

Undergraduate

Prepared By: Lawrence Williams

Phone: x. 2404

REQUEST FOR  
**ADDITION OF COURSE TO  
CORE CURRICULUM**

College/School: Arts & Sciences

Department: Foreign Languages & Literatures

Subject Prefix: FREN Course Number: 1620 Semester Credit Hours: 3.0

TCCNS Number (if applicable) \_\_\_\_\_ Hours Per Week: 3 Lecture  
(common course number) \_\_\_\_\_ Lab

Title French Language in Canada \_\_\_\_\_ Recitation

Short Course Title : FRENCH LANG IN CANADA \_\_\_\_\_ Other  
(maximum 22 characters including spaces)

Category of Core Curriculum course is to be added: Discovery

Catalog Description:

Explores language contact and linguistic influences of the French language in Canada.

Prerequisite(s):

None.

If course is cross-listed, indicate below:

Department: \_\_\_\_\_ Subject Prefix/Course Number: \_\_\_\_\_

Department: \_\_\_\_\_ Subject Prefix/Course Number: \_\_\_\_\_

Justification for course to be added to Core Curriculum (Include how course would satisfy each exemplary objective.):

The only courses our department currently offers for freshmen and sophomores are language courses.

Summary of Assessment Plan:

- 1) **Task:** Project 2, an analysis of English and French second-person pronouns and other forms of address involving the constructs of politeness, power relations, and solidarity.
- 2) **Task:** Participation in small-group discussion forums throughout the semester in Blackboard. Questions based on readings and class lectures will be posted in discussion forums for small groups of students every weekend, and the members of each group will be able to post answer and reactions in their forum during the week.
- 3) **Task:** Essay requiring students to reflect on, compare, contrast, and/or describe cultural artifacts and/or social/linguistic practices in order to gain an appreciation for and a better understanding of their own lives and values as well as those of people from/in other cultures, societies, and communities.
- 4) **Task:** Essay requiring students to explain the extent to which and/or ways in which their study of other cultural/ethnic groups or areas of the North American continent has cultivated self-awareness, balance, and/or an openness to change.

Consultation with University Curriculum Assessment Committee member:  
Department: FIREL (COBA) Contact: James Conover Date: 4-30-09

New Core Curriculum Requests must include:

- Syllabus:  Maximum 4-page syllabus attached  
Assessment:  Consultation w/University Curriculum Assessment Committee member in this core component group.  
 Assessment procedures (criteria to be used in assessing this course) must be attached separately

**APPROVED:**

Department Chair: *Maria Christina Kage* Date: 4-30-09  
College/School Curriculum  
Committee Chair: *B. S. S. S. S.* Date: 5/7/09  
Dean of College/School: *B. S. S. S. S.* Date: 5/7/09  
Core Oversight Committee  
Chair: \_\_\_\_\_ Date: \_\_\_\_\_  
University Curriculum  
Committee (VPAA): \_\_\_\_\_ Date: \_\_\_\_\_

**THE FRENCH LANGUAGE IN CANADA**  
Syllabus prepared by Lawrence Williams  
Department of Foreign Languages & Literatures

**Course Goals**

As part of the **Discovery component of the UNT Core Curriculum**, the overarching goal of this course is to provide students with opportunities to explore different ways in which the French language has influenced life (culture, politics, society, etc.) in various parts of Canada. This course will also introduce students to the notions of language variation and language contact.

**Core Curriculum**

This course satisfies the **Discovery requirement of the University Core Curriculum**. Please read the Undergraduate Catalog and contact an advisor for additional information.

Discovery Objectives:

- 1) Think critically and creatively, learning to apply different systems of analysis;
- 2) Engage with a variety of others in thoughtful and well crafted communication;
- 3) Be able to articulate the values that undergird their lives, the UNT community and the larger society;
- 4) Cultivate self-awareness, balance and an openness to change.

