

FRENCH 3900, COURSE OUTLINE 2017-18
HURON UNIVERSITY COLLEGE AT WESTERN
DEPARTMENT OF FRENCH AND ASIAN STUDIES

Scheduled class time:

Monday and Wednesday

3:30 - 5:30

Classroom: W17

Antirequisite(s): French 3905A/B
French 3907A/B
French 3908A/B

Prerequisite(s):

French 2900 or both French 2905A/B and 2906A/B or permission of the Department, based on Placement Test. Placement Test results do not guarantee admission into the course. Written permission must be obtained from the Department.



<http://www.everystockphoto.com/photo.php?imageId=8004287>

Official course description

Grammar, composition, translation and oral practice. (One hour per week in the language laboratory may be required.)

Instructor: Dr. Diana Buglea, **email:** dbuglea@uwo.ca, **office:** A12

Office hours: Monday - Thursday, 3:00-3:30 / by appointment

DESCRIPTION GÉNÉRALE

FRENCH 3900 s'adresse à l'étudiant qui aspire à atteindre une performance langagière efficace dans diverses situations de communication (usages quotidiens et académiques).

Le cours vise à :

- faciliter un rapport vivant avec la langue française courante par une pratique suivie de la lecture, de la grammaire, de la production écrite et de la traduction, et à travers des activités de compréhension et d'expression orales de niveau avancé ;
- stimuler l'engagement sur un programme personnel de progression de l'écrit et de l'oral;
- favoriser le développement d'une autonomie informée et critique;

- mobiliser la participation à des activités d'apprentissage collectives de la langue-culture.

ACQUIS D'APPRENTISSAGE PRÉCONISÉS

A la fin du cours l'étudiant devrait être plus compétent et habile dans les aspects suivants:

- maîtriser les structures complexes de la langue et les techniques de l'écrit ;
- développer ses réflexes de révision de texte et mobiliser son sens critique et ses compétences d'autocorrection en fonction d'objectifs de perfectionnement clairement énoncés;
- comprendre les idées principales d'interventions complexes du point de vue du fond et de la forme, sur un sujet concret ou abstrait et dans une langue standard ;
- faire des présentations claires et détaillées sur des sujets relatifs à son domaine d'intérêt en développant et justifiant les idées ;
- améliorer sa prononciation.

MÉTHODES D'ENSEIGNEMENT EN SALLE DE CLASSE

Le cours sera interactif et exigera de chaque étudiant une participation active continue. Plusieurs rencontres se dérouleront sous forme d'ateliers visant l'approfondissement des mécanismes de la langue, l'expansion lexicale et la production de textes divers. De nombreuses ressources pédagogiques intégrées à OWL seront utilisées en complément des activités effectuées en salle de classe.

SUPPORT PÉDAGOGIQUE

- **Grammaire en dialogues, niveau avancé : B2-C1**, CLE International, 2013
- **Progresser en communication**, PUG, 2006
- **documents d'actualité** (authentiques et didactiques) sur divers formats
- ressources et outils supplémentaires intégrés à **OWL**
- **dictionnaires** (bilingue et unilingue)

ÉVALUATION

Dossier d'apprentissage	10%
Evaluation globale (préparation, participation active, progrès)	10%
Compréhension et production orales	15%
Lecture, compréhension et production de texte	15%
Examens partiels	20%
Examen final	30%

Une feuille d'instructions pour chaque travail requis (pour évaluation) sera affichée sur OWL.

Nota bene : En vue d'assurer le bon déroulement du cours, votre professeure fera souvent des **annonces via OWL**. Ne négligez pas cette source d'information.

Quelques repères

Conduite en salle de classe et participation aux activités

Prendre part activement aux activités d'apprentissage en salle de classe pendant toute la durée d'une séance, dans un esprit de collaboration et de respect à l'égard des autres. Ne pas perturber le déroulement des activités (éviter d'arriver en retard, de manger, de se servir de son portable, etc.). Suivre toutes les consignes de préparation préalable. **Il y aura des quiz.**

Nota Bene. Les étudiants qui enregistrent plus de six heures d'absence par semestre mettent en danger leur réussite et risquent de ne pas être admis à l'examen final du mois d'avril.

Dossier d'apprentissage

Constituer un dossier ou un portfolio d'apprentissage qui reflète ses objectifs personnels, son parcours, ses **progrès en français** (septembre 2017 – avril 2018), etc. Détails à suivre.

