



Department of French

**FREN 2110 - FRENCH 4: WRITING
SECTION A, FALL-WINTER 2026-2027**

Preliminary course outline, subject to changes and revisions up to the first week of classes

Session :	9 septembre 2026 - 9 avril 2027 (must be registered in the same section for BOTH the Fall & Winter semester)
Horaire du cours :	Lundi et mercredi 16h05-17h25 pm
Instructeur :	Frenand Léger, Ph.D.
Bureau :	1615 Dunton Tower
Heures de bureau :	Lundi et mercredi 13h30-14h30, et sur rendez-vous
Lien Brightspace page:	https://brightspace.carleton.ca/d2l/home/449986
Courriel du professeur :	FrenandLeger@cunet.carleton.ca
Page web du professeur :	https://www.frenandleger.com/en

**PLEASE NOTE: PREREQUISITE, LANGUAGE PLACEMENT, REGISTRATION
PREREQUISITES AND PRECLUSION**

☐ Prerequisite(s): Grade C or Higher in FREN 1100 or FREN 1110 or permission of the Department, or [Placement test](https://edc.carleton.ca/french_placement/) (https://edc.carleton.ca/french_placement/) on Carleton Central before registering.

☐ Precludes additional credit for FREN 2100.

PLACEMENT

☐ **Attendance is mandatory on the first day of classes.** The instructor will evaluate you on that day to confirm that FREN 2110 is the appropriate course for you. If the level is judged to be inappropriate, your instructor will recommend a course that meets your needs.

☐ A change of level will only be considered upon the official recommendation of the instructor (communicated by e-mail). Enrolment permitting, recommended changes will be processed by the French Department Office until September 22th 2026.

REGISTRATION

☐ As per official regulations in the Undergraduate Calendar, **September 22, 2026** is the “Last day for registration and course changes (including auditing) in full fall, late fall, and fall/winter courses.”

COMMUNICATION

Les communications par courriel reçoivent généralement une réponse dans les 48 heures du lundi au vendredi entre 8h30 et 17h00. Le courriel devrait être utilisé surtout pour les questions administratives ou concernant votre situation personnelle. Toute communication électronique devra être faite par l'intermédiaire de l'adresse @cmail.carleton.ca de l'étudiant.e ou via Brightspace. L'étudiant.e peut aussi participer aux heures de bureau ou prendre rendez-vous pour une rencontre avec son professeur.e.

COURSE DETAILS

- This section of FREN 2110 will be held on campus, in person. You are required to attend all classes and to come prepared (having completed the assigned work prior to the class).
- In language classes, informal assessments and feedback on students' in-class performance are conducted on a near-daily basis to ensure a good grasp of vocabulary, structures, grammar, and oral expression (pronunciation and fluidity). Attending class will give you the opportunity to practice your oral and written French and you should be present to the best of your ability. Class attendance counts toward the Attendance and Participation requirements.
- Course content will be posted to Brightspace and you are responsible for reading content, watching videos and completing exercises posted.

STUDENTS ARE EXPECTED TO READ MATERIAL AND PROFESSORS ARE NOT REQUIRED TO REPEAT INFORMATION ALREADY PROVIDED AND DISCUSSED.

DESCRIPTION, OBJECTIFS ET ATTENTES PARTICULIÈRES

Taught in French. For students with intermediate writing skills in French. Refinement of spelling, grammar, sentence-structure and vocabulary. Emphasis on accuracy and textual organization. Essay-writing. Use and referencing of various sources. Self-correction. Attendance and participation compulsory. Limited enrolment, No auditors. First week: compulsory placement test in class.

FINALITÉ

S'exécuter comme apprenant de langue seconde responsable, actif, engagé et performant du français écrit en vue d'atteindre le niveau intermédiaire-avancé B2 du Cadre européen commun de référence pour les langues (CECRL). Performance langagière écrite efficace dans diverses situations de communication, compte tenu du contexte universitaire du cours. Consolidation des connaissances grammaticales, lexicales et orthographiques. Lecture et rédaction de différents types textes.

