

Staebler Insurance OER Fellows Grant Application

Project Information

1. Project title:

FR 473: Towards a Theory of Cultural and Linguistic Minoritization. Examples from French-speaking communities in Canada.

2. Provide the names and roles of project team members, if any.

Élise Lepage, Associate Professor, Principal Investigator

As the regular instructor of FR 473 since 2014, Lepage has updated and developed all the current course materials, including the work in progress e-textbook “[Penser la minorisation culturelle et linguistique. Exemples de communautés francophones au Canada](#)” available on eCampusOntario. She will structure and design most of the new content, including the learning activities embedded into the textbook. Lepage’s research and teaching interests include contemporary Québec literature and culture, and literatures and cultures from French-speaking minorities in Canada. She will devote 20 % of her time to this project.

Nicole Nolette, Associate Professor and Canada Research Chair in Minority Studies, Co-Investigator

Nolette is the Canada Research Chair in Minority Studies (2018-2023, 2023-28) and Associate Professor in the Department of French Studies. Her fields of expertise include French-Canadian and Québec literatures, theatre, and cultures. Of particular interest to the development of this course, she is the foremost expert in minority French-Canadian theatre and one of the top experts of linguistic and cultural minoritization in Western Canada. She will review the already existing content and help design the outline and key elements for the new materials. She will make a significant contribution by developing a new section on Francophone communities in Western Canada. Nolette has expressed interest to teach this course once the two five-year mandates of her CRC end. She will be on sabbatical from July 1 to December 31, 2024, and will devote 10 % of her time to this project.

Kanstantsin Tsedryk, Continuing Lecturer, Collaborator

Tsedryk is a specialist in second language acquisition and French language didactics, and a leading expert in the development of online French courses. He suggested the development of the eCampusOntario textbook and provided technical support to Lepage. He also has ample experience in training research assistants specifically for course-content creation, having been in charge of five Online Learning Assistants (OLAs) during the pivot to remote learning. His

contribution will consist in training a research assistant to transfer and optimize the presentation of the content in the online environment. His expertise will also be solicited to enhance and diversify the embedded activities and quizzes. He will devote 10 % of his time to this project.

3. Provide a one paragraph description of the OER project. Explain why this project is especially appropriate for this course/program and what change(s) will be made to tailor the OER to the course/program more directly.

There are no other OER, textbooks, or scholarly book covering the content of FR 473. This OER project seeks to expand the already existing online textbook created by Lepage with the technical assistance of Tsedryk, available on eCampus Ontario. This online textbook was created in 2021 to prepare for a blended learning experience for students during the Winter 2022 semester and to move away from older, more traditional slideshow presentations. The use of the online textbook has been widely successful and appreciated by students and the instructor, but it needs to be expanded to include communities in Western Canada and to address the evolving realities of linguistic minorities. As a future potential instructor of the course and an expert in this field, Nolette will pursue the development of this resource.

Currently, 50% of the online textbook is available (two chapters in each section: Theory, Ontario, Acadie, Québec). We are planning to add two new chapters to each section and create a new section on French-speaking communities in Western Canada. For more details, please refer to answer #7.

4. What type of OER are you developing?
 - Design and create original resource(s)
 - Adapt existing resource(s)
 - Other. Please describe:

5. What form will this OER take and where will it reside? i.e. how will the OER be made accessible to others to adopt and adapt? For example, will you share your project in the [eCampusOntario Pressbooks library](#), on [OER Commons](#), on a publicly available website, etc.

Currently, the online textbook is available for consultation and download on the eCampusOntario website for people who have the URL. Once complete, the online textbook will be publicly available:

- in the [eCampusOntario Pressbooks library](#);
- on the Learn website of the course;
- on the “Teaching Excellence” webpage of the Department of French Studies;
- on the UW webpage “[Open Scholarship at Waterloo](#)”?

It will also be publicized into various ways:

- On the listservs of Association des Professeur.e.s de français des universités et collèges canadiens (APFUCC), Association for Canadian and Québec Literatures (ALCQ-ACQL), Association des Professeurs de Littérature acadienne et québécoise de l'Atlantique (APLAQA). These are the main professional associations for university and college teachers concerned with French-Canadian minority cultures;
- On the social media (Instagram, Facebook) channels of the Department of French Studies. These channels are actively pursued by alumni of the department, many of whom now teach at elementary, secondary and postsecondary levels;
- The PI will contact the Centre de recherche sur les francophonies canadiennes [Research Centre for Francophone Canada] (CRCCF) at the University of Ottawa to make the manual visible on their "[Research and Innovation](#)" webpage. The CRCCF is the main centre for research and knowledge mobilization on North American francophone communities.

Lepage and / or Tsedryk will deliver at least one conference presentation about this project.

