

**DEPARTMENT OF MODERN LANGUAGES
AND CULTURAL STUDIES**

<https://ualberta.ca/modern-languages-and-cultural-studies>

2020-2021: Fren 479 B1: Topics in French Literature and Culture 2
(Winter Term)

Note: Remote Delivery

Instructor: Chris Reys-Chikuma
Office: REMOTE
E-mail: reynschi@ualberta.ca
Personal Website: /
Course Website: eclass

Time: T/R 2:00-3:20
Place: REMOTE
Office Hours: T. just after the class; R. just before,
or by appointment

Bachelor of Arts / Major in Modern Languages and Cultural Studies:

<https://www.ualberta.ca/modern-languages-and-cultural-studies/undergraduate-program-information/prospective-undergraduate-students>

Course Prerequisite:

Fren 301 or Fran 225 and one course from the following list: Fren 311, 312, 313, 314, 315, 316, 333, 345 or dept consent (319).

It is your responsibility as a student to ensure that you have the appropriate prerequisites for the course.

Technology requirements (minimum): Access to internet

It is your responsibility as a student to ensure that you have the appropriate technology for the course.

Experiential Learning Component

X this course has an *optional* significant experiential learning component (15% or more of the course grade).

Course-based Ethics Approval in place regarding all research projects that involve human testing, questionnaires, etc.?

Yes X No, not needed

Past or Representative Evaluative Course Material Available

- Exam registry – Students' Union
<http://www.su.ualberta.ca/services/infolink/exam/>
- See explanations below
- Document distributed in class
- Other (please specify)
- X NA

Course Description, Objectives and Expected Learning Outcomes:

This course is about French and Francophone cultures. Through the study of the main medias such as the press (newspapers), radio, television and internet, and in particular their use of other supports such as “roman-feuilleton,” caricature, comics (BD), radio entertainments and TV news and series, we will try to understand French cultures. The last weeks of the class, we will switch to the use of francophone medias in Edmonton and Alberta.

Objectives:

The objectives of this course are to understand the roles of several medias (from print to the web) in the recent past (19th & 20th c.), especially in their use of some fictional elements like roman-feuilleton, and to compare it critically with their respective role nowadays (21st c.).

Outcomes: At the end of the course the students will be able to:

- have a general idea of the role of the main medias in French cultures
- have a general idea of the role of “fiction”/entertainment within these medias
- understand the parallel between the debates that took place around the previous medias (newspapers, ...) and contemporary medias (internet, and new medias like email, Instagram, ...)
- write short essays about these texts and debates in a clear, professional (academic) way (after having proofread the text several times)
- present some of these texts and debates orally in French in front of an audience (classmates) with clarity, fluency and accuracy (after having prepared and practiced individually)

Course Format: The objectives of this course will be learned from a combination of short formal lectures, students’ oral presentations, assigned readings, students’ discussions, and audio-visual materials.

Texts:

Kerdellant, Christine. *Dans la Google du loup*. 2017.

About 15 articles/book chapters available online and on eclass.

Additional Course Fees

Yes No

Important Dates: [See Academic Schedule in current Calendar](#)

First Day of Class: January 11, 2021

Add/Delete Date: January 22, 2021

50% Withdrawal Date: February 10, 2021

Winter Term **Reading Week:** February 16-19, 2021

Withdrawal Date: April 9, 2021

Last Day of Class: April 16, 2021

Components of Course Grade (see “Explanatory Notes”):

Categories	%	Dates & Deadlines
Class attendance & participation	10	Every class
Conversations (2 x 5% each)	10 (5+5)	1 in Jan.; 1 in Feb.
‘Devoirs’ (3 x 5% each)	15	Week 2-4-6
Oral presentation	10 (5+5)	TBD in class
Mid-term	15	March 25 th
Final project	30	Due April 15 th
Final project presented orally	10 (5+5)	Last week/s.
Total	100	

Explanatory Notes on Assignments:

No final exam in this class, but a final project

Class attendance & participation: necessary for any course but certainly more obviously for a language and culture course to practice the language and exchange ideas

‘Devoirs’/short assignments:

- 3 spread over the first part of the semester
- each worth 5%
- on one of the texts assigned for reading
- one question requesting a paragraph or two for the answer (~100 words)

Mid-term:

- during the class = 90 minutes
- on Thursday, March 25th
- on all material seen in class
- 8-9 questions requesting a paragraph-answer

Conversations: -2; neither requests any written document, but students need to prepare (practice their talk ahead), according to their linguistic level (vocabulary, fluency, ...); each will be 9-10 minutes long, and each is worth 5%;

- the first one is informal, and is just a way for each student to introduce oneself, and for the instructor to know you better; students will need to prepare a short talk about themselves (name, studies, hobbies, job perspectives, ...), and be ready to answer questions about these topics ;
- the second one is more formal; students will have to prepare, present and discuss one of the texts seen in class in the previous weeks, and be ready to answer questions about the text.