**Course Content**

Lectures, readings, and assignments will be in English. Many of the lectures will be based on the recommended supplemental readings in addition to various French-language books, academic articles, magazines, and newspapers that would not otherwise be accessible to students who are not able to read French-language texts. Any French-language or bilingual (English-French) films shown in class dealing with linguistic and/or cultural issues will have English subtitles.

**Required Texts**

Howard, Martin (Ed.). (2007). *Language Issues in Canada: Multidisciplinary Perspectives*.  
Newcastle, England: Cambridge Scholars Press.

Several articles are required (see weekly listings). Most are available through Electronic Resources (UNT Libraries). Any articles not available through Electronic Resources will be placed on electronic reserve.

Recommended Supplemental Readings (some may be placed on reserve)

Greer, Allan. (1997). *The People of New France*. Toronto: University of Toronto Press.

Larrivé, Pierre. (Ed.). (2003). *Linguistic Conflict and Language Laws: Understanding the Quebec Question*. New York: Palgrave Macmillan.

Oakes, Leigh & Warren, Jane. (2007). *Language, Citizenship and Identity in Quebec*. New York: Palgrave Macmillan.

**Grading**

Discussion Board Postings	30%
Project 1 (Language Report)	10%
Project 2 (Culture Report)	10%
Mid-term Exam	25%
Final Exam	25%

## WEEKLY SCHEDULE

### Unit I: The French Language in Canada outside Quebec

Note: Questions based on the lectures and readings will be posted as discussion threads in the discussion forum area of Blackboard every weekend. <http://ecampus.unt.edu/>

#### Week 1

Overview of Canada's Linguistic Landscape

Reading Assignment:

Charter of the French Language, <http://www.olf.gouv.qc.ca/english/charter/>

#### Week 2

Linguistic and Social Dimensions of New France and present-day Canada  
Overview of the "politics-in-music"/"music-in-politics" movements

Reading Assignments:

Howard, ch. 1, Language in Canada: A Brief Overview (Howard)

Selected reports from Statistics Canada, <http://www.statcan.gc.ca/start-debut-eng.html>

#### Week 3

Language Issues and Laws in Canada outside Quebec, part 1

Reading Assignments:

Foucher, Pierre. (2007). Legal environment of official languages in Canada. *International Journal of the Sociology of Language*, 185, 53-69.

Howard, ch. 2, Legislating for Language: The Canadian Experience of Language Policy and Linguistic Duality (Conrick)

Selected articles from the website of the Geographical Names Board of Canada, [http://geonames.nrcan.gc.ca/education/index\\_e.php](http://geonames.nrcan.gc.ca/education/index_e.php)

#### Week 4

Language Issues and Laws in Canada outside Quebec, part 2

Reading Assignments:

Howard, ch. 3, Aboriginal Languages in 21st Century Canada (Battarbee)

Howard, ch. 7, Variation in the Speech of Francophone Adolescents in Ontario (Mougeon)

#### Week 5

Language Issues and Laws in Canada outside Quebec, part 3

Reading Assignments:

Roy, Sylvie. (2004). Language varieties as social practices: Evidence from two minority francophone communities in Canada. *Canadian Journal of Linguistics/Revue canadienne de linguistique* 49, 353-373.

Burnett, Wendy. (2006). Linguistic resistance on the Maine-New Brunswick border. *Canadian Journal of Linguistics/Revue canadienne de linguistique*, 51, 161-175.

### **Week 6**

Minority Languages/Populations in New France and present-day Canada

Reading Assignments:

Landry, Rodrigue, & Forgues, Eric. (2007). Official language minorities in Canada: An introduction. *International Journal of the Sociology of Language*, 185, 1-9.

Muller-Wille, Ludger. (2004). Toponymies of lesser-used languages in the North: Issues of socio-linguistic conditions among Inuit and Sami. *Inuit Studies*, 28, 73-88.