Compréhension et production orale

Epreuves de compréhension orale, dictées, enregistrements et interventions orales en salle de classe selon les consignes affichées sur OWL. L'organisation du discours, la richesse lexicale, la maîtrise d'une bonne prononciation, qui reflète les aspects travaillés en préalable, seront prises en compte lors de l'évaluation de l'oral.

Incorporer les stratégies du bon locuteur et les principes de la communication orale appris. Développer et justifier ses idées. Employer un vocabulaire précis.

Lecture, compréhension et production de texte

Lecture et compréhension de texte : un éventail de textes issus de styles et genres variés.

Production de texte : effort de perfectionnement de la phrase simple et complexe, cohérence et articulation du texte, application des règles de grammaire et de syntaxe nécessaires à une communication efficace, vocabulaire plus varié et plus nuancé.

Chacun des textes produit aura fait l'objet de réécritures multiples, d'un travail de révision et d'autocorrection avant d'être soumis à l'évaluation sous sa forme finale. Ces étapes seront consignées dans le dossier d'apprentissage. Une grille de travail sera fournie.

Examens partiels

Contrôle des connaissances (grammaire, vocabulaire et d'autres notions apprises), compréhension de texte et rédaction. Durée : 90 minutes. Pour réussir ces épreuves écrites, il est important de respecter les consignes relatives à la préparation préalable de chaque leçon, de renforcer ses connaissances par le biais des exercices proposés et de réviser les chapitres abordés sur une base hebdomadaire.

Examen final

Durée : 3 heures.

Date : à communiquer (pendant la session d'examens du mois d'avril).

Contenu : toutes les notions et les questions de grammaire et de vocabulaire abordées dans ce cours, compréhension de texte et production de texte.

Plus de précisions à venir.

PLAN DE COURS - à confirmer à la rentrée

DA = dossier d'apprentissage **CO = compréhension orale** **PO = production orale**
CT = compréhension de texte **PT = production de texte** **EP = examen partiel**

* Les quiz (plusieurs types) auront lieu le lundi ou le mercredi.

1 ^{er} semestre	en classe	travail indépendant	évaluation
Semaine 1 (11, 13 sept.)	Test diagnostique écrit Préparation à la communication écrite : outils et stratégies	Verbes du 1 ^{er} groupe	
Semaine 2 (18, 20 sept.)	Verbes pronominaux Expressions impersonnelles	Verbes du 2 ^e groupe	QUIZ
Semaine 3 (25, 27 sept.)	Verbes à constructions multiples Verbes avec ou sans préposition	Verbes du 3 ^e groupe	QUIZ
Semaine 4 (2, 4 oct.)	Bilan 1 Rédactions	Verbes du 3 ^e groupe (II)	QUIZ PT (3%)
Semaine 5 : FALL STUDY BREAK			
Semaine 6 (16,18 oct.)	Inversion du sujet Négation	Genre des noms	QUIZ
Semaine 7 (23, 25 oct.)	Mise en relief Indéfinis	Genre des noms	QUIZ CT (3%)
Semaine 8 (30 oct., 1 nov.)	Bilan 1 Examen partiel	Genre des noms	QUIZ EP (10%)
Semaine 9 (6, 8 nov.)	Réflexion collective sur les acquis Pronoms relatifs		DA (2%) QUIZ
Semaine 10 (13, 15 nov.)	Usages du subjonctif (1) Lecture et compréhension	Démonstratifs	QUIZ CT (3%)
Semaine 11 (20, 22 nov.)	Usages du subjonctif (2) Rédactions	Pronoms personnels	QUIZ PT (3%)
Semaine 12 (27, 29 nov.)	Subjonctif ou indicatif ? Rédactions	Usages de l'infinitif	QUIZ PT (3%)
Semaine 13 (4, 6 déc.)	Subjonctif, indicatif ou infinitif Bilan 4	Bilan 3	DA (2%)

Note partielle, 1^{er} semestre : /34

- épreuves et travaux 29 %
- participation 5% (quizzes 2.5% + participation 2.5%)