Examples of appropriate venues include:

- The annual [Teaching and Learning Conference](#) organized by the Centre for Teaching Excellence (CTE) at the University of Waterloo;
- The Educational Technologies Week organized by the CTE at the University of Waterloo;
- The Digital Pedagogy Institute ([DPI](#)) at the University of Waterloo;
- The Second Language Pedagogies Conference ([SLPC](#)) at the University of Guelph;
- The Technology and Education Seminar and Showcase ([TESS](#)) of eCampusOntario;
- in a pedagogical panel at [APFUCC](#) conference (part of the annual Congress for Humanities and Social Sciences).

6. Which Creative Commons or open license will you assign to the completed project? You can use the [Creative Commons license chooser](#) for help.

Based on the [Creative Commons license chooser](#), this resource will be licensed under [CC BY 4.0](#).

7. Provide an outline of the content (high-level content map) of the proposed OER. Describe any ancillary resources or supplementary material you plan to create (e.g. interactive quizzes, videos, question banks, slides, etc.).

Each section of the online textbook is comprised of four chapters: history, geography, a linguistic issue, and an issue specific to cultural minorities. Each chapter includes formative, non-graded quizzes so that students can check their understanding of the materials. Depending on the topic, chapters also include quotes, pictures, maps, and external videos (some including questions for students to answer).

Please find the table of contents below. Links towards chapters 1 and 4 are included as examples of the level of achievement that we seek to attain for each chapter in terms of quantity, quality, and content diversity (texts, images, videos, activities).

Chapters with [OER] indicates content that already exists and has been taught in various formats (slideshows, etc.) and needs to be adapted for, and included in the online textbook.

Section 5 on Western Canada is new. In previous offerings, the course was only providing a few glimpses of these communities. Content needs to be created and integrated in the online textbook.

Table of Contents

1. Théorie

1.1 1.1 [Un enjeu de société minoritaire : La minorisation](#)

1.2 Un enjeu linguistique : Les contacts interlinguistiques [OER]

1.3 Histoire : Du Canada français à la francophonie canadienne

1.4 [Géographie de la francophonie canadienne](#)

2. L'Ontario français

2.1 Histoire de l'Ontario français 1615-1900

2.2 Géographie: Des régions dans un contexte globalisé [OER]

2.3 Un enjeu de société minoritaire : La complétude institutionnelle

2.4 Un enjeu linguistique : Le bilinguisme [OER]

3. L'Acadie

3.1 Histoire: La mémoire aux sources du récit national acadien

3.2 Géographie : L'Acadie des Maritimes [OER]

3.3 Un enjeu de société minoritaire : Du nationalisme aux appartenances plurielles

3.4 Un enjeu linguistique : Défense et illustration des langues minorisées [OER]

4. Le Québec

4.1 Histoire: De la Nouvelle-France au Québec des années 1950

4.2 Géographie : Les régions du Québec [to be updated, OER]

4.3 Un enjeu de société minoritaire : Le nationalisme [incomplete, OER]

4.4 Un enjeu linguistique : La langue à l'intersection de la politique et l'identité [OER]

5. L'Ouest canadien [to be developed]

5.1 Histoire : Les Métis et métissage

5.2 Géographie : l'archipel toponymique Carol Léonard

5.3 Un enjeu de société minoritaire : la disparition annoncée (envers du messianisme)

5.4 Un enjeu linguistique: Les littératures francophones à l'épreuve du temps. Art. de PVS À l'ouest de l'Ouest : Héritage francophone en anglais²³

6. Synthèse [OER]

8. Are there other OERs available that cover the same learning objectives as your proposal? If so, explain in 3-4 sentences why you've elected not to adopt or adapt them.

To our knowledge, no other OERs nor traditional resource (textbook or scholarly book) cover the same material and learning objectives. The Centre de Recherche sur les francophonies canadiennes ([CRCCE](#)) at the University of Ottawa is a research centre that aggregates materials and announces research-related events; it is therefore more research than teaching-oriented. The website of « [L'aménagement linguistique dans le monde](#) » from Université Laval compiles many resources, but again is not designed for teaching and learning in a course environment.

Course Information

1. Provide the course code and title that will use the OER.

FR 473 Aspects of French Canada

New approved title (in effect September 2025): FR 473 Francophone Minorities in Canada

2. Provide the typical class size and/or number of sections.

One section, in class, capped at 35 students; usually 20 registered students

3. How often is the course offered?

This course is typically offered every Winter term. It is a required course for the French Teaching Specialization. This course also draws French Honours students, and French-speaking students from other programs.

4. What resource(s) does the course typically use? (choose all that apply)

- Required commercial textbook
- Required open textbook
- Required course pack
- Other. Please describe:

As no textbook or scholarly book covers the material studied in this course, successive instructors have developed a lot of resources that have been adapted over time (PowerPoint presentations, case-studies, scenarios, etc.). The course materials include 4 peer-reviewed academic papers (available in open access), one documentary (available on the National Film Board website), and about 10 songs (some of them being updated from year to year) accessible on YouTube.