### **Week 7**

Film: *Bon cop, bad cop* [Good Cop, Bad Cop]

Reading Assignment:

Selected reports from Statistics Canada, <http://www.statcan.gc.ca/start-debut-eng.html>

Assignment for Week 8: **Project I**, to be submitted at the Mid-Term Exam (Profile of a French-language Canadian music group with at least some political leanings or tendencies as part of the *chanson engagée*)

### **Week 8**

Review for Mid-Term Exam

**MID-TERM EXAM & Submit PROJECT 1**

## **Unit II: The French Language in Quebec**

### **Week 9**

Overview of the Linguistic Landscape of Quebec

Reading assignments:

Howard, ch. 4, Whose French? Language Attitudes, Linguistic Insecurity (Oakes)

Gold, Elaine & Tremblay, Mireille. (2006). Eh? and Hein?: Discourse Particles or National Icons? *Canadian Journal of Linguistics/Revue canadienne de linguistique*, 51, 247-263.

### **Week 10**

Language Issues and Laws in Quebec, part 1

Reading Assignments:

Howard, ch. 5, Asking for Symbolic Recognition: Acadia, Quebec, and each other's French (Larrivée)

Howard, ch. 9, An English "like no other"?: Language Contact and Change in Quebec (Poplack, Walker, & Malcolmson)

### **Week 11**

Language Issues and Laws in Quebec, part 2

Reading assignments:

Oakes, Leigh. (2004). French: A language for everyone in Québec? *Nations and Nationalism*, 10, 539-558.

### **Week 12**

Fundamental Linguistic Differences between English and French, part 1, second-person pronouns as forms of address

Reading assignment:

van Compernelle, R. A. (2008). Second-person pronoun use and address strategies in on-line personal ads from Quebec. *Journal of Pragmatics*, 40, 2062-2076.

Williams, L., & van Compernelle, R. A. (2007). Second-person pronoun use in on-line french-language chat environments. *French Review*, 80, 804-820.

### **Week 13**

Fundamental Linguistic Differences between English and French, part 2, sociolinguistic and stylistic variation

Reading assignments:

Howard, ch. 6, Sociolinguistic Variation and Standard Québécois French: A Comparative Analysis (Howard)

Howard, ch. 8, Geographical Motivation of Stylistic Variation in French: A Comparison of French Speakers in France, Quebec and Ontario (Mougeon)

### **Week 14**

Integration of Immigrants into the French-language province of Quebec, part 1  
Viewing and Analysis of Episodes from the Canadian Sitcom *Pure laine* (*Pure Wool*)

Reading assignment:

Reports (in English) on a website of the Quebec government, *Immigration et communautés culturelles*: <http://www.immigration-quebec.gouv.qc.ca/en/choose-quebec/society-values/french-language/index.html>

Assignment for Week 15: **Project 2** (Worksheet and report on second-person pronouns and other forms of address in English, French, and selected other languages)

### **Week 15**

Politics & Music in Quebec: *La chanson engagée*

Review for the Final Exam

Submit **PROJECT 2**

**FINAL EXAM** (see official calendar for date and time)

Assessment plan for **FREN 1620 THE FRENCH LANGUAGE IN CANADA**  
**Discovery** component of the University Core Curriculum

A. Discovery Objectives

As a result of their experience with the Discovery area of the core curriculum, UNT graduates will:

- 1) Think critically and creatively, learning to apply different systems of analysis;
- 2) Engage with a variety of others in thoughtful and well crafted communication;
- 3) Be able to articulate the values that undergird their lives, the UNT community and the larger society;
- 4) Cultivate self-awareness, balance and an openness to change.

B. Tasks & Scoring

- 1) **Task:** Project 2, an analysis of English and French second-person pronouns and other forms of address involving the constructs of politeness, power relations, and solidarity.

**Targeted Discovery Objective:** 1 (Think critically and creatively...)

**Scoring:** This project will be assigned during the second half of the semester. Students will be asked to use class lecture notes, subtitled film clips, translated printed advertisements and other texts, as well as independent research on second-person pronouns in order to analyze the different systems people use for addressing each other in English versus French. Three sociolinguistic/sociopragmatic constructs will be the focus of the project: politeness, power relations, and solidarity. Students will be required to provide an accurate analysis and at least 1 example for 2 of these 3 constructs in order to **meet expectations**. Students who provide an accurate analysis and at least 1 example for all 3 constructs will have **exceeded expectations**. Students who provide an accurate analysis for 1 or 0 constructs will **not meet the expectations** for this objective. Our initial target is to have at least 70% of students in this course meet or exceed the expectations for this objective. Annual evaluation of the results will allow the faculty to make necessary adjustments to the curriculum.

