



**58: FREN 155 Intermediate French I
Fall 2024
SLOT 4 11:40 – 12:30 CHO 022**

Contact Information

Instructor: Dr. Dominique Héту (she/her/elle)

Email: hetud@brandonu.ca

Drop-in hours: M-W 9-11 am or by appointment

Enrollment key: FREN1\$5

Student contact: I will contact you via your BU email address.
Always look at the course outline and Moodle page **BEFORE** sending an email to your instructor. It might take up to **2 business days** to get a reply.

CORRESPONDING WITH YOUR PROFESSOR BY EMAIL

An email is not a text or a drop box:

- **Always use greetings (Bonjour/Hi/Au revoir), the common civilities and forms of politeness when you write** to me (or anyone else at BU). This ensures pleasant and respectful exchanges.
- **Be clear:** always specify the course you are taking with them and provide a date and time if you want to schedule an appointment.
- **Be mindful of time** and do not expect an answer outside of business days/hours
- **Be concise:** an email is also not a novel

Course information

Prerequisite: Grade of “C+” or above on mandatory placement test or 58:FREN:152

Format: In person

Course summary

This course includes a comprehensive study of French grammar and vocabulary, oral practice, and an introduction to literary analysis and composition through the study of selected French and Canadian texts. This course is designed for students with an excellent background in French language. Students must be able to understand grammatical explanations given in French and must be able to read texts of moderate difficulty.

Course structure

This course is conducted in person and is student oriented. This means that short lectures and learning tasks will mobilize students' active involvement inside and outside the classroom. It is also possible that some classes will be held online if necessary. Students will always be informed in advance.

Overall course work

Students should plan on a weekly average of 3-5 hours of work outside of class.

Learning outcomes

- Demonstrate a robust comprehension of the different parts of speech
- Understand the main idea and some detailed aspects of complex or unfamiliar texts
- Emerging awareness of formal properties of language and literary style
- Recognize the role of cultural knowledge in understanding written texts
- Write on a variety of topics with significant precision and in detail
- Narrate and describe simple events in past, present, and future time
- State their opinions and provide some support for their ideas

Required resources

- **A novel:** Côté, Catherine. *Brébeuf*. Montréal, Triptyque, coll. « Policier », 2020.
Available at the BU bookstore (approx. 20\$) or [online](https://www.leslibraires.ca/livres/brebeuf-catherine-cote-9782898011139.html) (15\$) :
<https://www.leslibraires.ca/livres/brebeuf-catherine-cote-9782898011139.html>
One copy available at [BU Library](#), 1-day loan in the course reserve: **PS8605. O87316B74 2020**
- **Moodle Access:**
Students must check the Moodle course webpage regularly and before each class.
Content will be posted on Moodle to support student learning.

Recommended reference books and online resources

- *Bescherelle, L'art de conjuguer*, H.M.H.
- French/English Dictionary: Larousse, Collins, or Oxford are all good dictionaries.
Avoid purchasing miniature pocket dictionaries; these have limited vocabulary and are not the best for this course.
- **Useful online resources:** Wordreference.com (app also available) and Linguee.com (app version available too)

Semaines	Calendrier / Contenu ¹	Évaluations
S1 4-6 sept.	Introduction et révision <i>Brébeuf</i>	
S2 9-11-13	Les temps du passé et les pronoms perso	
	<i>Brébeuf</i> , atelier de lecture 1: Exploration	Apporter le livre et lire jusqu'à p. 30
S3 16-18-20	Les temps du passé et les pronoms perso	
	<i>Brébeuf</i>	<i>Séance asynchrone</i>
S4 23-25-27	Les temps du passé et l'accord du participe passé	<i>révision</i>
		Cercle de lecture 1
S5 30-2-4	<i>Truth and Reconciliation – pas de cours</i>	
		Test 1
	<i>Brébeuf</i>	Rédaction 1
S6 7-9-11 oct	Les prépositions	
	Les adverbes	
	<i>Brébeuf</i>	Cercle de lecture 2
S7 14-16-17-18	<i>Action de grâce – pas de cours</i>	
	Prépositions et adverbes	<i>Thursday is a « Monday » schedule</i>
	<i>Brébeuf</i> , atelier de lecture 2	
S8 21-23-25	La négation	
		Test 2
S9 28-30-1 ^{er} nov.	Les compléments du nom et les adjectifs	
S10 4-6-8 nov	Futur simple	
	Futur antérieur	
	<i>Brébeuf</i>	Cercle de lecture 3
S11 12-15 nov	Semaine de lecture	
S12 18-20-22	Interrogation (partie 1)	
	<i>Brébeuf</i> , atelier final : mise en commun	Compte rendu (Nov. 24)
S13 25-27-29	Interrogation (partie 2)	
	<i>Révision</i>	
S14 2-4 déc.		Test 3
		Rédaction 2