Occasionally, students may have to rent or purchase a recent movie to complete the main assignment. The main assignment is a "Enquête culturelle" (*Cultural Research Project*), created

on PebblePad. Each project is unique to each student and comprised of 9 independent topics related to contemporary Québec and French-speaking minorities in Canada. Students research each topic and present a critical synthesis (a minimum of 600 words per topic), along with pictures, shorts videos or important quotes. Each student must choose a singer or band, a recent movie, a public personality, etc. Small fees (under \$20) may be incurred to rent or purchase songs or movie.

5. What is the approximate cost of the above required resource(s)?

The students incur no cost to take this course (except maybe for the movie rental: \$7 on YouTube or Amazon Prime).

6. Will the creation of this OER reduce student costs for your course?

The creation of this OER will not reduce student costs for this course but will significantly improve the students' learning experience by providing a comprehensive, accessible, interactive, and up to date textbook that cover all the material presented in the course.

7. Are there any other Waterloo courses that might use the OER? If yes, please list the Waterloo courses that might use the OER.

Arts courses that focus on Cultural Studies, the history, politics, and sociology of Canada might use some sections of the OER. At this stage, as the e-textbook is only available in French, it could be a resource for instructors who have the ability to read French to start introducing a different perspective into their teaching.

CI 100 LEC 0.50 - Cultural Identities Today

CI 300 LEC 0.50 - Theories of Cultural Identities

PSCI 260 DIS, LEC 0.50 - Canadian Government & Politics

PSCI 326 LEC 0.50 - Multiculturalism and Democracy: Within, Against, and Beyond

PSCI 360 LEC 0.50 - Topics in Canadian Government and Politics

HIST 253 DIS, LEC 0.50 - Canada: Cultures and Conflicts in the Colonial Era

HIST 254 DIS, LEC 0.50 - Canada Since 1867: A New Nation

HIST 351 DIS, LEC 0.50 - Canada: The Immigrant Experience

SOC 253 LEC 0.50 - Demographic Change in Canada

SOC 407 SEM 0.50 - Canadian Social Thought

There could also be some synergies with a past funded OER project led by Prof. Alana Cattapan: <https://welcometocanadianpolitics.ca/>

8. Do you know of similar courses at other institutions that might use the OER? If yes, please list the courses at other institutions that might use the OER.

As far as we are aware, no other institution offers a course based on the theory of cultural and linguistic minorities, focused on different French-speaking communities in Canada. The comparative perspective (between Ontario, Acadie, Québec, and soon Western Canada) is unique

to this UWaterloo course. However, a survey of a few postsecondary institutions in Canada shows several courses that offer intersections or overlaps with UWaterloo FR 473. Please find a list below.

Lepage and Nolette have long-time contacts with several colleagues teaching these courses in all these institutions and will actively promote the resource to them via 1) social medias, 2) personalised emails, 3) presentation(s) at a national conference.

Please note that in October 2023, Prof. Juliette Valcke from Mount Saint Vincent University asked Lepage if she was aware of a textbook about history, civilisation, and culture of the various French-speaking communities in Canada, indicating that there is an interest among instructors for this type of resource.

Memorial University

FR 2900 Survey of Francophone Cultures

Saint Mary's University

FREN 3312: Introduction to Quebec Culture

FREN 4440: Canadian French: Sociolinguistic Perspectives

Mount Saint Vincent University

FREN 3398: Focus on French Canada

Université Sainte-Anne

ACAD 1003 and ACAD 1013: Introduction aux études acadiennes I and II

LING 4023: Le bilinguisme: cohabitation des langues sur un territoire

LING 4033 : Séminaire : langue et mouvements sociaux

LING 4043 : Bilinguisme individuel et acquisition de la langue seconde

Université de Moncton

LING 2943: Le français dans l'espace francophone

LING 3920 : Le français en Amérique du Nord

LING 4200 : Le français parlé en Acadie

University of New Brunswick

FR-2184: Francophone Cultures of Canada

FR-3714: Aspects of Acadian and Franco-Ontario Cultures

FR-3724: Aspects of Quebec Culture

St. Thomas University

FREN-3613. Civilisation française 2: Amérique française

University of Ottawa

FLS 4775 : Cultures francophones au Canada

PED 3505 : La problématique de l'enseignement de la langue français en milieu minoritaire en Ontario

