

## DEPARTMENT OF MODERN LANGUAGES AND CULTURAL STUDIES

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

Winter 2008

### *FRENCH 476: Linguistics Applied to French*

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Time: TR 12:30-13:50  
Place: T B 105  
Office Hours: TR 14.00 – 16.00  
(or by appointment)

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**Course Prerequisites:** Consent of instructor.

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

✓ No, not needed, no such projects involved

#### **Course Description and Objectives**

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.

#### **Required Texts**

- Antes, Theresa A. (2007). *Analyse linguistique de la langue française*. New Haven & London : Yale University Press.
- *Coursepack* that can be purchased from the university bookstore.

#### **Recommended Texts**

- Fagyal, Zsuzsanna, Kibbee, Douglas, & Fred Jenkins (2006). *French: A Linguistic Introduction*. Cambridge University Press.
- William O'Grady and John Archibald (eds.) (2006) *Contemporary Linguistic Analysis*. Toronto: Pearson Education Canada, Inc.
- Yaguello, Marina (2003). *Le grand livre de la langue française*. Paris : Éditions du Seuil.

#### **Required Notes**

“Policy about course outlines can be found in Section 23.4(2) of the University Calendar.” (GFC 29 SEP 2003). “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)

### *Grade Distribution*

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Participation	15%
Exercises (5*5 points each)	25%
Test 1 (February 14)	10%
Test 2 (March 27)	15%
Portfolio, Part 1 (February 5)	5%
Portfolio, Part 2 (March 18)	10%
Complete Portfolio (April 10)	10%
Oral Presentation (see class schedule for dates)	10%

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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.

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<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

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### *Plagiarism and Cheating*

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 must 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).

**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.

### *Explanatory Notes*

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

Regular attendance and participation are essential for optimal performance in a graduate course. Since class discussions focus on the assigned readings, students should prepare them carefully

at home, engage in the material in a thoughtful and informed manner so that they contribute to a productive class discussion.

Regarding absences that may be excusable and procedures for addressing course components missed as a result, consult sections 23.4.2 and 23.4.3 of the University Calendar. Be aware that unexcused absences will result in partial or total loss of the grade for participation, as well as for any assignments that are not handed-in or completed as a result (see below for policy on late assignments). In this course, attendance and participation will be assessed according to the participation grid and rubric given on the first day of class.

### **Policy on Late Assignments:**

Students who consult in advance with the instructor regarding contingencies preventing the timely completion of an assignment may, at the discretion of the instructor, be granted an extension. In cases of medical emergencies or severe domestic affliction, the instructor must be given a written message within two working days of the due date explaining why the assignment was not handed in on time. If the explanation is not deemed reasonable, a grade of 0 will be recorded.

Otherwise, one exercise may be handed in two days after the stated deadline without penalty, with a 20%-per-class-day penalty assessed for each subsequent class day of lateness. All other exercises and assignments turned in late will be penalized with a 20%-per-class-day penalty assessed for each class-day of lateness.

### **Exercises:**

Students will be given 5 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 their knowledge. The first one will cover the Part 1: *Mise en contexte* and Part 2: *Sounds*. The second test will go over Part 3: *Morphology* and Part 4: *Syntax*.

### **Presentation:**

Students will be responsible for presenting one particular topic within one of the subfields that will be studied. They will engage the entire class in the discovery of the phenomenon providing examples as well as an explanatory handout and/or Power Point presentation. Students with no previous background in linguistics will be allowed to work in teams of two for this component.

### **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, 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. Before each component is turned in to the professor, it will be exchanged with a classmate for feedback, which will then be incorporated into the development of the portfolio. 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, or adopt a comparative perspective

(French vs. another language) that may be useful for translation. The portfolio must include at least the following items:

- Statement of his or her philosophy regarding language in general and vis-à-vis the adopted perspective
- Exercises completed as assignments and reviewed according to suggestions from professor
- Incorporation of suggestions from peers
- Corpus analysis in each of the subfields
- Self-assessment for the course and for the portfolio itself
- Etc.

### Planification des cours

Date / thème	Sujets (chapitres lus avant le cours)	Date de remise des travaux
<b>Partie 1: Mise en contexte</b>		
January 8	Syllabus, quelques définitions en linguistique	
January 10	Le français dans l'histoire (Yaguello, 2)	
January 15	L'évolution du français (Yaguello, 2)	
January 17	La variation (Yaguello, 3)	
January 22	Naissance et domaines de la linguistique moderne (Chiss et al., 1-1 et 1-2)	
January 24	La linguistique structurale (Chiss et al., 1-4)	✓ <b>Exercice 1</b>
<b>Partie 2: Les sons</b>		
January 29	La transcription phonétique (Antes, 1)	✓ <i>Échange du portfolio, partie 1</i>
January 31	La phonétique, voyelles (Antes, 2)	✓ Présentation
February 5	La phonétique, consonnes (Antes, 2)	✓ <i>Remise du portfolio, partie 1</i> ✓ Présentation
February 7	La phonologie segmentale (Antes, 3)	✓ Présentation
February 12	La phonologie suprasegmentale (Antes, 3); révision	
February 14	<b>Test 1</b>	

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### Partie 3: La morphologie

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February 26	La morphologie dérivationnelle (Antes, 4)	✓ <b>Exercice 2</b> ✓ Présentation
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February 28	La flexion nominale et adjectivale (Antes, 4)	✓ Présentation
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March 4	La flexion verbale (Antes, 4 - jusqu'à l'impératif)	✓ Présentation
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March 6	La flexion verbale (Antes, 4 - fin du chapitre)	✓ Présentation
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### Partie 4: La syntaxe

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March 11	La grammaire générative (Antes, 5)	✓ <i>Échange du portfolio</i> , parties 2 et 3
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March 13	La phrase simple (Antes, 5)	✓ Présentation ✓ <b>Exercice 3</b>
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March 18	Les arbres structurels (Antes, 5)	✓ Présentation ✓ <i>Remise du portfolio</i> , parties 2 et 3
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March 20	La phrase complexe (Antes, 5)	✓ Présentation
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March 25	Révision	
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March 27	<b>Test 2</b>	
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### Partie 5 : Le mot

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April 1	Le sens et la sémantique lexicale (Antes, 6)	✓ <b>Exercice 4</b> ✓ Présentation
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April 3	La sémantique verbale (Antes, 6)	✓ Présentation
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April 8	La lexicographie (Chiss et al., 3-3)	✓ <i>Échange du portfolio</i> , parties 4 et 5
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April 10	Conclusion	✓ <b>Exercice 5</b> ✓ <i>Remise du portfolio complet</i>
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**Je vous souhaite un excellent semestre !**