Oral presentations: 2;

First one, during the first part of the semester (date TBD in class during the second week) on one of the texts (article or book chapter) assigned for this class

Second one, at the end of the semester (precise date TBD after midterm)

Both have to be made of 10 PPT slides with the main ideas written on them; the text has to prevail, and should be made of the main, key-ideas of the topic on each slide, and occupying most of the space of each slide, and pictures should be added only if they are useful (connected to the topic and analyzed and/or commented upon during the oral presentation)

Both will last 5-6 minutes, followed by 3-4 minutes of questions from the classmates
Both will have to be sent 24h before presenting orally, in a complete final version (10 slides, texts double-checked for spelling, ...). Lateness will be sanctioned (one letter of the total grade for the presentation per hour); within the following 12 hours, you will receive it back with my comments to improve it, and you will have to use the corrected version for the oral presentation in class; failure to do so will be sanctioned; this is a 4th year course, so please work on your visual presentation and grammar and proofread before sending it to the instructor, so that our dialogue about this PPT can focus mostly on ideas)

The presentation will be graded 5% (key-ideas, usefulness of pics, grammar, spelling, ...), and the oral part in class also 5% (clarity, enthusiasm, evidences of oral preparation such pronunciation, fluency, French vocabulary, & use of the correct and corrected version, ...)

Final project: students will have 3 options: traditional essay, CSL collaboration, or creative work

-Traditional essay:

- on any topic connected to the class but with the instructor's permission (10 full pages, TNR, 12, double space = ~3000 words); images, bibliography, ... are extra.
- as for any written assignment, language is key (sensitivity to the written media and its rules and conventions is important: grammar, style, organization of the text, richness of the vocabulary, ...); 60% of the grade will be for language; 40% for ideas. Using all the tools that are available (language choice on your Word doc., spell check, dictionaries, ...) and proofreading several times is essential!
- Always send me a Word doc (so that I can easily give you a feedback on track changes) and send it to me with a clear email subject : Fren479: ??? [e.g., devoir 1]

-CSL

- early in the semester, students will have to decide if they want to collaborate with a local media (radio, TV, print)
- out of the 30%, 15% will be for the work with the media team/institution, and the 15% other will be for the 5-page report on your CSL experience (clearly and precisely explaining what you did, how did it work out, what did you learn? ...)

-Creative

- early in the semester, students will have to decide if they want to do a creative project (the media and material support is the students' choice—it could be a poster, a comic strip, a podcast recording, a website, ...)
- out of the 30%, 15% for the creative part and 15% for the accompanying essay
- this course is not an Art Class, but a language and culture class where you learn, not how to draw, or create any art form, but to think and write in a foreign language and about a foreign culture
- I give students this creative option to motivate them to write with pleasure, and they hopefully feel less pain when proofreading again and again since in this case the essay is based on their own experiential creative choice/s
- therefore there is no precise number of pages or precise guidelines for this creative project: it all depends on the type of project (poster, comic strip, podcast, ...) and on your capability of writing 5 full, interesting, well written pages on your project

- do the creative project if you really feel enthusiastic about doing it (not just for reducing the number of pages)
- do the length that you know that you will be able to write 5 intelligent full pages on (because of my experience, I can myself easily write 5 pages on a single panel comic strip. Do you too? If yes, go for it; if not, go for the length that makes you feel comfortable to write these 5-6 pages about it)
- Finally I don't grade the creative project (by) itself but I grade it in relation with the accompanying essay (how well you explain what, how, why you have done what you have created !)

