

 FLORIDA ATLANTIC UNIVERSITY	NEW COURSE PROPOSAL Graduate Programs		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department LLCL College Arts and Letters <i>(To obtain a course number, contact erudolph@fau.edu)</i>		
Prefix FRE Number 6855	<i>(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)</i> Lab Code	Course Title Structure of Modern French	
Credits <i>(Review Provost Memorandum)</i> 3	Grading <i>(Select One Option)</i> Regular <input checked="" type="radio"/> Sat/UnSat <input type="radio"/>	Course Description <i>(Syllabus must be attached; see Guidelines)</i> This course is devoted to the analysis of the linguistic structure of Modern French, focusing on its main phonological, morphological, syntactic, and semantic features.	
Effective Date <i>(TERM & YEAR)</i> SPRING 2018			
Prerequisites N/A	Corequisites N/A	Registration Controls <i>(Major, College, Level)</i> French, Arts and Letters, Graduate	
<i>Prerequisites, Corequisites and Registration Controls are enforced for all sections of course</i>			
Minimum qualifications needed to teach course: Member of the FAU graduate faculty and has a terminal degree in the subject area (or a closely related field.)		List textbook information in syllabus or here	
Faculty Contact/Email/Phone rivaux@fau.edu/561-297-3860		List/Attach comments from departments affected by new course	

Approved by Department Chair _____ College Curriculum Chair _____ College Dean _____ UGPC Chair _____ Graduate College Dean _____ UFS President _____ Provost _____	Date 10-02-2017 11-21-17 11/27/17
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Email this form and syllabus to UGPC@fau.edu one week before the UGPC meeting.

GRADUATE COLLEGE

NOV 28 2017

Received

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**Department of Languages, Linguistics and Comparative Literature
Structure du Français Moderne**

**FRE 6855
Section XXX
(CRN XXXXX)
Term / Year
Days / Time
Room**

Instructor: Romain Rivaux
Office: CU 265
Telephone: 561-297-3860
Office Hours:
E-mail: rrivaux@fau.edu

Catalog Description :

This course is devoted to the analysis of the linguistic structure of Modern French, focusing on its main phonological, morphological, syntactic, and semantic features.

Course Description:

This 3-credit course, FRE 6855 (CRN#XXXXX), is designed to provide an introduction to the scientific study of human languages, emphasizing the French language but also concentrating on the similarity and diversity of the languages of the world. We will examine and explore the properties of human language that make it so unique, and that make it powerful in studying the human mind. The study of linguistic knowledge will be divided into several areas: the study of sounds and their patterns (phonetics and phonology), words (morphology), sentences (syntax) and meanings (semantics). This course will expose students to dialectical variations of the French-speaking world and stress the development of critical thinking about language. **Course taught entirely in French.**

Course goals & objectives:

Student Learning Outcomes:

- Transcribe French words phonetically
- Apply pronunciation rules
- Derive pronunciation rules from language data
- Diagram the internal structure of words/sentences
- Derive and justify word/sentence structures from language data

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- Explain differences of meaning according to gender or number variations
- Compare languages and dialects in terms of pronunciation, words, sentences and meanings
- Better understand how adults acquire second languages and how to facilitate this apprenticeship
- Better understand variation of the French language and its history
- Learn to read critically about language, considering the basis for conclusions, the strengths and limitations of a given approach to a question, and what kinds of alternative interpretations may be possible.

Required texts:

- ♦ Léon, Pierre et Parth Bhatt. *Structure du français moderne*. 4^e édition. Toronto: Canadian Scholars' Press Inc., 2017.
- ♦ Walter, Henriette. *Le français dans tous les sens*. Edition Robert Laffont, 2008.

Selected articles:

- Auger, J. (2003). Linguistic norm v. functional competence: Introducing Quebec French to American students.
- Blainey, D. (2017). Same process, different meaning: /ɛ/ lowering over time in Louisiana Regional French. *French Language Studies*, 27, 121-142.
- Brick, N., & Wilks, C. (2002). Les parties politiques et la féminisation des noms de métier. *French Language Studies*, 12, 43-53.
- Chelsey, P. (2010). Lexical borrowings in French : Anglicisms as a separate phenomenon. *French Language Studies*, 20(2), 231-251.
- Coveney, A. (2009). Vouvoiement and tutoiement: sociolinguistic reflections. *French Language Studies*, 20(1), 127-150.
- Dewaele, J.M (2004). Vous or Tu ? Native and non-native speakers of French on a sociolinguistic tightrope. *IRAL*, 42, 383-402.
- Dewaele, J.M. (2004). Retention or omission of the *ne* in advanced French interlanguage: The variable effect of extralinguistic factors. *Journal of Sociolinguistics*, 8/3, 433-450.
- Chevrot, J.P., Chabanal, D., & Dugua, C. (2007). Un modèle de l'acquisition des liaisons basé sur l'usage : trois études de cas. *French Language Studies*, 17, 103-128.
- Grosjean, F., Carrard, S., Godio, C., & Grosjean, L. (2007). Long and short vowels in Swiss French: Their production and perception. *French Language Studies*, 17, 1-19.
- Herschensohn, J. (2003). Verbs and rules: Two profiles of French morphology acquisition. *French Language Studies*, 13, 23-45.
- Kircher, R. (2012). How pluricentric is the French language? An investigation of attitudes towards Quebec French compared to European French. *French Language Studies*, 23, 345-370.
- Lahousse, K. & Lamiroy B. (2017). C'est ainsi que : grammaticalisation ou lexicalisation ou les deux à la fois ? *French Language Studies*, 27, 161-185

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- Laks, B. & Peuvergne, J. (2017). La liaison en français contemporain dans la parole publique. *French Language Studies*, 27, 55-72.
- Mosegaard Hansen, M. (2005). La polysémie de l'adverbe *toujours*. *Travaux de linguistique*, 49, 39-55.
- Mosegaard Hansen, M. (2002). La polysémie de l'adverbe *encore*. *Travaux de linguistique*, 44, 143-166.
- Lyster, R. (2006). Predictability in French gender attribution: A corpus analysis. *French Language Studies*, 16, 69-92.
- Rossi, C., & Parisse, C. (2012). Categories in the making: Assessing the role of semantics in the acquisition of noun and verb categories. *Journal of French Language Studies*, 22 (1), 37-56.
- Saugera, V. (2011). Inflectional behavior of English-origin adjectives in French. *French Language Studies*, 22, 225-250.
- Schwab, S, & Racine, I. (2012). Le débit lent des Suisses romands : mythe ou réalité ? *Journal of French Language Studies*, 23, 281-295.
- van Compernelle, R. A. (2008). Second-person pronoun use and address strategies personal advertisements from Quebec. *Journal of Pragmatics*, 40(12), 2062-2076.
- Van Compernelle, R.A. (2014). Native and non-native perceptions of appropriateness in the French second-person pronoun system. *Journal of French Language Studies*, (available online only).
- Walsh, O, (2014). 'Les anglicismes polluent la langue française'. Purist attitudes in France and Quebec. *Journal of French Language Studies*, 24(3), 423-449.

Recommended Text:

- ◆ A good bilingual dictionary (such as le Robert or Collins)

Canvas

This course uses Canvas as a course management system where a course you will find links to the course syllabus, announcements, homework assignments, and other pertinent course information. Please keep in mind that you are responsible for having the required materials for class, checking the syllabus for assignments, and completing and submitting on time all assignments indicated for that week.

Course Requirements:

- Attendance and participation (5%)
- 2 abstract and response short papers (20%)
- 4 exams (40%)
- 2 presentations (20%)
- 4 Quizzes (take home) (15%)

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Attendance & participation (5%)

You are expected to come to class on time having read the required sections of each chapter (as announced in class), and to participate in all in-class discussions and activities. Attendance will be recorded at the beginning of class. You are responsible for signing the attendance sheet as proof of attendance. Signing another student's name will be considered academic dishonesty and will be treated as such. If you miss class, you will be responsible for contacting your classmates to obtain any missed information.

Two absences will be permitted for this class to cover illness, weddings, funerals, job interviews, car trouble, and similar reasons beyond the student's control. Additional absences will be authorized only for university-approved reasons, in accordance with University policy. Unauthorized absences, late arrivals and/or failure to participate in in-class activities will each result in a **1% deduction off the final grade**.

Abstract and Response short papers (20%)

Over the course of the semester, you will have to write 2 'abstract and response papers' on the research articles that are listed on this syllabus. These short papers (about 3-4 pages double spaced) should consist of an introduction and a succinct summary of the study followed by a *critical* analysis in which you should make connections with elements that were covered and discussed in class (if appropriate). Explain whether you think the study was interesting (or not), whether it could be replicated in different settings, with various participants, whether the tests, tools, design were well selected etc. (These are just suggestions...). Your summary should be **SHORTER** than the critical analysis section!