¹ This is a tentative schedule. Changes will be discussed with students in advance and communicated by email, Moodle, and in class.

ASSESSMENTS		WHEN?	WEIGHT
Grammar	Written tests		2 x 10 % = 24 %, 1 x 20 % Total 40%
Reading and Speaking	Reading circles	See calendar	3 x 6 % = 18 %
	Book report		12 %
Writing	In-class compositions		
			15 %
Participation		ongoing	7 %

Grammar tests

The tests will assess grammar notions. If students complete the weekly assignments, study the course materials, and come to class, there won't be any surprises. The first two tests are worth 10 % and the last test is worth 20 %, for a total of 40 %.

Reading and Speaking: *Brébeuf*

Reading circles/Cercles de lecture: We will examine and discuss the novel *Brébeuf* through reading circles. Students will receive a different role prior to each circle: summary of events; exploration of vocabulary; links between text and the world; etc. Each reading circle ends with a self- and peer-assessment. I will provide detailed instructions and assessment sheets. This is a small-group, low-stake activity.

Book Report: Following the final workshop and reading circle, students will individually express their appreciation and understanding of the novel orally, in a recorded video. I will distribute guidelines.

Writing

Two compositions of approximately 300 words, written in class. Instructions will be distributed prior to the assignment.

Participation & involvement

Participation and involvement can take many forms, and students' presence and contribution are not limited to face-to-face interactions. In addition to completing and submitting the work, *students should participate in a way that best fits their context, learning style, and personality. However, I do expect and hope to see you during class*, to complete the assignments, to communicate with me when necessary, and to engage with the course materials by submitting your work on time and by keeping up with the schedule. This aspect of the course is worth 7% and involves a self-assessment.

Missed assignments, late assignments, *et al.*

Failure to complete an assignment will automatically amount to the grade Nil or F for said assignment, unless the student has communicated with the instructor **prior to the due date** and/or provided sufficient justification. The instructor will not manage a student's schedule. **I strongly encourage students to communicate with me prior to the submission date should they have**

schedule conflicts or if they are overwhelmed – it happens! *There is always a solution, and I will gladly work with you to find one.*

Grading

Along with detailed instructions, a grading table will be explained in advance of each type of assignment.

Letter/Number/Grade Point

Outstanding	Good	Satisfactory	Weak	Inadequate
A+ 90-100 4.3	B+ 77-79 3.3	C+ 67-69 2.3	D 50-59 1.0	F 0-49 0
A 84-89 4.0	B 74-76 3.0	C 64-66 2.0		
A- 80-83 3.7	B- 70-73 2.7	C- 60-63 1.7		

Statement of “Fair Warning”

In this course students examine self/other identities from an interactionist perspective. As a part of this work, students will be asked to examine their own identities and their relations to others. Topics will include (but are not limited to) chronic illness, divorce, sexual orientation, relationships to community, stigma, and impression management. Students may find the worldviews and/or practices discussed in class, required readings, or required research personally offensive, disturbing or otherwise troubling. Any student not wishing to undertake this work should contact the instructor immediately so that enrollment in an alternative course more in keeping with the student's interest can be facilitated.