2 ^e semestre	en classe	travail indépendant	évaluation
Semaine 1 (8, 10 janv.)	Test diagnostique - oral préparation à la communication orale		
Semaine 2 (15, 17 janv.)	Passé composé et imparfait Compréhension orale	Exprimer le futur	QUIZ CO (3%)
Semaine 3 (22, 24 janv.)	Conditionnel et subjonctif Production orale	Usages du conditionnel	QUIZ PO (3%)
Semaine 4 (29, 31 janv.)	Bilan 5 Nominalisation	Place de l'adjectif qualificatif	DA (2%) QUIZ
Semaine 5 (5, 7 fév.)	Adverbes Compréhension orale	Articles	QUIZ CO (3%)
Semaine 6 (12, 14 fév.)	Bilan 6 Production orale	Complément de nom	QUIZ PO (3%)
Semaine 7 : Spring study break			
Semaine 8 (26, 28 fév.)	Exprimer le temps Production orale	Situation dans l'espace	QUIZ PO (3%)
Semaine 9 (5, 7 mars)	Manière et moyen Comparaison	Exprimer la quantité	QUIZ
Semaine 10 (12, 14 mars)	Bilan 7 Examen partiel		EP (10%)
Semaine 11 (19, 21 mars)	Réflexion collective sur les acquis Hypothèse et condition		DA (2%) QUIZ
Semaine 12 (26, 28 mars)	Opposition et concession Expression de la cause		QUIZ
Semaine 13 (2, 4 avril)	Expression de la conséquence Expression du but		QUIZ
Semaine 14 (9, 11 avril)	Bilan 8 Test d'évaluation (pp. 135-137)		DA (2%)

Note partielle, 2^e semestre : /36

- épreuves et travaux 31%
 - participation 5% (quizzes 2.5% + participation 2.5%)
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NOTE PARTIELLE (1^{er} et 2^e semestres) : /70
EXAMEN FINAL: /30

POLICIES FOR FRENCH COURSES

1. Assistance with assignments

It is assumed that students will submit assignments that are the product of their own endeavors. Students who require specific guidance concerning any part of an assignment should speak to the professor who has given that assignment. Students should not permit their written work to be read or corrected by anyone other than the instructor to whom it is to be submitted.

2. Oral presentations

- Each oral presentation must be given on the day on which it is scheduled;
- Any student who fails to present on the day on which he/she is scheduled will not receive credit for that assignment;
- Any student who, because of illness or other serious last-minute problem, cannot avoid being absent on the day when s/he is scheduled to make an oral presentation must inform the professor as soon as the problem arises;
- Any student who anticipates having difficulty in presenting on the day on which s/he is scheduled should inform his/her professor well in advance, preferably as soon as the date is announced. If, in the professor's judgment, the circumstances warrant it, s/he may set a new date or assign a new topic for another date.

3. Attendance and participation grade

Class attendance will be recorded regularly. Participation is measured by the amount of your verbal output and interaction in class. It implies that you ask and answer questions, volunteer information and observations, have your readings and homework done for every course, and actively become involved in class discussions. Your participation will be tracked and evaluated in terms of quality and quantity.

A student in a HALF COURSE may miss 2 hours of class without penalty. Each subsequent absence beyond the non-penalized two will diminish the participation mark by 0.5% if the student does not present proper documentation on medical or non-medical grounds.

4. Late assignments

A penalty of 2% per calendar day will apply to assignments and essays submitted after the deadline, up to seven days. If the student is unable to meet a deadline for reasons beyond his/her control, s/he should discuss the

matter with the professor in advance and be prepared to give adequate justification.



Appendix to Course Outlines

Prerequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites. Unless you have either the requisites for this course or written special permission from your Provost and Dean to enrol in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Conduct of Students in Classes, Lectures, and Seminars

Membership in the community of Huron University College and the University of Western Ontario implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. The academic and social privileges granted to each student are conditional upon the fulfillment of these responsibilities.

In the classroom, students are expected to behave in a manner that supports the learning environment of others. Students can avoid any unnecessary disruption of the class by arriving in sufficient time to be seated and ready for the start of the class, by remaining silent while the professor is speaking or another student has the floor, and by taking care of personal needs prior to the start of class. If a student is late, or knows that he/she will have to leave class early, be courteous: sit in an aisle seat and enter and leave quietly.

Please see the *Code of Student Rights and Responsibilities* at: <http://www.huronuc.ca/CurrentStudents/StudentLifeandSupportServices/StudentDiscipline>

Technology

It is not appropriate to use technology (such as, but not limited to, laptops, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and is distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

Academic Accommodation for Medical/Non-Medical Grounds

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

http://www.sdc.uwo.ca/ssd/?requesting_acc

- a. **Medical Grounds for assignments worth 10% or more of final grade: Go Directly to Academic Advising**

University Senate policy, which can be found at http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf, requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the “home faculty” is Huron), with supporting documentation in the form (minimally) of the Senate-approved Student Medical Certificate found at: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform_15JUN.pdf.

