



**58: FREN 254 GRAMMAR AND COMPOSITION**  
**Fall 2024 Slot 7 M-W-F 2:40-3:30 pm CHO 215**

**Contact Information**

Instructors: Dr. Dominique Hétu (she/her/elle) &  
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Office hours: by appointment

**Enrollment key:** FREN\_2\$4

**Student contact:** We will contact you via your BU email address. Please contact both of us through your BU email address ONLY. **Always** look at the course outline and Moodle page **BEFORE** emailing your instructors. It might take up to **2 business days** to get a reply.  
→ **Always copy both instructors when sending your email or responding to ours.**

**ON CORRESPONDING WITH YOUR PROFESSORS BY EMAIL**

**An email is not a text or a drop box:**

- **Always use greetings (Bonjour/Hello/Au revoir) and salutations (Bien à vous, Best wishes, Best regards, Bien cordialement), meaning the common civilities and forms of politeness when you write** to your instructors (or anyone else at BU). This ensures pleasant and respectful exchanges.
- **Be clear:** always specify the course you are taking with them and provide a date and time if you want to schedule an appointment.
- **Be mindful of time** and do not expect an answer outside of business days/hours
- **Be concise:** an email is also not a novel

**Course Description**

Prerequisite: 58: FREN: 155 and 58: FREN: 156 with “C” or better or permission of instructor.

Taught in French. This course focuses on different kinds of literary materials in French. Students will learn basic techniques in criticism. This is not a remedial course, and students

are assumed to be competent (though not necessarily highly proficient) in format, punctuation, grammar, sentence structure, simple paragraphing, and development of a basic thesis statement. However, some time may be spent in class on the elementary principles of good writing, at the instructor's discretion. Time will be spent on links between language, literary analysis, and composition. This writing intensive course is designed for all university students who wish to improve their French compositional skills beyond the intermediate proficiency level. 3 lecture hours per week, one term.

### Course structure

This course is conducted in person and is student-oriented. This means that short lectures and learning tasks will mobilize students' active involvement inside and outside the classroom. It is also possible that some classes will be held online if necessary. Students will always be informed in advance. This course is also taught by two instructors, in collaboration. They will sometimes teach together and will take turns, bringing together individual expertise to develop shared expertise (Mofield 2020).

### Overall course work

Students should plan on a weekly average of 3-5 hours of work outside of class.

### Learning outcomes

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

- Use French effectively in academic writing.
- Use literary tools to analyze texts.
- Use literary mechanisms that ensure cohesion and coherence beyond the sentence level and throughout paragraphs.
- Analyze excerpts of different genres.
- Compose full-length essays of no more than 5 pages double-spaced.

### Required resources

→ Different productions, whether literary excerpts, visual productions, etc., will be available on Moodle.

→ **Moodle Access:**

Students must check the Moodle course webpage regularly and before each class.

Content will be posted on Moodle to support student learning.

### Reference books and Online Resources

→ Gagnon, Anne, Carl Perrault et Huguette Maisonneuve, *Guide des procédés d'écriture*<sup>1</sup>, 2<sup>e</sup> édition, Éditions du Renouveau Pédagogique, 2007.

→ Bescherelle, *L'art de conjuguer*, H.M.H.

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<sup>1</sup> Disponible sur Moodle.

- French/English Dictionary: Larousse, Collins, and Oxford are good dictionaries. Avoid purchasing miniature pocket dictionaries; these have limited vocabulary and are not the best for this course.
- **Useful online resources:** [Wordreference.com](http://Wordreference.com) (app also available) and [Linguee.com](http://Linguee.com) (app version available too)

## CALENDRIER PROVISOIRE

Please note that this is a provisional calendar. Instructors may make changes to it to meet students' needs. Any changes will be shared in class and on Moodle.

### MODULE 1 (EM)

### LA DESCRIPTION

**Semaines 1 et 2** (4 au 13 sept)

#### **Objectifs :**

- Travailler avec des sources originelles pour raconter des faits à propos des origines de la culture Métis du Manitoba en lien avec l'histoire de la littérature franco-manitobaine;
- Identifier les caractéristiques linguistiques, historiques et poétiques de la chanson Mitchif;
- Organiser ses idées de façon logique en utilisant des termes précis;
- Produire une description mettant en relief des caractéristiques clés dans un bref texte.

