

FSL 321Y : French Language III

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Instructor:

Description: Develops further students' written/speaking and comprehension/listening abilities by focusing on greater sentential and lexical complexity. Particular attention is paid to norms (contextually-appropriate (in)formality, particularities of French spelling and punctuation, differences between Canadian and European varieties). Investigation of linguistic, political and cultural aspects of the *francophonie*. The particular cultural theme of this course is *La Francophonie mondiale*.

Class organization: The three hours of class time will be allocated as follows: (i) one hour of grammar; (ii) one hour of reading and writing; (iii) one hour of oral production, aural comprehension and pronunciation. Students are expected to have studied all of the material indicated in the course plan each week **before coming to class**. The instructor will not present all of this material, but rather review the most important aspects, providing other examples and further opportunities to practice. Please note also that the CD offered with Maurice Grevisse's *Exercices de grammaire française et corrigé* contains the answer key for all grammar exercises.

Pre-requisites: FSL221Y1 (63%) or, upon first FRE/FSL enrolment, equivalent as determined by the French Placement Test.

Exclusion : FSL 375Y1/FSL421Y1 or any higher-level FSL course

NB: You will receive no adjustment to your fees in the event that you must withdraw from a course for failing to have the necessary prerequisites or for not following the placement test recommendation. This decision may not be appealed.

Required texts:

- (i) Maurice Grevisse, *Le Petit Grevisse. Grammaire française*, Bruxelles, Deboeck-Duculot, 32^e édition, 2009 (available at *University of Toronto Bookstore*).
- (ii) Maurice Grevisse, *Exercices de grammaire française et corrigé*, Bruxelles, Deboeck-Duculot, 4^e édition, 2010 (available at *University of Toronto Bookstore*).
- (iii) *Bien parler: guide de prononciation et d'orthoépie françaises* (available online at <http://homes.chass.utoronto.ca/~jsteele/textbook.htm>, ID: prononciation, Password: orthoépie0708)

Recommended texts: *Le petit Robert* (monolingual dictionary); *Le Robert-Collins* (French-English dictionary); *Bescherelle 1 – L'art de conjuguer* (conjugation guide)

Grade distribution:

Term mark - 60%

Final exam - 40%

Distribution of term mark:

2 Reading comprehension tests (2x5%)	10%
2 Dictation + Listening comprehension tests (2x10%)	20%
2 Oral production tests (2x10%)	20%
2 Grammar and vocabulary tests (2x5%)	10%
2 In-class compositions (2x5%)	10%
2 Auto-correction exercises (2x5%)	10%
2 Cultural studies projects (2x5%)	10%
Overall assessment (5% per term)	10%
TOTAL	100%

Tests and assignments

Composition (60 minutes): Students will be given three composition topics related to the main vocabulary and/or cultural themes covered in the course to that point. Students will write a minimum of 300 words on one of the topics. Points will be deducted for compositions shorter than 300 words. Grading will take into account the content and creativity (ideas, organization, style: 40%) and the written expression (60%; deductions as follows: grammar -1.5 pts., vocabulary -0.5 pt., spelling, accents, punctuation -0.5 pt.; incorrect sentence or paragraph structure -2 pts). While you may use a dictionary, no notes, grammar books or conjugation guides are allowed.

Auto-correction exercise : Given that the composition will be written at the beginning of each term, it will be worth only 5% of the term mark, and will be used primarily as a diagnostic tool. All spelling, grammar and vocabulary errors will be underlined, and students will correct their errors and submit the corrected version along with the original. Students are encouraged to consult with their instructor and make use of the departmental *ateliers de soutien* for assistance with this exercise.

Reading comprehension (50 minutes): This test will be based on a 3-page text (first semester) and a 4-page text (second semester) taken from a newspaper, magazine, internet site or the like. You will be required to answer questions related to the main and secondary themes of the text as well as questions on vocabulary. No notes, dictionaries, grammar books or conjugation guides are allowed in this test.

Listening comprehension (50 minutes): Real audio documents (e.g., news reports, interviews, songs) will be used to test your comprehension of spoken French. The test will have two parts: (i) a *dictée à trous*; (ii) questions on the vocabulary and thematic content of the audio document. No notes, dictionaries, grammar books or conjugation guides are allowed in this test.

Oral production: During the first term, the test will be held at the Carr Hall computer lab (CR 326). You will be asked to give a 2.5-minute spoken answer to questions provided at the time of the test. These questions will be related to the topics studied in class. Grading will reflect your mastery of spoken French rather than in-depth knowledge of facts. The evaluation will be based on expression (60%; grammar, sentence complexity, vocabulary, pronunciation, expressivity and clarity) and structure (40%; introduction, development, conclusion and originality). Details of the second term oral production test will be provided in January. No notes, dictionaries, grammar books or conjugation guides are allowed for these tests.

Grammar and vocabulary (50 minutes): This test will cover all of the vocabulary and grammatical structures covered in the semester. No notes, dictionaries, grammar books or conjugation guides are allowed in this test.

