

DEPARTMENT OF MODERN LANGUAGES AND CULTURAL STUDIES

[www.mlcs.ca](http://www.mlcs.ca)

Winter 2012

*FREN 476: Linguistics Applied to French*

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Office: Arts 242-B  
Office Hours: Thursday 13.00 – 14.30 (or by appointment)  
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Time: TR 11:00-12:20  
Place: Tory 1 107

Course Prerequisites: Consent of instructor.

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

Yes       No, not needed, no such projects involved

**Community Service Learning** component

Required     Optional     None

**Past or Representative Evaluative Course Material available**

Exam registry – Students' Union  
 See explanations below  
 Document distributed in class  
 Other  
 NA

**Course Description**

This course provides an overview of the structures of the French language. Students will study basic concepts in general linguistics as well as examine modern French from the following perspectives: phonetics, phonology, morphology, syntax, semantics, and sociolinguistics. In addition to describing the language from a theoretical standpoint, students will collect their own corpus of spoken and/or written French from a variety of sources and use it to create their own examples of the phenomenon described in class.

**Course Goals**

1. Students will be introduced to synchronic linguistics and its major subfields (phonetics and phonology, morphology, syntax, semantics).
2. Students will understand that French is a collection of language varieties each made of neutral linguistic features.
3. Students will develop the ability to collect linguistic data and apply linguistic concepts to their sample.

### ***Learning Outcomes***

At the end of this course, students will be able to:

1. compare and contrast the phonetic system of Hexagonal and Canadian French.
2. describe the morphological principles by which lexical categories are formed in French.
3. analyze simple and compound sentences using tree diagrams.
4. compile information about the origin of a word using at least 2 credible sources.
5. differentiate between the linguistic variables of Canadian French in terms of their social markedness.
6. defend the view that although French language varieties are not socially neutral, they are intrinsically equal.
7. synthesize linguistic concepts from speech data they collected from the real world.

### ***Required Texts***

- Antes, Theresa A. (2007). *Analyse linguistique de la langue française*. New Haven & London : Yale University Press.

### ***Recommended Texts***

- Chiss, Jean-Louis, Filliolet, Jacques & Dominique Maingueneau (2001). *Introduction à la linguistique française*. Paris: Hachette.
- Fagyal, Zsuzsanna, Kibbee, Douglas, & Fred Jenkins (2006). *French: A Linguistic Introduction*. Cambridge University Press.
- Léon, Pierre & Parth Bhatt (2005). *Structure du français moderne: Introduction à l'analyse linguistique*. Toronto: Canadian Scholars' Presse Inc.
- O'Grady, William, & John Archibald (2006). *Contemporary Linguistic Analysis*. Toronto: Pearson Education Canada, Inc.
- Yaguello, Marina (2003). *Le grand livre de la langue française*. Paris : Éditions du Seuil.

### ***Grade Distribution***

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Participation (may include short assignments / pop quizzes)	10%
Exercises (3*5 points each)	15%
Test 1 (8 March)	20%
Test 2 (12 April)	15%
Portfolio, Part 1 (9 February)	10%
Portfolio, Part 2 (20 March)	10%
Complete Portfolio (17 April)	20%

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### ***MLCS Grading Scale***

Marks are given in percentages, to which letter grades are also assigned, according to the table below. The percentage mark resulting from the entire term work and examination then produces the final letter grade for the course.

<b>Letter</b>	<b>%</b>	<b>Pts</b>	<b>Descriptor</b>
A+	97-100%	4	Excellent
A	93-96%	4	Excellent
A-	90-92%	3.7	Excellent
B+	87-89%	3.3	Good
B	79-86%	3	Good
B-	74-78%	2.7	Satisfactory
C+	68-73%	2.3	Satisfactory
C	63-67%	2	Failure
C-	58-62%	1.7	Failure
D+	54-57%	1.3	Failure
D	50-53%	1	Failure
F	0-49%	0	Failure

#### **Required Notes:**

“Policy about course outlines can be found in Section 23.4(2) of the University Calendar.” [Calendar 23.4(2)b]. The University Calendar is available online at <http://www.registrar.ualberta.ca/calendar>

“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 (online at [www.ualberta.ca/secretariat/appeals.htm](http://www.ualberta.ca/secretariat/appeals.htm)) and avoid any behaviour which 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.” (GFC 29 SEP 2003)

"Audio or video recording 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. Recorded material 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 instructor."

#### **Learning and Working Environment:**

The Faculty of Arts is committed to ensuring all students; faculty and staff are able to study and work in an environment safe and free of discrimination and harassment. It does not tolerate behaviour that undermines that environment. The Department urges anyone who feels this policy has been or 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 student ombudservice (<http://www.uofaweb.ualberta.ca/OmbudService/>).

Information about the University of Alberta Discrimination and Harassment Policy and Procedures can be found in the GFC Policy Manual, section 44 available at <http://www.uofaweb.ualberta.ca/gfcpolicymanual/policymanualection44.cfm>

### **Plagiarism and Cheating:**

**All students** should consult the “Truth-In-Education” handbook or Website (<http://www.uofaweb.ualberta.ca/TIE/>) regarding the definitions of **plagiarism** and its consequences when detected.

**Students involved in language** courses and **translation** courses should be aware that online “translation engines” produce very dubious and unreliable “translations” that are easily detectable.

**Students in languages 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 conduct with dire consequences. 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. Before this kind of situation occurs consult <http://www.uofaweb.ualberta.ca/TIE/>; also discuss this matter with any tutor(s) and with your instructor.