#### **Sources :**

- [History Museum](#)
- [Archives de la Société historique de Saint-Boniface](#)
- [« La chanson de la Grenouillère » de Pierre Falcon \(1816\)](#)

### MODULE 2 (DH)

### LE RÉCIT

**Semaine 3** (16 au 20 sept.)

**Tâche 1 : Lecture méthodique (à la maison) – à remettre le dimanche avant minuit.**

#### **Objectifs :**

- Apprendre davantage sur le milieu éditorial franco-manitobain;
- Se familiariser avec le rôle de ce milieu pour la prise de parole et la représentation diversifiée des identités sexuelles et de genre dans la société manitobaine;
- Faire l'analyse détaillée de textes en utilisant une terminologie appropriée et précise;
- Produire une synthèse méthodique et explicative afin de déterminer le message d'un texte
- Développer une méthode de révision linguistique

#### **Sources :**

- *Flânerie et souvenirs*, Bernard Mulaire, 2018, Winnipeg, Éditions du Blé (extraits).
- *Inédit*, Éric Plamondon, 2020, Winnipeg, Éditions du Blé (extraits).

- Lèveillé, J. R. (2015). « La petite histoire de la fondation des Éditions du Blé ». *Cahiers franco-canadiens de l'Ouest*, 27(2), 243–257.
- Colloque « Les 50 ans des Éditions du Blé : Une littérature qui se fait », Université de St-Boniface, du 19 au 21 septembre 2024.

### MODULE 3 (DH)

### LE RÉSUMÉ

**Semaine 4 (23 au 27 sept.)  
maison)**

**Tâche 2 : Paraphraser, citer, synthétiser (à la  
– à remettre le dimanche avant minuit.**

#### **Objectifs :**

- Comprendre les enjeux linguistiques et législatifs du fait francophone au Manitoba
- Consulter, analyser et citer des sources variées (savantes, médiatiques, littéraire, etc.) autour de ces enjeux
- Expliquer et établir la chronologie des événements dans un texte clair
- Développer une méthode de révision linguistique

#### **Sources (exemples):**

- Blay, J. (2021). « Évolution de l'identité francophone au Manitoba (1738-2017) ». *Cahiers franco-canadiens de l'Ouest*, 33(1-2), 37–93.
- *Loi 5 sur l'appui à l'épanouissement de la francophonie manitobaine* (2016), article (1.2), <https://web2.gov.mb.ca/bills/41-1/b005f.php>.
- [Manitoba rises above its history on francophone rights – Winnipeg Free Press](#)

### MODULE 4 (EM)

### PRENDRE POSITION : OPINION VS. ARGUMENT

**Semaine 5 (2-4 oct)**

**Tâche 3 : Exprimer une prise de position à partir**

*\*Pas de cours le lundi 30 septembre  
National Day for Truth and Reconciliation*

**d'une analyse critique (*critical thinking*)  
et/ou un savoir situé (*situated knowledge*)  
(à la maison) – à remettre le dimanche avant**

**minuit.**

#### **Objectifs :**

- apprendre davantage sur le fait pédagogique en contexte franco-manitobain dans les années 1930 ;
- se sensibiliser à propos de la représentation des diverses diasporas dans la littérature et la société manitobaine au début du 20e siècle ;
- réfléchir au rôle des femmes enseignantes au début de leur carrière à partir de productions culturelles en contexte minoritaire francophone ;
- identifier les thèmes, caractéristiques, images et effets de style dans un texte pour les mettre en relation avec sa prise de position ;
- dresser une liste d'arguments ;
- sélectionner les arguments et contrarguments qui rendront votre prise de position plus claire et convaincante
- choisir le ton souhaité : engagé, ironique, distant.

**Source:**

- Gabrielle Roy, *Ces enfants de ma vie*, Montréal, Boréal, 2012 (extraits).

**MODULE 5 (EM)**

**L'ESSAI**

**Semaine 6** (7 au 11 oct.)

**Remise du compte rendu critique (20 %)**

(Suite de la semaine précédente.)

**MODULE 6**

**LA DISSERTATION / TEXTE ARGUMENTATIF**

**6.1 Semaines 7 et 8 (DH)**

**Organiser sa pensée**

(16 au 25 oct.)

**Tâche 4 : Introduction (en classe)**

*\*Pas de cours le lundi 14 octobre*

*Action de Grâce*

*\*Le jeudi, 17 octobre = horaire du mercredi.*

**Objectifs :**

- Proposer et cibler un sujet d'écriture
- Planifier le projet d'écriture et définir la question, élaborer les idées
- Choisir les sources et les comprendre
- Composer l'introduction

**6.2 Semaines 9 (EM) et 10 (DH, EM)**  
**critique**

**Construire un paragraphe et un appareil**

(28 oct. au 8 nov.)