OBJECTIFS D'APPRENTISSAGE (*LEARNING OUTCOMES*)

Résultats d'apprentissage du cours

À la fin du cours 2110, l'étudiant devrait pouvoir développer les compétences suivantes :

Compréhension écrite	Expression écrite
Objectifs généraux • Lire de façon autonome des textes variés (le texte argumentatif en particulier) selon l'objectif visé. • Relever les informations pertinentes dans un texte long et assez complexe. • Lire et comprendre des directives détaillées. • Comprendre les règles de base (grammaticales, lexicales	Objectifs généraux • Rédiger des textes de différents types (particulièrement le texte argumentatif) de manière claire et détaillée sur des sujets familiers ou non. • Élaborer un plan structuré avant la rédaction d'un document. • Utiliser des phrases de plus en plus complexes.

et orthographiques) du français écrit. Objectifs spécifiques - Repérer les idées principales et secondaires. - Différencier les éléments d'un document (faits, exemples, opinions, arguments, thèse, antithèse, etc). - Identifier les éléments constitutifs des différentes parties d'un texte (introduction, développement et conclusion). - Trouver des équivalents aux mots de liaison qui forment un enchaînement. - Identifier par ordre d'importance les idées correspondant à un même thème. - Grouper des informations provenant de différentes parties d'un texte ou de textes différents. - Déduire le sens des mots nouveaux à partir du contexte. - Dégager le plan d'un texte argumentatif. - Identifier les arguments principaux et secondaires dans un texte sur un sujet familier ou non. - Repérer les parties du discours et leur fonction (déterminant, nom, verbe, adjectif, pronom, adverbe, conjonction, préposition, interjection).	- Résumer des informations tirées de sources diverses. - Appliquer les règles de base (grammaticales, lexicales et orthographiques) du français écrit. Objectifs spécifiques - Produire des textes variés de 400-500 mots. - Paraphraser des extraits de textes. - Faire la synthèse d'informations issues de sources diverses. - Exploiter les connecteurs logiques dans ses rédactions. - Rédiger les éléments d'une introduction (sujet amené, posé et divisé) et d'une conclusion (synthèse et ouverture). - Reformuler les arguments d'un texte dans ses mots. - Construire un raisonnement argumenté. - Expliquer et justifier son opinion sur un texte. - Peser les causes et les conséquences et argumenter sur des situations hypothétiques. - Mettre en application les règles de fonctionnement des différentes parties du discours pour la construction de phrases grammaticalement correctes.
Stratégies cognitives et métacognitives à développer	
- Comprendre des directives détaillées. - Prendre des notes détaillées, bien structurées et complètes. - Développer un plan de travail et d'études pour intégrer les nouvelles connaissances dans la mémoire à long terme en procédant par associations, regroupements, raisonnement, mémorisation, etc. - Vérifier systématiquement son apprentissage en s'autoévaluant et s'autocorrigant. - S'informer objectivement sur l'apprentissage d'une langue (le bon apprenant, les stratégies, la correction phonétique, la correction grammaticale, les défis des apprenants de langue, etc.	

Résultats d'apprentissage du programme

La série de cours de français langue seconde du département introduira progressivement les concepts nécessaires à l'atteinte des résultats d'apprentissage suivants à l'issue des programmes de français :

- RA1. Atteindre un niveau de compétence en français permettant de communiquer dans des situations variées et sur un large éventail de sujets (conforme au niveau C1 du CECR ; CECR = Cadre Européen Commun de Référence pour les Langues).
- RA2. Réfléchir à son propre apprentissage langagier de manière critique afin d'identifier ses erreurs, d'évaluer ses défis et objectifs, et d'identifier des ressources et des stratégies pour un apprentissage en autonomie.

ACTIVITÉS D'APPRENTISSAGE

- **Compréhension** : Lecture de documents authentiques longs et courts, de types variés en classe et à l'extérieur de la classe. Saisie des nuances, distinction idées principales et secondaires, organisation de contenu, apprentissage de vocabulaire en contexte.
- **Expression écrite** : Travail de perfectionnement individuel en français uniquement, correction et perfectionnement, pratique régulière. Stratégies du bon locuteur. Enrichissement

du vocabulaire. Réflexion sur les types de phrases, leur complexité et leur usage. Pratique critique d'autocorrection. Savoir identifier, apprécier et pratiquer les étapes de production écrite : le plan, les brouillons, la révision, l'édition finale.

- **Services de Soutien :** Utilisation systématique et consciencieuse des services de soutien écrit du Département de français. Usage judicieux des outils de travail : dictionnaires, grammaires, logiciels de correction, Internet.
- **Journal critique :** Tenue d'un journal critique d'apprentissage et portfolio. Motivation, utilité, défi, performance, auto-évaluations. Évaluation critique et documentée de l'effort dans le cheminement aux réalisations concrètes et manifestes de progrès. Difficultés identifiées, planification de résolution.