Cultural projects: Students will be asked to search for information (written and/or audio documents) related to the cultural themes studied in class. During the first term, students will present their findings orally in class. Details of the second term cultural project will be provided in January.

Overall assessment: This portion of the grade (10%) includes overall oral and written language improvement and class participation. Participation includes regular attendance, interest in the course, level of preparedness for each class, and active participation in class discussions and group work.

Please note that no "additional assignments" are possible under any circumstances. Should students miss any of the tests due to illness or major circumstances beyond their control, they must contact their course instructor within of one week to arrange a retake. Students must submit one of the following documents to the course Instructor before any accommodation will be considered: i) UofT "Verification of Student Illness or Injury" form; ii) College Registrar's Letter. Any test missed and not made up will be assigned a grade of '0'.

The Department takes into account the quality of students' French as one of the criteria in the evaluation of assignments and examinations. A minimum of 20% of the grade will be allocated to this aspect of written assignments.

STUDENT GUIDELINES FOR FSL/FRE COURSES

The guidelines below are designed to offer you the best French learning experience possible by ensuring that all students are provided with the same learning opportunities and evaluation measures in a course appropriate to their level of French at registration.

Placement Test

- 1) If this is your first FSL or FRE course in the Department, you **should have already taken the Placement Test** (www.lang.utoronto.ca/placement/french). The only exception is students with no previous French experience – classroom-based or other – who will enroll in FSL100;
- 2) You **must be registered in the course recommended by the Test**. It is not possible to take a lower level course in order to ‘brush up’. Your instructor will verify your Test results during the first week of class. If you have registered in a course other than the one recommended by the Test, you will be required to withdraw.

Courses

- 3) **No auditing** is allowed in FSL courses. This applies to students on waiting lists;
- 4) **Native or fluent speakers of French are excluded from all FSL courses** with the exception of those needing to improve their written or oral skills who must request permission from the Associate Chair, Undergraduate studies to enroll in FSL442 or 443;
- 5) **No laptops or recording devices are allowed**. E-mailing, chatting, cell phone calls or any other non-course-related activity disrupts the learning environment and thus is not allowed.

Assignments, tests and overall evaluation

- 6) Due dates for assignments are indicated in the course syllabus the first week of class. It is students’ responsibility to be aware of these. Extensions can only be considered with justification and must be requested and granted **before** the due date. A late penalty of **4% per day** will be assigned to all late assignments. All late assignments will be refused after ten days inclusive following the hand-in date (see the Arts & Science Academic Handbook);
- 7) Assignments must be submitted to your instructor in person. **Do not slip assignments under your instructor’s door**, as they may be lost. Always keep a copy of your assignment;
- 8) As per Arts & Science policy (see §3.3.2 in the Academic Handbook), if you miss an in-class quiz or test, you must contact your instructor **within one week** of the announced date to arrange a re-take. In the case of illness, an official U of T Student Medical Certificate signed by a physician must be provided. For all other reasons (e.g., family emergency), you must present a letter from your registrar. If a re-take is scheduled and you fail to attend at the date and time agreed upon, you will receive a grade of ‘0’ except in exceptional circumstances beyond your control;
- 9) Requests for remarking of any assignment or test must be **made in writing**. You should indicate the question(s) to be remarked and the justification for your request (e.g., miscalculation of grade). Please bear in mind that, in fairness to all students registered, marks are not negotiable. Requests for any reason unrelated to specifics of the grading of the assignment in question (e.g., consequences of mark for final grade) will not be considered. **All requests regarding remarking must be made first to your instructor and not the course coordinator;**
- 10) **Regular attendance and active participation** are required for the successful undertaking of all courses. The ‘Overall assessment’ will be a direct reflection of this with absences and lack of participation resulting in a lower grade (see your course’s evaluation for the specifics of the calculation of this part of your grade);
- 11) **No extra assignments** beyond those indicated in the course syllabus are possible under any circumstance. Instructors of all courses are required by the Department to follow the evaluation scheme established by the language coordinators;

In-class behaviour

- 12) Please arrive on time;
- 13) Learning a second language requires active participation. Students should refrain chatting or disturbing others during class. Cell phones must be turned off before class starts.

POLICY CONCERNING E-MAIL

- 1) Instructors are not obliged to respond to e-mail which they deem unprofessional, disrespectful, or inappropriate.
- 2) Appropriate use: e-mail correspondence should be used **only for administrative matters** (e.g., make-up tests due to illness). **It should not be used for any of the following:**
 - a) Inquiries concerning information already available in course syllabi, other handouts, or course websites.
 - b) Inquiries concerning course content including evaluations. These must be posted on the Blackboard Discussion Board, asked in class, or discussed during office hours;
 - c) As an alternative to meeting with your instructor during office hours, as a **private tutorial**, or to review material covered in missed lectures;
 - d) For electronic submission of assignments. This is only permitted in exceptional circumstances with prior special permission granted by your instructor.
- 3) University policy requires that you have a UTORmail account. All correspondence must be conducted using this address (i.e, no hotmail, gmail, or other external addresses).
- 4) Self-identification: please identify yourself clearly by including the course designator (e.g., FSL321) in the subject line and your full name with student number in the message.
- 5) Response time: Instructors and course coordinators will endeavour to reply to all messages within **48 hours** of receiving them. Please note that no correspondence will occur after 6PM or on weekends. If you do not receive a reply within this period, resend your message or contact your instructor by phone.