**Ateliers d'écriture**

→ **Remise du plan et de la bibliographie annotée (20%)**

**Objectifs:**

- Organiser les arguments et sélectionner leurs illustrations et explications
- S'appuyer sur des sources pertinentes et savoir les citer correctement
- Choisir les transitions appropriées
- Produire un plan détaillé

*Semaine 11 : Semaine de lecture, du 12 au 15 nov.*

**MODULE 7 (DH et EM)**

**PEER REVIEW**

**Semaine 12** (18 au 22 nov.)

**Présentations (cercles de partage)**

**Tâche 5 : Texte réflexif (en classe)**

**Module 8 (DH et EM)**

**PAUFINEMENT**

**Semaine 13** (25 au 29 nov.)

**Ateliers d'écriture et révision**

## MODULE X

## PROJET FINAL

Semaine 14 (2 au 4 déc.)

Remise du projet final et exposés oraux

*\*Le mercredi, 4 décembre = horaire du lundi = dernière séance.*

## ÉVALUATIONS

**\*Quand les travaux sont faits à la maison, ces derniers doivent être remis sur Moodle à moins que votre professeure vous donne une consigne différente.**

### Writing Tasks (Tâches)

30 %

During the term, students will produce five (5) low-stake written tasks to put their learning into practice and improve their writing skills. Students will receive feedback for each assignment. Students will decide which **four tasks** to submit for grading. The four tasks **must be submitted before Module 6.2**. Each task is worth 7.5 points, for a total of 30 % of the grade

### Compte rendu critique

20 %

Students will produce a « compte rendu critique » based on a cultural or literary production. Students will be assessed on form and content. To be submitted at the end of Module 5.

### Plan de travail et bibliographie annotée

20 %

In preparation for the dissertation, students will elaborate a writing plan (15%) and prepare an annotated bibliography (5%). This is Module 6.

### Projet final

30 %

Students will produce a final dissertation to showcase their acquired writing skills. 5 % of the mark will go towards the presentation (M7), and 25 % will go towards the paper (MX).

*For each assignment, detailed evaluations and rubrics will be provided.*

### Missed assignments, late assignments, et al.

Failure to complete an assignment will automatically result in a grade of Nil or F unless the student communicates with the instructor prior to the due date and/or provides sufficient justification. The instructor does not manage a student's schedule. We strongly encourage students to communicate with us before the submission date should they have difficulty submitting their work on time or if they are overwhelmed—**it happens!** **There is always a solution; we will gladly work with you to find one.**

### Grading

Along with detailed instructions, a grading table will be explained in advance of each type of assignment.

Letter/Number/Grade Point

<b>Outstanding</b>	<b>Good</b>	<b>Satisfactory</b>	<b>Weak</b>	<b>Inadequate</b>
A+ 90-100 4.3	B+ 77-79 3.3	C+ 67-69 2.3	D 50-59 1.0	F 0-49 0
A 84-89 4.0	B 74-76 3.0	C 64-66 2.0		
A- 80-83 3.7	B- 70-73 2.7	C- 60-63 1.7		

**STATEMENT OF “FAIR WARNING”**

If you have missed a class, you are solely responsible for catching up by either getting notes from a fellow student or making up for your absence on your own. It is recommended that students help one another whenever they can. While we strongly value personalized education at BU, we also strongly value responsibility and accountability.

**STATEMENT ON ACCESSIBILITY AND ACCOMMODATION**

Brandon University values diversity and inclusion, recognizing disability as an aspect of diversity. Our shared goal is to create learning environments that are accessible, equitable, and inclusive for all students. Student Accessibility (SAS) supports students by developing an individualized plan of accommodation, helping students understand their learning needs, and assisting faculty with provision of accommodations for students. Should you anticipate or experience disability-related barriers, including permanent, chronic, or temporary disabilities/or medical conditions, you are invited to contact the [Student Accessibility Coordinator](#) or complete the [Student Information](#) form to request a confidential discussion with the SAS Coordinator. If you already have established accommodations with SAS, please contact me early in the term to discuss the accommodations outlined in your letter of accommodation.

Additional information is available on the [Student Accessibility Services](#) website.

**ACADEMIC INTEGRITY**

The Brandon University Academic Integrity Policy underlines the importance of all members of the BU community respecting and upholding the fundamental values of honesty, trust, fairness, respect, responsibility, and courage (ICAI, 2014) in every academic activity. Students are responsible for ensuring they understand and adhere to these values.

Activities that depart from these values include, but are not limited to, the following: plagiarism, cheating, academic interference, falsification, unauthorized use of artificial intelligence (AI), and aiding others to depart from academic integrity.