Absences et retards

- Les travaux remis en retard sans raison valable et justifiée perdront 5% par jour de retard, jusqu'à un maximum de 10 jours de calendrier. Les travaux non remis après cette date reçoivent automatiquement la note 0.
 - Si vous prévoyez ne pas pouvoir remettre un travail à la date prévue, contactez-moi dès que possible pour la possibilité d'une date de soumission différente.
 - Toute évaluation manquée ne pourra être reprise que pour des raisons (médicales ou autres) documentées. Si vous devez manquer une composante de l'évaluation, vous devez contacter l'instructeur du cours dans les 24 heures de la remise du travail.
1. Si l'absence durera cinq jours ou moins, faites une demande d'accommodement *short term*. <https://carleton.ca/registrar/academic-consideration-coursework-form/>
 2. Si l'absence durera plus de cinq jours, vous devez faire une demande d'accommodement *long term*. <https://payments.carleton.ca/registrar/long-term-academic-considerations-for-coursework/>

NB Pour toute information concernant les absences, se référer au site du registraire : <https://carleton.ca/registrar/>

ÉVALUATION

- **Grade for preparation/portfolio, attendance, and participation**

This is a course held on campus, in person. You are required to attend all classes and to come prepared (having completed the assigned work prior to the class) and ready to actively participate in class discussions and activities. The works assigned for preparation, to be completed on a regular basis prior to coming to the class sessions, will be collected in the form of a Portfolio and graded. Note that the first sessions of the first two weeks of class are compulsory. The professor will record attendance every session. If there is minimal preparation/participation, the student may not develop the necessary skills for French communication, which will result in a low grade. This course will only generate full benefits if attendance is faultless, participation fully activated, investment of time motivated, thoughtful and committed. Absentees are responsible for missed class, under any circumstances. They are responsible for assignments due on the missed day. They should consult with students first, and, if necessary, meet the professor during office hours or scheduled appointment. They are advised to arrange to have someone drop off their homework the day it is due.

The following are general guidelines the professor will follow in assigning the weekly preparation/participation grade. Exact preparation/participation points within the specified ranges are assigned based on individual professor expectations. A student assigned a grade of "8.5", for

example, but expecting a grade of "9" or "10", should talk to the professor about his or her participation expectations for receiving a higher preparation/participation grade. If a student misses one or more of the criteria listed, the student may get a lower grade.

- ❖ **9-10 points** -- Used **only French** and spoke often during class period. Volunteered very often and contributed to class discussion in a meaningful way. Listened attentively and responded to others. Provided meaningful responses to questions showing that she/he was well-prepared for class.
- ❖ **8-8.5 points** -- Used French and spoke often during class period. Participated actively in group work. Volunteered quite often and contributed to class discussion in a meaningful way. Listened attentively and responded to others. Provided meaningful responses to questions showing that she/he was well-prepared for class overall.
- ❖ **7-7.5 points** -- **Used mostly French but used English on occasion.** Spoke fairly often during class period. Participated actively in group work. Volunteered rarely. Listened and responded generally to others. Was mostly prepared for class.
- ❖ **5-6.5 points** -- **Used quite a bit of English** on several occasions during group work and/or whole class discussion OR didn't speak often. **Not very engaged** in group activities. **Did not volunteer** during classroom discussion. Seemed quite **unprepared** for class.
- ❖ **0-4.5 points** -- Used more English than French OR **did not speak during class.** Was not engaged in group activities and/or was distracting to others or got off-topic during group activities. Chatted with classmates or daydreamed during class activities. **Obviously did not prepare** at all for class.
- ❖ **0 will be systematic for the following:** did other homework, slept, arrived late, left class earlier...

- **Requirements for any assignment**

The grade for any assignment that is not completed and submitted by the specified deadline (date and time) **will be reduced by 5% per day.** Written work that is not well presented and typed will be refused by the professor and subject to the same penalty as late assignments. Times New Roman is recommended.

- **Term work, tests and examinations**

All tests and examinations, including how/when they are scheduled, are subject to rules set out in [Regulation 4.0: Examinations](#) of the Undergraduate Academic Regulations, and in [Regulation 9.0: Examinations and Term Work](#) of the Graduate Academic Regulations.

A missed oral/written test or exam will receive a grade of zero unless the guidelines stated above are followed. No reason other than medical or serious family matters will be accepted for missed tests and presentations (a job interview is not a reason to miss a test). Religious accommodations must be signaled to the professor prior to any missed class. No official exam (April) will be arranged independently from Carleton official exam scheduling services. Excuses related to problems with computers or printers will not be accepted, particularly on day of submission (please plan ahead). The grade for any assignment (oral or written) that is not completed and submitted by the due date will be reduced by 5% per day. No assignment sent by email will be accepted.

