



ORIGINAL COURSE IMPLEMENTATION DATE: September 2003  
 REVISED COURSE IMPLEMENTATION DATE: September 2024  
 COURSE TO BE REVIEWED (six years after UEC approval): March 2030  
 Course outline form version: 28/10/2022

## 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 219	<b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>										
<b>Course Full Title:</b> Intermediate French Composition <b>Course Short Title:</b> Intermed French Composition											
<b>Faculty:</b> Faculty of Humanities	<b>Department (or program if no department):</b> Modern Languages										
<b>Calendar Description:</b> Focuses on the development of essay-writing skills in French. Selected readings from works by contemporary Francophone authors help introduce principles of clear and effective writing. Students work to improve their own writing skills and to resolve common problems in second-language writing.  Note: This course is equivalent to CEFR level B2.											
<b>Prerequisites (or NONE):</b>	One of FREN 215, FREN 216, or FREN 230; two of the three are recommended. Note: As of January 2025, prerequisites will change to FREN 216 and one of FREN 215 or FREN 230.										
<b>Corequisites (if applicable, or NONE):</b>											
<b>Pre/corequisites (if applicable, or NONE):</b>											
<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>No</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>Twice per year</b> Maximum enrolment (for information only): <b>26</b>										
<b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Lecture/seminar</td> <td style="width: 20%; text-align: center;">45</td> </tr> <tr> <td>Supervised laboratory hours (language lab)</td> <td style="text-align: center;">15</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>60</b></td> </tr> </table>	Lecture/seminar	45	Supervised laboratory hours (language lab)	15					<b>Total hours</b>	<b>60</b>	<b>Prior Learning Assessment and Recognition (PLAR)</b> PLAR is available for this course.
Lecture/seminar	45										
Supervised laboratory hours (language lab)	15										
<b>Total hours</b>	<b>60</b>										
<b>Scheduled Laboratory Hours</b> Seminars to be scheduled independent of lecture hours: <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes	<b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> ) Transfer credit already exists: <b>Yes</b> Submit outline for (re)articulation: <b>No</b> <i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>										
<b>Department approval</b>	<b>Date of meeting:</b> May 26, 2023										
<b>Faculty Council approval</b>	<b>Date of meeting:</b> November 10, 2023										
<b>Undergraduate Education Committee (UEC) approval</b>	<b>Date of meeting:</b> March 1, 2024										

**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. Demonstrate basic techniques of effective writing such as clarity, conciseness, coherence, and completeness.
2. Use the writing process, including planning, drafting, revising, and proof-reading.
3. Read complex articles and produce accurate "résumés de texte" of these articles.
4. Use appropriate style, vocabulary, and syntax to write texts for different purposes, such as descriptive texts, argumentative texts, and job applications.

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

Final exam:	35%	Assignments:	25%	Quizzes/tests:	40%
	%		%		%

**Details:** Assignments include 15% essays and 10% seminar participation. Quizzes/tests include three grammar tests (30%) and two comprehension tests (10%). Final exam is both written and oral.

**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.)*

Two thirds of the class time will be devoted to the review of advanced grammatical problems and the explicit instruction of good writing strategies. During the other third, students will be divided into small groups during which they will analyze and compare various texts and engage in collaborative writing activities in order to refine their own writing and self-correcting techniques. Each session will emphasize a different aspect of the writing process. Active participation is imperative.

There is also a 55-minute session with the French Seminar Assistant once a week.

**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. Textbook	Jacqueline Ollivier	Grammaire française, 6th Edition, Nelson Education (reference grammar book)	2016
2. Textbook	Jacqueline Ollivier	Grammaire française (Cahier pratique), Nelson Education	2016
3.			

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

Students will need a good unilingual French dictionary and a bilingual French-English dictionary. Pocket dictionaries are inadequate.

**Course Content and Topics**

1. Focus on critical thinking
  - General comprehension questions to ensure thorough reading of texts, followed by activities focusing on vocabulary, idiomatic expressions
  - Strategies for dealing with unknown linguistic and cultural referents
  - Brainstorming: oral sharing of ideas; presentation of opinions and critical discussion generated by texts
2. Strategies for planning and shaping a writing assignment:
  - Organization of ideas
  - Outline
  - Introduction, development, conclusion
  - Textual cohesion; linking words
  - Oral vs. written language structures
  - Focus on argumentative essays, narrative writing style and literary analysis
3. Peer review and editing
  - Extensive use of unilingual and bilingual dictionaries, verb tables, review of tense concordance.
4. Self-correcting strategies
5. Review of intermediate grammar