Students found responsible for having departed from academic integrity will be subject to remedies and/or sanctions. Depending on the scope and impact of the departure as well as the student’s level of study and past academic integrity history, remedies and sanctions range from mandated educational activities through failure on an assignment/failure in the course to expulsion from the University and revocation of credentials/degrees granted.

All departures from academic integrity will be recorded in the BU Academic Integrity Repository, and certain sanctions will result in a notation on the student’s transcript.

The full Academic Integrity Policy, including definitions of academic integrity’s fundamental values, examples of activities that depart from academic integrity, and processes undertaken in cases of suspected departures from academic integrity, is available at [www.brandonu.ca/senate-office/senate-policies](http://www.brandonu.ca/senate-office/senate-policies)

## **LIBRARY**

For more information about Library Hours and Services, go to <http://www3.brandonu.ca/library/> or call 204-727-9646.

### **Statement on responsibilities of students for in person instruction during a pandemic period**

Brandon University values the health and safety of its students and employees. Our shared goal during the COVID-19 pandemic is to create learning environments that are safe. In providing in-person course instruction, Brandon University considered how best to decrease the spread of COVID-19 and lessen the impact in your learning environment. Physical campus enhancements as well as health and safety protocols have been implemented to reduce COVID-19 transmission amongst instructors and students. These protocols are in place to maintain a safe work environment, to not interrupt your studies. In registering for this in-person course, students are asked to respect the health and safety of their peers, the instructor, and other Brandon University employees by adhering to the posted COVID-19 health, and safety guidelines at all times during instruction of this course. Failure to do so may put others at risk and could result in your removal from in person instruction and/or the building itself ([Student-Non-Academic-Misconduct-Policy-July-2020-.pdf](#)). Additional information on COVID-19 is available on the Brandon University website (<https://www.brandonu.ca/covid-19/>).

## **MENTAL HEALTH SUPPORTS FOR STUDENTS**

Brandon University has two Counsellor Therapists who support students to resolve personal challenges that may arise during their academic career. Appointments can be made by calling 204-727-9737. Appointments and walk-ins with a **University Knowledge Keeper** can be made by contacting 204-727-7443. In addition, the University subscribes to **Therapy Assistance Online** (TAO). TAO includes interactive sessions, mindfulness exercises and practice tools all aimed at helping you achieve your goals. Please visit [www.brandonu.ca/personal-counselling/tao/](http://www.brandonu.ca/personal-counselling/tao/).

## **SEXUAL VIOLENCE EDUCATION AND PREVENTION**

BU is committed to maintaining a safe and respectful learning environment for all students. If you or someone you know has experienced sexual harassment, assault, or any form of gender-based violence, there are several ways to seek support and report incidents. The Sexual Violence Education and Prevention Centre (SVEPC), located at 312 Clark Hall is a place you can feel safe, valued and heard. Stop by the office, contact Jessica Laxdal at [LaxdalJ@brandonu.ca](mailto:LaxdalJ@brandonu.ca), or check out the website [www.brandonu.ca/sexualviolence/get-help/](http://www.brandonu.ca/sexualviolence/get-help/) for more resources including the REES (Respect, Educate, Empower, Survivors) Platform, which offers avenues to connect with support services and report incidents. Jessica can also be reached by text/phone at 431-542-1707.

## **DIVERSITY AND HUMAN RIGHTS OFFICE**

BU seeks to promote equality of opportunity for all, giving every individual the chance to achieve their potential, free from prejudice and discrimination, and the right to be treated



with fairness, respect, equality, dignity and autonomy. BU affirms an unwavering and unambiguous commitment to diversity, inclusion and universal human rights. In a snapshot, the Diversity and Human Rights Advisor Office;

- Develops & implements policies, procedures, & guides and training related to conflict resolution, human rights, EDI (Equity, Diversity and Inclusion), and employment equity.
- Assists students, staff & faculty with resolving conflict, addressing inequities, and mediation support.
- Conducts/facilitates investigations & assessments when needed. Please see Brandon University's Guide to Conflict Resolution and the Discrimination and Harassment Prevention policy and Procedures and Complaint Form.

Students with questions or concerns related to these items can contact Cheryl Fleming at 333 Clark Hall, FlemingC@brandonu.ca, or call (204) 727-9785. More information including key forms can be found at: Diversity and Human Rights | Brandon University.

#### **FOOD BANK BRANDON U**

Contact the [BUSU office](#) or visit their website [Grocery Program — Brandon University Students' Union \(busu.ca\)](#)