Final project presented orally: same as first oral presentation, but presented the last week of class; exact order depends on several factors such as the number of students in the class, and will be decided at least one week before the presentations start

Note 1: For each assignment containing a written part (quizzes, devoirs, mid-term, PPT accompanying the 2 oral presentations), the grading will include visual presentation (visual clarity, visibility, ...), ideas (main, key ideas on the slides); grammar and style (syntax and text organization); also notice that your personal notes for your oral presentation are only for yourself and are not part of the grading)

Note 2: To be able to answer the questions in the devoirs and the mid-term thoroughly, students will need to review the instructors' PPT presentations, the classmates' presentations, the reading assignments and their notes on the topics discussed during the class with the classmates and the instructor

Note 3: Using all the tools available (and there are many nowadays at one's fingertips) and proofreading several times (looking for typos, spelling mistakes, grammatical agreements, accuracy of vocabulary, synonyms to avoid repetitions, ...) are basic requirements for a successful writing exercise

Note 4: Writing in an academic or professional setting is not the same as in a personal context (to a friend or family) nor on new media platforms (Twitter, texting, ...) in a university document, everything has to be clearly spelled out (standard spelling, no arbitrary nor new abbreviations, official grammatical rules, precise vocabulary, appropriate and formal speech level, clear explanations and accuracy of ideas, ...). More special uses of language (regional or informal variations) is of course allowed but only when necessary and meaningful and using signs to signal its special use (quotation marks, footnote, ...).

Explanatory Notes on Experiential Learning:

Experiential learning is students' purposeful engagement in direct experience, focused reflection, and authentic assessment in order to promote learners' initiative, increase knowledge, develop skills and strategies, clarify values, and apply knowledge in the real-world setting (adapted from [the Association of Experiential Education](#)). Experiential learning may include Community-service learning, project-based learning, field work, or other type of activity that allows students to apply their knowledge in practice in a multitude of settings inside and outside of the classroom. For more information on experiential learning in MLCS see [URL](#).

In this course, *each student has the option of choosing to do their final project in collaboration with some partners of CSL. Once the experiential work is done, students will have to write a final report explaining the experience in detail. The collaboration schedule (dates and hours) depends on the choice of the partner (more info will be discussed as soon as the choice has been made). The experience will have to be explained during the last week of the semester in front of all classmates, using a PPT, and the written report will have to be handed in just before the last class (noon, April 15th).*

Required Notes:

Policy about course outlines can be found in the [Evaluation Procedures and Grading System](#) of the University Calendar.

Student Responsibilities:

Academic Integrity:

The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the [Code of Student Behaviour](#) and avoid any behaviour that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

All students should consult [the Academic Integrity website](#). If you have any questions, ask your instructor.

An instructor or coordinator who is convinced that a student has handed in work that he or she could not possibly reproduce without outside assistance is obliged, out of consideration of fairness to other students, to report the case to the Associate Dean of the Faculty. See the [Academic Discipline Process](#).

Language and Translation Courses

Students involved in language courses and translation courses should be aware that the use of on-line translation to complete assignments constitutes a form of cheating as the student's own understanding and work is therefore not reflected. Also, students in language courses should be aware that, while seeking the advice of native or expert speakers is often helpful, excessive editorial and creative help in assignments is considered a form of cheating that violates the Code of Student Behaviour.

Learning and Working Environment:

The Faculty of Arts is committed to ensuring all students, faculty and staff are able to work and study in an environment that is safe and free from discrimination and harassment. It does not tolerate behaviour that undermines that environment. The Department urges anyone who feels that this policy is being violated to:

- Discuss the matter with the person whose behaviour is causing concern; or

- If that discussion is unsatisfactory, or there is concern that direct discussion is inappropriate or threatening, discuss it with the Chair of the Department.

For additional advice or assistance regarding this policy you may contact the [Office of the Student Ombuds](#). Information about the [University of Alberta Discrimination and Harassment Policy and Procedures](#) is described in [UAPPOL](#).

Sexual Violence Policy:

It is the policy of the University of Alberta that sexual violence committed by any member of the University community is prohibited and constitutes misconduct. Resources and more information can be found at <https://www.ualberta.ca/campus-life/sexual-violence>

Territorial Statement:

“The University of Alberta acknowledges that we are located on Treaty 6 territory, and respects the histories, languages, and cultures of the First Nations, Métis, Inuit, and all First Peoples of Canada, whose presence continues to enrich our vibrant community.” (*from the beginning of the Calendar*).