Your grade will be calculated with the following rubric:

Rubric for Abstract & Response Paper

Name:	Exemplary 10 points	Good 7-8 points	Satisfactory 5 points	Student's score
Length	The paper is 3-4 pages long. The summary section is about a page long and the response 2 pages long.	The paper is 3-4 pages long, but the summary section is too long.	The paper is too short or too long and the summary section is too long.	
Comments:				



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Organization of ideas	The paper starts with a clear introduction, giving an overview of the study. The summary highlights the essential points of the study in an organized manner including the main points of the study (theoretical and applied), including findings and conclusions. The last section of the paper presents critical thoughts. Overall, all elements are thoroughly presented; extremely well organized, allowing smooth & logical flow.	The paper has an adequate introduction but then lacks important information such as methodological elements that are essential to understanding the study. The last section of the paper contains limited critical thoughts and analysis of the study.	The paper does not address the topic properly. Essential information about the study is missing, making it difficult to follow and understand. Analysis and personal thoughts are lacking.	
Comments:				
Summary quality	The summary highlights the important aspects of the study. It clearly states the methods used, important information regarding the participants, and it clearly states the results. Overall, it Reveals mature and insightful understanding of the positions and a solid appreciation of points of view.	The summary is adequate, but omits some important information, or includes too many details. It reflects adequate understanding of positions; some attempts to appreciate points of view.	The summary is unclear and is missing important information, which reflects the lack of understanding of the study.	
Comments:				
Response quality	The response demonstrates thorough examination of data (information); shows advanced degree of comparison, contrast, & personal evaluation (critical thoughts).	The response is adequate examination of data (information); some degree of comparison, contrast & personal evaluation (critical thoughts).	The response is composed of some examination of data (information); little comparison, contrast and personal evaluation	

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			(critical thoughts).	
Comments:				
Writing style	Essentially faultless ; the paper is easy to read, as it flows References are listed correctly, respecting the APA style.	Some errors, which are minor in nature, & don't detract from overall meaning of paper. References are listed but do not respect APA style.	Errors noticeable, and on occasion, detract from flow or meaning of paper. References are not listed.	
Comments:				
Total				/50

No late or e-mailed abstract and response papers will be accepted!

Exams (40%)

Four exams will be given on the dates indicated below in the tentative schedule. Each exam will include the following sections: a) definitions of terms and questions requiring short answers; b) True or False; and c) exercises to evaluate if students can apply concepts and methods of analysis (e.g., translation, phonetic transcription, grammatical analysis).

Presentation (20%)

Each student will give two presentations based on a recent empirical paper that investigated one of the topics covered during the semester. The presentation should be 15-20 minutes long. Be sure to present the essential aspects of the empirical study you selected and be critical as well. The presentations are spread throughout the semester, but depending on the topic you select, there may be an opportunity to do your presentations at an early stage in the semester so sign up ASAP if you see a topic that interests you.

Take-home quizzes (15%)

There will be four quizzes based on Henriette Walter's book *Le Français dans tous les sens*. Your instructor will give you a list of questions to answer that you will submit on the date indicated on the schedule below. Please TYPE your answers in FRENCH. **No late quizzes will be accepted!**

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Grading Scale

A	94.0-100%
A-	90.0-93.9%
B+	87.9-89.9%
B	83.3-87.8%
B-	80.0-83.2%
C+	75.0-79.9%
C	73.0-74.9%
C-	70.0-72.9 %
D +	65.0-69.9%
D	63.0-64.9%
D-	60.0-62.9%
F	0%-59.9%

TENTATIVE CLASS SCHEDULE

(Subject to change)

WEEK/DAY	TOPIC	HOMEWORK
Week1		
	Introduction – Chapitre 1	
	Chapitre 1 (activités) – Chapitre 2	Chapitre 1 (activités)
Week 2		
	Chapitre 2 (activités) – Chapitre 3 (activités)	Chapitre 2 (activités) – Chapitre 3 (activités)
	Chapitre 4 & 5 + activités ; Chapitre 5 & 6	Chapitre 4 & 5 (activités)
	<i>Présentation - Grosjean et al (2007) Blainey (2017) Laks-Peuvergne (2017)</i>	
Week 3		
	Chapitre 5 & 6 (activités) – Chapitre 7	Chapitre 5 & 6 (activités)
	Chapitre 7 (activités) – Description de l'examen	Chapitre 7 (activités)
Week 4		
	1er examen	
	Chapitres 8, 9, 10 & 11 + activités	Chapitres 8, 9, 10 & 11 (activités)
Week 5		
	Chapitres 8, 9, 10 & 11 + activités	Chapitres 8, 9, 10 & 11