- **Formal Exams**

Students are expected to be available for the duration of a course including the examination period. Dates and deadlines are made available to students in the Carleton University Undergraduate Calendar well in advance of registration. **No formal examinations will be**

informally accommodated. All deferral requests have to go through the [Registrar's office](#). If the absence will last five days or less, submit a [short-term accommodation request](#). If the absence will last more than five days, you must submit a [long-term accommodation request](#).

- **End of Semester Written Examination**

- All written examinations abide by the university exam policies (arriving late, missing or deferring these examinations).
- Exam Format : a mix of multiple choice, short answers and essay
- Format/modality : scheduled by the university and in person
- Exam content : cumulative and closed-book
- Duration: 3 hours

- **Final grades**

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

I. Répartition trimestrielle des notes (session d'automne) : 50% de la note finale

➤ Premier trimestre		Dates d'échéance
- Dictées (10 x 0.5%)	05 %	(Quasiment chaque semaine)
- Journaux - Devoirs écrits (3 x 10 %)	30 %	(07 oct. ; 04 nov. 25 nov.)
- Test écrit de mi- trimestre	15 %	21 octobre
- Portfolio d'apprentissage	10 %	(14 oct. ; 11 nov. 09 déc.)
- Fusion Inclusivity Skills (<i>Explore and Apply</i>)	10 %	09 décembre
- Examen écrit de fin de session	25 %	TBA
- Présence et participation	05 %	À chaque séance
➤ Total	100%	

II. Répartition trimestrielle des notes (session d'hiver) : 50% de la note finale

➤ Second trimestre		Dates d'échéance
- Dictées (10 x 0.5%)	05 %	(Quasiment chaque semaine)
- Journaux - Devoirs écrits (3 x 10 %)	30 %	(27 jan. ; 08 mars, 24 mars,)
- Test écrit de mi- trimestre	15 %	24 février
- Portfolio d'apprentissage	10 %	(03 fév. ; 10 mars, 05 avr.)
- Fusion Inclusivity Skills (<i>Reflect + Rapport</i>)	10 %	07 avril
- Examen écrit de fin de session	25 %	Date à préciser plus tard
- Présence et participation	05 %	À chaque séance
➤ Total	100%	

❖ **NOTA BENE** - Notez que les tous les travaux notés (tests, examens et devoirs) seront corrigés à partir d'une grille de correction fournie préalablement aux étudiants. Les étudiants ont le droit de réclamer une deuxième correction de leurs travaux et de la copie de leurs tests tout en sachant que s'il y avait erreur **la note reçue peut augmenter ou diminuer** à la suite de la deuxième correction.

ATTENTES PARTICULIÈRES

Students are expected to :

- Visit the course page on Brightspace, the learning management system, prior to the first day of class.
- Attend class sessions on time and on a regular basis.
- Introduce themselves to the class during the first week.
- To ensure that their computer is compatible with the learning management system, Brightspace.
- Review and follow the course calendar and weekly outlines.
- Devote a minimum of 9 hours per week to the course.
- Submit assignments by the deadline (**No late work will be accepted without penalty**).
- Log in to the course on Brightspace at least twice a week.
- Respond to emails within 48 hours.

The instructor will:

- Begins and ends classes on time.
- Respond to emails within 48 hours.
- Returns graded assignments and tests promptly.
- Have weekly office hours
- Be available to answer student's questions in a professional way.

• **Attendance and participation**

If there is minimal preparation/participation, the student may not develop the necessary skills for French communication, which will result in a low grade. This course will only generate full benefits if attendance is faultless, participation fully activated, investment of time motivated, thoughtful, and committed. Absentees are responsible for missed class, under any circumstances. They are responsible for assignments due on the missed day.

• **Services de soutien écrit et oral**

L'utilisation des services de soutien offerts par le département de français est fortement recommandée, car cela vous permettra de mieux préparer vos travaux. Voir [le site du service de soutien](#).

MANUELS UTILISÉS ET AUTRES RESSOURCES

Textbooks can be purchased in person at the Carleton Bookstore. Please do not purchase the books before you are assessed on the first day of the course. Attending the first class is mandatory for evaluation.