Recording of Lectures:

Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

Attendance, Absences, and Missed Grade Components:

Regular attendance is essential for optimal performance in any course. In cases of potentially excusable absences due to illness or domestic affliction, notify your instructor by e-mail within two days. Regarding absences that may be excusable and procedures for addressing course components missed as a result, consult sections [Attendance](#) and [Examinations](#) of the University Calendar. Be aware that unexcused absences will result in partial or total loss of the grade for the “attendance and participation” component(s) of a course, as well as for any assignments that are not handed-in or completed as a result.

Deferral of term work is a privilege and not a right; there is no guarantee that a deferral will be granted. Misrepresentation of facts to gain a deferral is a serious breach of the Code of Student Behaviour.

In this course, attendance and participation are important in any course, but even more in language and culture classes for practice of language and discussion of ideas to understand how the differences of the foreign culture are contextual. An email for absence or lateness have to be sent to the instructor before the class with a clear explanation. After the first unexcused absence or lateness, the letter grade will go down one step for each next one: A > B > C > D > F (for the fifth absence). Participation means asking questions to the instructor and the classmates and giving answers during

the full class and during the breakout room periods.

Policy for Late Assignments:

Students who consult **in advance** with an instructor regarding contingencies preventing the timely completion of an assignment may, at the discretion of the instructor, be granted an extension just one time throughout the course with no penalty. However, if a second excuse will be granted for late assignments, half of the mark assigned for this particular work will be deducted. Otherwise, all assignments should be handed in on the stated deadline. Any assignment not handed-in in time or unexcused late assignments will not be given any marks. Late excuses will **not** be accepted for any reason.

Disclaimer:

Any typographical errors in this syllabus are subject to change and will be announced in class and posted on eClass. The date of the final examination is set by the Registrar and takes precedence over the final examination date reported in this syllabus.

Student Resources:

The best all-purpose website for student services is: <https://www.ualberta.ca/current-students>.

Accessibility Resources: (1 – 80 SUB)

The University of Alberta is committed to creating work and learning communities that inspire and enable all people to reach their full potential. Accessibility Resources promotes an accessible, inclusive, and universally designed environment. For general information to register for services visit the [Accessibility Resources](#) webpage.

The Academic Success Centre: (1-80 SUB)

[The Academic Success Centre](#) offers a variety of workshops on effective study and exam strategies. There are in-person and online sessions available for a modest fee.

The Centre for Writers: (1-42 Assiniboia Hall)

The [Centre for Writers](#) offers free one-on-one writing support to students, faculty, and staff. Students can request consultation for a writing project at any stage of development. Instructors can request class visits and presentations.

Health and Wellness Support: There are many health and community services available to current students. For more information visit the [Health and Wellness Support](#) webpage.

Office of the Student Ombuds:

The [Office of the Student Ombuds](#) offers confidential interviews, advice and support to students facing academic, discipline, interpersonal and financial difficulties.

Grading:

Assessment of the individual course components may be in the form of numerical marks or letter grades. The final letter grade will be based on "a combination of absolute achievement and relative performance in a class" (University Calendar, [Evaluation Procedures and Grading System](#)). The University Grading Procedure mandates that "a student's level of achievement of the goals/outcomes of a course, their grade, and the descriptor of that grade must be aligned" (<https://policiesonline.ualberta.ca/>). The following guidelines have been adopted by the Department of Modern Languages and Cultural Studies:

“MLCS Undergraduate Grading Scale”

Descriptor	Letter Grade	Grade Point Value	%
Excellent. A+, A or A- is earned by work which is superior in content and form and demonstrates an exceptional grasp of the subject matter. The grade of A+ designates work that far exceeds course expectations. Grades in the A range are normally achieved by a small number of students.	A+	4.0	97-100
	A	4.0	93-96
	A-	3.7	90-92
Good. B+, B or B- is earned by work that demonstrates a thorough comprehension of the course material and a good command of relevant skills. Grades in the B range are normally achieved by the largest number of students.	B+	3.3	87-89
	B	3.0	83-86
	B-	2.7	80-82
Satisfactory. C+, C or C- is earned by work that demonstrates an adequate grasp of the course material and relevant skills. Grades in the C range designate work that has met the basic requirements of the course.	C+	2.3	77-79
	C	2.0	73-76
	C-	1.7	70-72
Poor/Minimal Pass. D+ or D is earned by work that demonstrates minimal familiarity with the course material. Grades in the D range generally indicate insufficient preparation for subsequent courses in the subject matter.	D+	1.3	65-69
	D	1.0	60-64
Failure.	F	0.0	0-59

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