POLICY CONCERNING ACADEMIC INTEGRITY

Academic integrity is fundamental to learning and scholarship at the University of Toronto. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that the U of T degree that you earn will be valued as a true indication of your individual academic achievement, and will continue to receive the respect and recognition it deserves. The University of Toronto's *Code of Behaviour on Academic Matters* (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>) is the rule book for academic behaviour at the U of T, and you are expected to know the rules.

“HOW MANY HOURS DO I NEED TO STUDY?”

(adapted from: http://www.usu.edu/arc/idea_sheets/pdf/estimate_study_hours.pdf)

High school students are often academically successful without spending much time studying outside of class. In fact, studying is frequently viewed within high school peer groups as “nerdy” or only for the “unintelligent.” Consequently, there can be a good deal of pressure to **not** study. However, now that you are at the University of Toronto, you should understand that the **rules of the game have changed**. You may have heard that for every hour spent in a university class, you need to spend **two hours** outside of class studying. Have you taken the time to figure out exactly how many study hours this totals for you personally?

Learning a language is much like learning to play a musical instrument. If you want to make progress, you cannot limit yourself to practicing twice a week with your instructor. You also need to practice regularly at home. Although most students feel like they are studying enough, disappointing grades on tests are often due to underestimating the time and study strategies it takes to learn university-level material. Also, remember that every student is unique. As such, you may need to reconsider your needed study hours. It is not unusual to spend more hours studying in classes that you find more difficult, and fewer hours in the classes with which you are more familiar.

Preparation of course material includes preparing grammar lessons and articles for “Reading comprehension” sessions (see timetable for more details). Students taking French courses are also expected to:

- Read and listen to French/francophone materials outside of the classroom (movies, songs, newspapers, etc.).
- Participate in Departmental activities and workshops (**table française, ateliers de soutien**, etc.).
- Be aware and involved in French-related activities outside of the Department (French clubs, French theatre, *Alliance française*, etc.)

Finally, don't forget that your Instructors are here to help you. Don't wait until it is too late to contact them and ask for help!

FSL 321Y : OBJECTIFS & THÈME CULTUREL

Langue écrite et grammaire

- d'effectuer des accords complexes: noms collectifs, sujets multiples de genres différents, etc.
- d'utiliser diverses manières d'exprimer la négation (ne...pas, adverbes de négation...)
- de reconnaître et d'utiliser les modes verbaux : conditionnel et subjonctif
- de reconnaître et d'utiliser, selon les circonstances, les divers registres de langue (soutenu, standard, familier, populaire)
- de reconnaître les normes française, québécoise et franco-ontarienne (féminisation des titres, rédaction épique)
- de corriger certains anglicismes syntaxiques et lexicaux courants (*faire sûr que, accéder*, etc.), et l'usage des prépositions
- de mettre en application le code ortho-typographique du français (majuscules de position et de signification, abréviations, etc.)
- de rédiger des textes (300 mots minimum) descriptifs, narratifs, expressifs et informatifs

Compréhension et production orale

- de communiquer en français dans des situations de vie liées à l'actualité du monde francophone en utilisant adéquatement le vocabulaire lié à la thématique du niveau 3
- de parler d'un document court (5 minutes): compréhension approfondie
- de parler d'un document long (10 minutes): compréhension générale
- de décrire de façon analytique un tableau, une personne, un sentiment
- de raconter un événement (passé simple, subjonctif, futur simple et antérieur, conditionnel présent et passé)
- d'informer et d'argumenter (présenter et défendre son opinion)
- de reconnaître et d'employer adéquatement les niveaux de langue (standard) et les variétés du français parlé (registre familier)

Phonétique corrective

- sons: voyelles à double timbre; consonnes: /r/; semi-consonnes; h aspiré
- prosodie: liaisons obligatoires et liaisons interdites
- différences phonétiques entre les français canadiens et le français normatif
- prononciation des mesures (poids, tailles, température, valeur, volume)

Lecture

- de reconnaître les éléments de la situation de communication (structure de l'information)
- d'extraire le thème d'un texte (7-8 pages), expressif ou informatif
- de reconnaître les registres de langue (familier, standard)
- de reconnaître les variétés du français (québecismes, belgicismes, africanismes, etc.)
- de reconnaître certains procédés stylistiques (inversion, paraphrase, métaphore, etc.)
- d'utiliser efficacement les dictionnaires de difficultés du français

Thème culturel

La Francophonie mondiale: Francophonie institutionnelle, composition et influence; Francophonie mondiale et autres ensembles linguistiques et politiques (Union européenne, Commonwealth...); particularités linguistiques de la Francophonie mondiale; Francophonie et démocratie