course is designed as an immersive experience.</p> <p>Note: This course will be offered under different letter designations (e.g. C-Z) representing different topics. This course may be repeated for credit provided the letter designation differs.</p> <p>Note: This course is equivalent to CEFR level B2.</p>															
<b>Prerequisites (or NONE):</b>		FREN 219.													
<b>Corequisites (if applicable, or NONE):</b>		None.													
<b>Pre/corequisites (if applicable, or NONE):</b>		None.													
<b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i> Former course code/number: Cross-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		<b>Course Details</b> Special Topics course: <b>Yes</b> <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: <b>No</b> <i>(See <a href="#">policy 207</a> for more information.)</i> Grading System: <b>Letter grades</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <b>Every other year</b> Maximum enrolment (for information only): <b>28</b>													
<b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>60</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>60</b></td> </tr> </table>		Lecture/seminar	60									<b>Total hours</b>	<b>60</b>	<b>Prior Learning Assessment and Recognition (PLAR)</b> PLAR is available for this course.	
Lecture/seminar	60														
<b>Total hours</b>	<b>60</b>														
<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <b>No</b>		<b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i> Transfer credit already exists: <b>No</b> Submit outline for (re)articulation: <b>No</b> <i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>													
<b>Department approval April 22, 2025</b>		<b>Date of meeting:</b> August 2025													
<b>Faculty Council approval</b>		<b>Date of meeting:</b> October 10, 2025													
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b> December 19, 2025													

**Learning Outcomes** *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

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

1. Apply key concepts of the special topic through informal discussions and/or formal presentations.
2. Analyze representative texts of the special topic.
3. Identify appropriate critical frames for analysis of the texts studied including decolonial perspectives and Indigenous knowledge systems.
4. Write an analysis of the special topic using appropriate scholarly conventions and research methods.
5. Conduct guided research using secondary sources to inform written and oral work at a high CEFR B2 level.
6. Demonstrate high B2-level communication skills, such as full fluency, auto-correction and spontaneity, through in-class presentations and discussions.
7. Lead and participate in discussions with ease and spontaneity (high B2 level).

**Recommended Evaluation Methods and Weighting** *(Evaluation should align to learning outcomes.)*

Assignments:	50%	Final exam:	20%		%
Quizzes/tests/midterm:	30%		%		%

**Details:**

Assignments include oral presentation (10%), 3-4 page essay (10%), 7-8 page essay (20%), and class participation (10%).  
Quizzes/tests include three tests.

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**

**Typical Instructional Methods** *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Lectures, oral presentations, student-led discussion, guest lectures, and oral presentations

**Texts and Resource Materials** *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

Type	Author or description	Title and publication/access details	Year
1. Book	Simone de Beauvoir	<i>Mémoire d'une jeune fille rangée</i>	2008
2. Book	Marguerite Duras	<i>L'Amant</i>	1984
3. Book	Marie Ndiaye	<i>Trois femmes puissantes</i>	2009
4. Book	Anne Hébert	<i>Les Chambres de bois</i>	1996
5. Other	Nicole Brossard	Poems selected by instructor	

**Required Additional Supplies and Materials** *(Software, hardware, tools, specialized clothing, etc.)***Course Content and Topics**

Example for Women's Writing in 20th century French and Quebec Literature:

- Societal norms and laws affected the lives of women in 20th century France and Quebec
- Contexts of class, race, age, and sexual orientation in 20th century France and Quebec
- Theories and methodologies related to feminist movements in France and Quebec
- Genre and associated stylistic techniques
- Rhetorical figures used by authors (metonymy, allegory, metaphor, personification, chiasm, etc.)
- Central writers: Simone de Beauvoir (Fr), Marguerite Duras (Fr), Marie Ndiaye (Fr), Nicole Brossard (Q), Anne Hébert (Q)

Example for Great Novels of 20th and 21st centuries in France:

- Literary movements that marked the 20th century (surrealism, modernism, *nouveau roman*, postmodernism, and contemporary literature)
- Context of class, race, age, and sexual orientation in 20th and 21st centuries in France
- Theories and methodologies related to French literature
- Genre and associated stylistic techniques
- Rhetorical figures used by authors (metonymy, allegory, metaphor, personification, chiasm, etc.)
- Central writers: André Gide, Marcel Proust, Jean-Paul Sartre, Albert Camus, Nathalie Sarraute, Yasmina Reza, Annie Ernaux, Leïla Slimani

