

French 9610B : Du langage équitable ou sexiste ?

Winter 2023. Wednesday 10:30am-1:30pm. University College, Room 2120

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Office hour: Wednesday 1:30-2:30 pm, or by appointment (can be via Zoom as needed).

Depuis des décennies, différentes propositions ont été entreprises pour réduire le biais de genre dans la langue parlée et écrite, ce qui constitue un défi particulier dans les langues à genre grammaticalement marqué, comme le français et l'espagnol. Dans ce cours, nous examinons une partie des recherches empiriques derrière ces propositions, afin de considérer quelles conclusions peuvent être tirées et quelles recherches doivent être entreprises, ainsi que les implications pour la morphologie et la variation sociolinguistique. Par une recherche en quatre phases (bibliographie annotée, résumé, présentation en classe, rapport final : les pondérations spécifiques seront discutées lors de la première réunion de classe), les étudiant.e.s réalisent une étude critique de la littérature pour argumenter une position sur un sujet pertinent, ou bien proposent de nouveaux modèles expérimentaux. La langue d'enseignement est l'anglais, mais les étudiant.e.s des programmes d'études françaises doivent soumettre tous leurs travaux écrits en français.

Evaluation scheme (to be specified following discussion in the first class):

Work	Weight	Date(s)
Article summary (mini annotated bibliography)	10%	Jan 25
Preliminary sources Critical annotated bibliography	20%	Feb 10 Feb. 27 (feedback by March 8 ish)
Abstract (conference presentation)	15%	March 17 (discuss in class March 15)
Research Presentation (20+5 minutes)	20%	Final class ("mini-workshop") April 5
Final research paper	30%	April 28 ish
Participation/preparation/ discussion	5%	Every class!
TOTAL	100%	

Written work which is submitted late without an approved recommendation for academic consideration will be penalized 2 % (from the total % corresponding to that piece of work) per working day.

Oral class presentations and discussion, including responses to questions, are an integral part of this course experience and inform later written work: students are expected to present on the scheduled date and also provide constructive questions / feedback to their classmates.

Learning and teaching are collective processes for which we are all mutually responsible: attentive attendance and active participation represent a minimum of courtesy and solidarity towards your classmates. You cannot learn from seminars which you do not attend, so please plan to attend every class and be prepared to participate. Participation means both speaking with and listening to others – trying to dominate discussion is not an appropriate form of participation. All students will be called upon to speak from time to time: asking better questions is often more important than providing answers. Course readings will be made available either directly on OWL or via references that you can

retrieve online. An initial calendar of readings and topics will be distributed following the first class, and will subject to change throughout the term.

Research ethics: it is not expected that students will conduct research with human participants in this course. In order to discuss e.g. possible empirical studies, it would be useful to be familiar with Western's policies governing ethical research involving humans, which can be found on the Office of Research Ethics website: <https://www.uwo.ca/research/ethics/human/index.html> The TCPS2 tutorial at the following URL: <http://tcps2core.ca/welcome> also provides useful background on these issues.

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All graduate students must complete the OWL Academic Integrity Tutorial module (if you have not done so please consult me as soon as possible). It is also recommended that you consult the Western Libraries resource page: <https://www.lib.uwo.ca/tutorials/plagiarism/> and the UWO [Ombuds office](#) materials about these issues, including https://www.uwo.ca/ombuds/pdf/cheating_brochure.pdf

UWO POLICIES, REGULATIONS AND RESOURCES

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf

Students who are in emotional, mental or health-related distress should refer to Health@Western <https://www.uwo.ca/health/> for a complete list of options about how to obtain help.

Accessible Education Western (AEW)

Western is committed to achieving barrier-free accessibility for all its members, including graduate students. As part of this commitment, Western provides a variety of services devoted to promoting, advocating, and accommodating persons with disabilities in their respective graduate program. You may also wish to contact Accessible Education at http://academicsupport.uwo.ca/accessible_education/index.html if you have any questions or concerns regarding accessibility accommodations.

Gender-based and sexual violence

Western is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts at https://www.uwo.ca/health/student_support/survivor_support/get-help.html. To connect with a case manager or set up an appointment, please contact support@uwo.ca.

Digital Student Experience

Western University is committed to a thriving campus as we deliver our courses in the mixed model of both virtual and face-to-face formats. We encourage you to check out the Digital Student Experience website to manage your academics and well-being: <https://www.uwo.ca/se/digital/>.