Statement on Accommodation

Brandon University values diversity and inclusion, recognizing disability as an aspect of diversity. Our shared goal is to create learning environments that are accessible, equitable, and inclusive for all students. Student Accessibility (SAS) supports students by developing an individualized plan of accommodation, helping students understand their learning needs, and assisting faculty with provision of accommodations for students. Should you anticipate or experience disability-related barriers, including permanent, chronic, or temporary disabilities/or medical conditions, you are invited to contact the [Student Accessibility Coordinator](#) or complete the [Student Information](#) form to request a confidential discussion with the SAS Coordinator. If you already have established accommodations with SAS, please contact me early in the term to discuss the accommodations outlined in your letter of accommodation.

Additional information is available on the [Student Accessibility Services](#) website.

Academic Integrity

The Brandon University Academic Integrity Policy underlines the importance of all members of the BU community respecting and upholding the fundamental values of honesty, trust, fairness, respect, responsibility, and courage (ICAI, 2014) in every academic activity. Students are responsible for ensuring they understand and adhere to these values.

Activities that depart from these values include, but are not limited to, the following: plagiarism, cheating, academic interference, falsification, unauthorized use of artificial intelligence (AI), and aiding others to depart from academic integrity.

Students found responsible for having departed from academic integrity will be subject to remedies and/or sanctions. Depending on the scope and impact of the departure as well as the student's level of study and past academic integrity history, remedies and sanctions range from mandated educational activities through failure on an assignment/failure in the course to expulsion from the University and revocation of credentials/degrees granted.

All departures from academic integrity will be recorded in the BU Academic Integrity Repository, and certain sanctions will result in a notation on the student's transcript.

The full Academic Integrity Policy, including definitions of academic integrity's fundamental values, examples of activities that depart from academic integrity, and processes undertaken in cases of suspected departures from academic integrity, is available at www.brandonu.ca/senate-office/senate-policies

Faculty are also advised to be specific about authorized and unauthorized use of AI in their courses. The CTLT has provided a useful document that can help define this.

Library

For more information about Library Hours and Services, go to <http://www3.brandonu.ca/library/> or call 204-727-9646. Also, the library has a **laptop loan program** through Student Services. Follow this link: <https://www.brandonu.ca/student-services/student-emergency-funding-loans/>

Mental Health Supports for Students

Brandon University has two Counsellor Therapists who support students to resolve personal challenges that may arise during their academic career. Appointments can be made by calling 204-727-9737.

Appointments and walk-ins with a University Knowledge Keeper can be made by contacting 204-727-7443.

In addition, the University subscribes to Therapy Assistance Online (TAO). TAO includes interactive sessions, mindfulness exercises and practice tools all aimed at helping you achieve your goals. Please visit brandonu.ca/personal-counselling/tao/.

Sexual Violence Education and Prevention

BU is committed to maintaining a safe and respectful learning environment for all students. If you or someone you know has experienced sexual harassment, assault, or any form of gender-based violence, there are several ways to seek support and report incidents. The Sexual Violence Education and Prevention Centre (SVEPC), located at 312 Clark Hall is a place you can feel safe, valued and heard. Stop by the office, contact Jessica Laxdal at LaxdalJ@brandonu.ca, or check out the website www.brandonu.ca/sexualviolence/get-help/ for more resources including the REES (Respect, Educate, Empower, Survivors) Platform, which offers avenues to connect with support services and report incidents. Jessica can also be reached by text/phone at 431-542-1707.

Diversity and Human Rights Office

BU seeks to promote equality of opportunity for all, giving every individual the chance to achieve their potential, free from prejudice and discrimination, and the right to be treated with fairness, respect, equality, dignity and autonomy. BU affirms an unwavering and unambiguous commitment to diversity, inclusion and universal human rights. In a snapshot, the Diversity and Human Rights Advisor Office;

- Develops & implements policies, procedures, & guides and training related to conflict resolution, human rights, EDI (Equity, Diversity and Inclusion), and employment equity.

- Assists students, staff & faculty with resolving conflict, addressing inequities, and mediation support.
- Conducts/facilitates investigations & assessments when needed. Please see Brandon University's Guide to Conflict Resolution and the Discrimination and Harassment Prevention policy and Procedures and Complaint Form.

Students with questions or concerns related to these items can contact Cheryl Fleming at 333 Clark Hall, FlemingC@brandonu.ca, or call (204) 727-9785. More information including key forms can be found at: Diversity and Human Rights | Brandon University.