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	Présentation - Chevrot et al (2007)	(activités)
	Chapitre 12 + activités	Chapitre 12 (activités)
Week 6		
	Chapitre 13	
	Présentation - Lyster (2006)	
	Chapitre 14 + activités	Chapitre 14 (activités)
Week 7		
	Chapitres 15 & 16 + activités	Chapitres 15 & 16 (activités)
	Chapitre 17 + activités	Chapitre 17 (activités)
	Présentation - Saugera (2011) Lahousse-Lamiroy (2017)	
Week 8		
	Chapitre 18 + activités + révisions	Chapitre 18 (activités)
	Présentation - Herschensohn (2003)	
	Présentation - Chelsey (2010)	
	2ème examen	1 st abstract and response short paper due
Week 9		
	Chapitre 19	
	Chapitre 19 (activités)	Chapitre 19 (activités)
Week 10		
	Chapitre 21	
	Chapitre 21 (activités)	Chapitre 21 (activités)
Week 11		
	Chapitre 22	
	Chapitre 23	
Week 12		
	Chapitres 22 & 23 (activités) + Chapitre 24	
	Chapitre 24 (activités) + Révisions	Lire <i>Le Français dans tous les sens</i> , section 5 (p. 275-348)
	Présentation - Mosegaard Hansen (2005)	Take home quiz
	Présentation - Mosegaard Hansen (2002)	
	Présentation - Rossi & Parisse	Chapitre 24 (activités)


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	(2012)	
Week 13		
	3ème examen	
	Chapitres 26, 27 & 28 + activités Présentation – Brick & Wilks (2002) Présentation – Dewaele (2004)	Chapitres 26, 27 & 28 (activités)
Week 14		
	Chapitre 29	Lire <i>Le Français dans tous les sens</i> , section 6 (p. 349-396) Take home quiz
	Chapitre 29 + activités Présentation – Doran (2007) Présentation – Walsh (2014)	Chapitre 29 (activités)
Week 15		
	Chapitre 29 + activités	Lire <i>Le Français dans tous les sens</i> , section 4 (p. 225-271) Take home quiz
	Révisions Présentation – Kircher (2012) Présentation Teiberiené (2004) Présentation – Van Compernelle (2008) Présentation – Schwaab & Racine (2012)	2nd abstract and response short paper due
Week 16		
	Reading day	Lire <i>Le Français dans tous les sens</i> , section 1 (p. 9-155) Take home quiz
	FINAL EXAM	



Emailing Your Professor

Please use your FAU account when e-mailing your professor. If you use a personal e-mail account (e.g., hotmail, yahoo, g-mail, etc.) the addressee will not know whether the message is junk mail, and therefore, will not respond. FAU e-mail is considered by the university to be official communication, and you should therefore address your professor appropriately (e.g., *Professor, Dear Dr., Dr., etc.*), sign your name, and use a respectful tone. Your professor will not respond to e-mails that do not address them directly, and/or are not signed.

Cell Phones and Electronic Devices

The use of cell phones and electronic devices is prohibited in class. All cell phones should be turned off *before* the start of class (not set on “vibrate”, but turned OFF). If you have a medical or family emergency and need to receive a call during class, you should inform your instructor *before* class. Students without authorization who use cell phones and electronic devices in class may be dismissed from class and counted as being absent for the day.

Accommodation for disabilities

“In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS)—in Boca Raton, SU 133 (561-297-3880) — and follow all SAS procedures.”

Honor Code

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001

Students are expected to uphold the Academic Honor Code.

ACADEMIC DISHONESTY ON ALL ASSIGNMENTS AND EXAMS IS GROUNDS FOR FAILURE IN THE COURSE.

By remaining enrolled in this course past the end of Drop /Add, you are agreeing to:

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- uphold The Academic Honor System of Florida Atlantic University
- accept accountability for the course requirements, the course expectations, and the attendance policy stated in this document.
- attend the final exam which takes place as scheduled by the University.

*This syllabus is a guide for the course and is subject to change with advance notice.

Important Dates: Go to the following link to the FAU academic calendar to find important dates (i.e., drop add period, withdraw deadlines, etc.)

<http://www.fau.edu/registrar/acadcal.php>