❖ **Le seul manuel obligatoire à acheter au Carleton Bookstore:**

- Difficultés expliquées du français for English speakers. CLE. Vercorlier, Vercolier et Bourlier. Niveau intermédiaire avancé, Paris : CLE International, 2005. ISBN : 978-2-09-033701-3. – Prix : 71,95
- ❖ **Certains passages du manuel suivant seront utilisés en classe, mais ils seront fournis par le professeur. Il n'est donc pas nécessaire de l'acheter (No need to buy it)**
- Beaudin, Karoline. Amélioration du français écrit. Montréal, Chenelière Éducation, 2016.
- ❖ **Dictionnaires, ouvrages de références et autres ressources suggérées.**

- Dictionnaire bilingue anglais-français ***récent***
- Dictionnaire des combinaisons de mots /cooccurrences
<http://www.btb.termiumplus.gc.ca/tpv2guides/guides/cooc/index-eng.html?lang=eng>
- Dictionnaire de synonymes ; *Le Petit Druide des synonymes*
- Manuel de conjugaison des verbes : Bescherelle, *L'Art de conjuguer* par exemple
- Centre National de Ressources Textuelles et Lexicales (CNRTL)
<http://www.cnrtl.fr/definition/>
- Correcticiel recommandé : Logiciel Antidote www.antidote.ca
- Page web de l'Instructeur : <https://utoronto.academia.edu/FrenandLeger>
- <http://www.bbc.co.uk/languages/french/>
- http://www.tv5.org/TV5Site/programmes/accueil_continent.php

AUTRES RÈGLEMENTS FACULTAIRES

Plagiat (Plagiarism)

The University Academic Integrity Policy defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This includes reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT);
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own; and
- failing to acknowledge sources through the use of proper citations when using another’s work and/or failing to use quotations marks.

Plagiarism is a serious offence that cannot be resolved directly by the course’s instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of “F” for the course.

Be aware that in languages courses, the following are considered to be acts of plagiarism:

- copying from any source (paper or electronic) including online translators.

- paraphrasing from any source (paper or electronic) including online translators, without quotation mark and/or appropriate referencing.
- having someone else compose all or parts of your assignment.
- passing off someone else's oral or written assignment/presentation as your own.
- reusing or repurposing your own assignments from previous coursework without appropriate referencing.

Policy on AI

Since writing, analytical, and critical thinking skills are part of the learning outcomes of this French language course, all writing assignments should be prepared by students. Submission of any work written, developed, created, or inspired by ChatGPT or any other generative artificial intelligence is not permitted and will be treated as plagiarism.

Statement on Student Mental Health

“As a student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. For more information, please consult <https://wellness.carleton.ca/>”

Emergency Resources ([on and off campus](#))

- Crisis/Urgent Counselling Support: 613-520-6674 (Mon-Fri, 8:30-4:30)
- Suicide Crisis Helpline: call or text 9-8-8, 24 hours a day, 7 days a week.
- For immediate danger or urgent medical support: call 9-1-1

Carleton Resources

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off Campus Resources

- Distress Centre of Ottawa and Region: call 613-238-3311, text 343-306-5550, or connect online at <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: call 613-722-6914 or toll-free 1-866-996-0991, or connect online at <http://www.crisisline.ca/>
- Good2Talk: call 1-866-925-5454 or connect online at <https://good2talk.ca/>
- The Walk-In Counselling Clinic: for online or on-site service
<https://walkincounselling.com>

Requests for Academic Accommodations

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the *Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances*, are outlined on the Academic Accommodations website (students.carleton.ca/course-outline).

DISCLAIMER

Language is fundamental to the human experience, and literature reflects an unlimited potential of human experiences. In our studies of French language and French-language literatures, we are exposed to a diversity of human realities from the past and present. Human realities range from the sublime to the horrendous. For the latter, we need only think of genocide, slavery, racism, sexism and other forms of discrimination, exploitation and persecution, all of which are products of humanity. To hide these would be to present an untrue picture of humanity and human history, which would be anathema to the academic enterprise. In our courses, there is sometimes content and language that are emotionally and intellectually challenging to engage with. You should be aware of this. When this happens, we take a scholarly approach to the problem and define and contextualize it, together as a community of learning. As a department, we are committed to maintaining a safe space of intellectual growth for all students, and co-discovery with course instructors.

COURSE MATERIALS AND INTELLECTUAL PROPERTY

Content Sharing: Student or professor materials created for this course (including presentations, posted notes, labs, case studies, assignments, and exams) remain the intellectual property of the author(s). The content is intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Copyright: “All slides, presentations, handouts, tests, exams, and other course materials created by the instructor in this course are the intellectual property of the instructor. A student who publicly posts or sells an instructor’s work, including video or audio recording of a class, without the instructor’s express consent, may be charged with misconduct under Carleton's Academic Integrity Policy and/or Code of Conduct, and may also face adverse legal consequences for infringement of intellectual property rights.”