### **Attendance, Absences, and Missed Grade Components:**

Regular attendance and participation are essential for optimal performance in an advanced undergraduate course. Since class discussions focus on the assigned readings, students should prepare them carefully at home so that they engage in the material in a thoughtful and informed manner during class.

Students are allowed to miss two sessions without penalty regardless of the reason for their absence (excusable or not), after which one percentage point per absence will be deducted from the 10% attendance and participation grade.

Missed grade components due to absences may be excused if they are due to illness or domestic affliction. Instructors can no longer request a doctor’s note for absences due to illness, but they may request other adequate documentation at their discretion such as a form from the student’s Faculty or a statutory declaration. In other cases, including domestic affliction or religious conviction, adequate documentation must be provided to substantiate the reason for an absence. The student must notify their instructor by e-mail within two days following the scheduled date of the term work missed or as soon as the student is able to arrange for an extension or make-up test / assignment.

Instructors are not required to grant make-up assignments / tests or extensions for unacceptable

reasons that include, but are not limited to, personal events such as vacations, weddings, or travel arrangements. When the student misses some term work without an acceptable excuse, a final grade will be computed using a raw score of zero for the term work missed. For more details please consult Section 23.4 of University Calendar.

### **Language of Instruction and Communication:**

The language of instruction in the classroom is French. However, students should be aware that it is perfectly normal not to understand everything at once and they are not expected to: they should tell their teacher when they feel lost and s/he will find another way of explaining. It is expected that **most** communication be carried out in the target language. This pertains to daily class time conversation on with fellow students and instructor.

### ***Explanatory Notes***

#### **Exercises:**

Students will be given 3 assignments called “exercices” and consisting in applying the theoretical and descriptive aspects of language to linguistic data.

#### **Tests:**

Two tests will check the students’ knowledge of basic concepts and their ability to apply that knowledge to linguistic data. The first one will cover the Part 1: *Mise en contexte* and Part 2: *Sounds* and Part 3: *Morphology*. The second test will go over, Part 4: *Syntax*, and Part 5: *Lexicon*.

#### **Portfolio:**

For the final project in this course, students will develop a portfolio (with different parts due on certain dates) in which they will use their own corpus collected from readily available sources (e.g., Radio-Canada website, newspapers, novels, blogs, etc.) to describe the French language in each of the subfields we will be studying. Examples and marking rubrics will be provided in class ahead of time to guide their work. Students are encouraged to adopt a particular perspective in developing their materials. For example, the portfolio could be used to describe French from a literary perspective, develop guidelines for teaching French as a second language, or adopt a comparative perspective (French vs. another language) that may be useful for translation. The portfolio must include at least the following items (for more details, please see separate handouts that will be distributed in class on the dates specified in the calendar below):

- Introduction
- Corpus analysis in each of the subfields
- Self-assessment for the course and for the portfolio itself
- Revised portfolio sections (part 1 and part 2)
- Conclusion / reflection in the form of a letter to your favourite linguist

## Calendar

Date / theme	Content (readings to be completed before class)	Tests and assignments
<b>Part 1: Mise en contexte</b>		
10 January	Syllabus, introductions	
12 January	Birth and subfields of modern linguistics (Chiss et al. : 21-58)	
17 January	French throughout history (Yaguello : 11-53) <i>Instructions for exercise 1</i>	
19 January	Linguistic variation (Yaguello : 91-136)	
24 January	Language contact (Yaguello : 136-152)	
<b>Part 2: Sounds</b>		
26 January	Phonetic transcription (Antes, 1) <i>Instructions for the portfolio, part 1</i>	✓ <b>Exercice 1</b> (partie 1)
31 January	Phonetics: Vowels (Antes, 2 : 15-28)	
2 January	Phonetics: Consonnants (Antes, 2 : 28-38) <i>Instructions for exercise 2</i>	
7 February	Phonology, part 1 (Antes, 3 : 39-64)	
9 February	Phonology, part 2 (Antes, 3 : 64-76);	✓ <b>Portfolio, part 1 is due</b>
<b>Part 3: Morphology</b>		
14 February	Derivational Morphology (Antes, 4 : 77-94)	
16 February	Derivational Morphology (nouns, adjectives) (Antes, 4 : 94-106) <i>Review exercises to take home</i>	✓ <b>Exercice 2</b> (sounds)

<b>Date / theme</b>	<b>Content (readings to be completed before class)</b>	<b>Tests and assignments</b>
28 February	Flexional Morphology (Antes, 4 : 106-118) <i>Instructions for the portfolio, part 2</i>	
1 March	Flexional Morphology (Antes, 4 : 118-134)	
6 March	Review for the test	
8 March	---	✓ <b>Test 1</b>
<b>Part 4: Syntax</b>		
13 March	Generative Grammar (Antes, 5 : 135-145) <i>Instructions for exercise 3</i>	
15 March	Independent clause (Antes, 5 : 145-152)	
20 March	Syntactic tree (Antes, 5 : 152-158)	✓ <b>Portfolio, part 2 is due</b>
22 March	Subordinate clause (Antes, 5 : 158-174)	
<b>Part : The lexicon</b>		
27 March	Lexical semantics (Antes, 6 : 175-195) <i>Instructions for the complete portfolio</i>	
29 March	Verbal semantics (Antes, 6 : 195-210) <i>Review exercises to take home</i>	✓ <b>Exercise 3</b> (morphology, syntax)
3 April	Lexicography (Chiss et al., 3 : 143-152)	
5 April	Review for the test	
10 April	Meet at the lab for individual work on the portfolio	
12 April	---	✓ <b>Test 2</b>
17 April	---	✓ <b>Portfolio is due by 4 pm</b>