- 2) **Task:** Participation in small-group discussion forums throughout the semester in Blackboard.

Questions based on readings and class lectures will be posted in discussion forums for small groups of students every weekend, and the members of each group will be able to post answer and reactions in their forum during the week.

**Targeted Discovery Objective:** 2 (Engage with a variety of others...)

**Scoring:** Successfully meeting this objective will be determined by the rubric provided below. Level 3 represents the **minimum performance level** required to meet this objective. Students who perform at Level 4 or Level 5 will have **exceeded expectations** for this objective. Students who perform at

Level 2 or lower will **not meet** the expectations for this objective. Our initial target is to have at least 70% of students in this course (all sections) meet or exceed expectations for this objective (Level 3 or above). Annual evaluation of the results will allow the faculty to make necessary adjustments to the curriculum.

<b>Level of participation and engagement in meaningful interaction</b>	<b>Performance</b>
Student posts at least one relevant/appropriate answer to a question and one relevant/appropriate reaction comment in his/her group's discussion forum during all 15 weeks of the semester.	Level 5
Student posts at least one relevant/appropriate answer to a question and one relevant/appropriate reaction comment in his/her group's discussion forum during at least 14 weeks of the semester.	Level 4
Student posts at least one relevant/appropriate answer to a question and one relevant/appropriate reaction comment in his/her group's discussion forum during 13 weeks of the semester.	Level 3
Student posts at least one relevant/appropriate answer to a question and one relevant/appropriate reaction comment in his/her group's discussion forum during 12 weeks of the semester.	Level 2
Student posts at least one relevant/appropriate answer to a question and one relevant/appropriate reaction comment in his/her group's discussion forum during 11 or fewer weeks of the semester.	Level 1
Student posts messages, but none are relevant or appropriate.	Level 0

3) **Task:** Essay requiring students to reflect on, compare, contrast, and/or describe cultural artifacts and/or social/linguistic practices in order to gain an appreciation for and a better understanding of their own lives and values as well as those of people from/in other cultures, societies, and communities.

**Targeted Discovery Objective:** 3 (Be able to articulate...)

**Scoring:** This task will be part of the final exam. For this short essay, students will be asked to give at least 2 accurate/appropriate examples of differences between their own lives (i.e., cultural traditions) and those of another ethnic/social group, area, region, state or country that they have studied (i.e., the larger society). Students who provide 2 accurate/appropriate examples will be scored as *exceeded expectations*; however, those who give no examples (even if they provide a clear explanation of their expanded worldview and openness to change), will be scored as *did not meet expectations*. Our initial target is to have at least 70% of students in this course (all sections) meet or exceed expectations for this objective. Annual evaluation of the results will allow the faculty to make necessary adjustments to the curriculum.

4) **Task:** Essay requiring students to explain the extent to which and/or ways in which their study of other cultural/ethnic groups or areas of the North American continent has cultivated self-awareness, balance, and/or an openness to change.

**Targeted Discovery Objective:** 4 (Cultivate self-awareness, balance...)

**Scoring:** This task will be part of the final exam. For this essay, students will be asked to provide at least 2 different examples in order to explain ways in which their study of the role the French language in monolingual, bilingual, and multilingual contexts in Canada has informed and expanded their worldview and openness to change. In order to meet this objective, students will be expected to provide at least 1 clear example of their expanded worldview and openness to change. Students who provide 2 clear examples will be scored as *exceeded expectations*; however, those who give no examples will be scored as *did not meet expectations*. Our initial target is to have at least 70% of students in this course (all sections) meet or exceed expectations for this objective. Annual evaluation of the results will allow the faculty to make necessary adjustments to the curriculum.