The documentation is submitted in confidence and will not be shown to instructors. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Provost and Dean. The instructor’s decision is appealable to the Provost and Dean.

b. Accommodation on Medical Grounds for assignments worth less than 10% of final grade: Consult Instructor Directly

When seeking accommodation on medical grounds for assignments worth less than 10% of the final course grade, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. The instructor may not collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Provost and Dean. The instructor’s decision is appealable to the Provost and Dean.

c. Non-medical Grounds: Consult Instructor Directly

Where the grounds for seeking accommodation are not medical, the student should contact the instructor directly. Late penalties may apply at the discretion of the instructor. Apart from the exception noted below, academic advisors will not be involved in the process of accommodation for non-medical reasons.

Where a student seeks accommodation on non-medical grounds where confidentiality is a concern, the student should approach an academic advisor with any documentation available. The advisors will contact the instructor after the student’s request is received, and will outline the severity and duration of the challenge without breaching confidence. The student will be informed that the instructor has been notified that significant circumstances are affecting or have affected the student’s ability to complete work, and the student will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. Before denying a request for accommodation where documentation has been submitted to an academic advisor, the instructor will consult with the Provost and Dean. The instructor’s decision is appealable to the Provost and Dean.

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Statement on Academic Integrity

The International Centre for Academic Integrity defines academic integrity as "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behaviour that enable academic communities to translate ideals to action." (CAI Fundamental Values Project, 1999).

A lack of academic integrity is indicated by such behaviours as the following:

- Cheating on tests;
- Fraudulent submissions online;
- Plagiarism in papers submitted (including failure to cite and piecing together unattributed sources);
- Unauthorized resubmission of course work to a different course;
- Helping someone else cheat;
- Unauthorized collaboration;
- Fabrication of results or sources;
- Purchasing work and representing it as one's own.

Academic Integrity: Importance and Impact

Being at university means engaging with a variety of communities in the pursuit and sharing of knowledge and understanding in ways that are clear, respectful, efficient, and productive. University communities have established norms of academic integrity to ensure responsible, honest, and ethical behavior in the academic work of the university, which is best done when sources of ideas are properly and fully acknowledged and when responsibility for ideas is fully and accurately represented.

In the academic sphere, unacknowledged use of another's work or ideas is not only an offence against the community of scholars and an obstacle to academic productivity. It may also be understood as fraud and may constitute an infringement of legal copyright.

A university is a place for fulfilling one's potential and challenging oneself, and this means rising to challenges rather than finding ways around them. The achievements in an individual's university studies can only be fairly evaluated quantitatively through true and honest representation of the actual learning done by the student. Equity in assessment for all students is ensured through fair representation of the efforts by each.

Acting with integrity at university constitutes a good set of practices for maintaining integrity in later life. Offences against academic integrity are therefore taken very seriously as part of the university's work in preparing students to serve, lead, and innovate in the world at large.

A university degree is a significant investment of an individual's, and the public's, time, energies, and resources in the future, and habits of academic integrity protect that investment by preserving the university's reputation and ensuring public confidence in higher education.

Students found guilty of plagiarism will suffer consequences ranging from a grade reduction to failure in the course to expulsion from the university. In addition, a formal letter documenting the offence will be filed in the Provost and Dean's Office, and this record of the offence will be retained in the Provost and Dean's Office for the duration of the student's academic career at Huron University College.

All required papers may be subject to submission for textual similarity review to the commercial

plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Personal Response Systems (“clickers”) may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else’s clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

Policy on Special Needs

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

http://www.sdc.uwo.ca/ssd/?requesting_acc

Attendance Regulations for Examinations

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Provost and Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Provost and Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Provost and Dean of the Faculty offering the course will communicate that decision to the Provost and Dean of the Faculty of registration.

Class Cancellations

In the event of a cancellation of class, every effort will be made to post that information on the Huron website, <http://www.huronuc.ca/AccessibilityInfo> (“Class Cancellations”).

Mental Health @ Western

Students who are in emotional/mental distress should refer to Mental Health @

Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Academic Advising

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation [see above], students should contact an Academic Advisor in Huron’s Student Support Services (huronsss@uwo.ca). An outline of the range of services offered is found on the Huron website at: <http://www.huronuc.ca/CurrentStudents/AcademicAdvisorsandServices>

Department Chairs and Program Directors and Coordinators are also able to answer questions about their individual programs. Their contact information can be found on the Huron website at: <http://www.huronuc.ca/Academics/FacultyofArtsandSocialScience>