University of Toronto

FRE 379H1: Sociolinguistics of French

Western University

FRENCH 3721F & G: Quebec and French Canada

Toronto Metropolitan University

FRE 704: Intro to Franco-Canadian Culture I

FRE 804: Intro to Franco-Canadian Culture II

University of Winnipeg

FREN-2207 Soc Cult Que Franco MB

Université Saint-Boniface

FRAN 2333 : Héritage folklorique et tradition orale du Canada français

FRAN 2881 : Civilisation canadienne-française

FRAN 3143 : Variation du français dans l'espace francophone

FRAN 4113 : Politiques linguistiques et gestion des langues

FRAN 4123 : Le français au Manitoba

University of Regina

FRN 141: Why We Still Speak French: A Course in English about Francophones

FRN 330 : Langue, société et identité

FRN 340AB : Défis contemporains de la francophonie canadienne

FRN 340AG : L'engagement communautaire

FRN 340AI : Se faire soigner au Canada francophone. D'hier à aujourd'hui

FRN 390AD : Recherche approfondie sur les communautés francophones

FRN 440AB : Perspectives sur l'étude des communautés francophones

Brandon University

CMLS 451: Politics of Language, Bilingualism and Cross-Cultural Exchange

FREN 354: Gender, Race and Identity in French and Francophone Societies

University of British Columbia

FREN 476: French Language and Societies

University of Alberta

ETCAN 320 : Les francophonies canadiennes I : implantation et institutionnalisation

ETCAN 330 : Les francophonies canadiennes et acadiennes I : perspectives historiques et culturelles

ETCAN 332 : Les francophonies canadiennes et acadiennes II : perspectives idéologiques et politiques

LITT 482 : Francophonies du Canada – choix de sujet

University of Victoria

FRAN407: Canadian Francophonie and Linguistic Ideologies

Project Impact

1. Describe the impact of your project, if any, on your students, you as an instructor, your department, your discipline, or the University.

This project of an electronic textbook has already been pre-tested through a partial creation and implementation in the classroom, both in a hybrid mode in the Winter 2022 and 2023 terms, and in in-class in the Fall 2023. The use of this electronic textbook has been extremely appreciated by the students: they reported that they like the accessibility, the user-friendly interface, and the fact that it gathers all the course materials in one place. They reported that it reads well and that the various embedded activities are valuable to test their understanding and highlighting key points.

Students and the instructor enjoy how the use of the electronic textbook facilitated flipping the classroom: students completed the reading before coming to class; the class would start with the instructor asking a few questions to double-check the students' understanding of the materials and to highlight important points. Then, most of the classroom time was devoted to discussions and activities: sharing narratives or newspaper stories to illustrate the theories, case-studies, scenarios, commenting songs and documentaries. This flipped classroom model fosters many benefits in terms of teaching and learning: as less class time is devoted to lecturing, more time is allotted for interactions. Students have more opportunities to practice 1) their French oral and aural skills, 2) apply the concepts that they are exploring to a variety of real-world materials or situations brought by the instructor, and 3) critically engage in constructive discussions about the concepts and situations.

For the instructor, editing, updating, and maintaining the existing chapters in the electronic textbook is easy and very manageable. The textbook provides the detailed explanations; the instructor may use a very few visual slides in class to synthesize important points that may facilitate learning for visual learners.

As for the program and the department, FR 473 is a course with a long tradition that has been continuously taught in the department for at least thirty years. It is a required course for the French Teaching Specialization students, and an elective for French major students, but it also regularly attracts French-speaking students from various programs. For the past ten years, the course integrates real-world situations that students may face in their professional or personal life after their degree. The Department of French Studies has been supportive of the enhancements brought to this course.

Completing and optimizing this open-access electronic textbook would be a significant contribution to knowledge dissemination on a subject taught at several Canadian universities. Promoting this project would reinforce the status of the University of Waterloo as 1) a leading institution in terms of open-access content; 2) a dynamic place for research and teaching related to (Francophone) minorities. This project is perfectly aligned with the strengths of the department: Tsedryk's proven expertise in the creation of online courses; Nolette's CRC on minorities studies, and Lepage's experience in developing and teaching this course.

Plan for Project Success

1. In 3-4 sentences, describe how you plan to measure the impact of the project, including, but not limited to, student learning experience/feedback?

We plan to measure the impact of this project by:

- 1) Requesting feedback from the students enrolled in the course, both informally (asking students if the format of the electronic textbook works well, the level of detail of the content, etc.), and formally (by leveraging the opportunity afforded by the new Student Perception Survey of adding specific questions on the electronic textbook).
- 2) Sharing the electronic textbook link with a few closely related colleagues from other institutions to receive some qualitative feedback, such as Dr. Juliette Valcke (MSVU) who has expressed unsolicited interest, Dr. Pénélope Cormier (UMoncton), and Dr. Jimmy Thibeault (USainte-Anne).

Dr. Pénélope Cormier is the foremost expert of Acadian culture and literature and is also known for her research on minority theories and cultures in Ontario and Western Canada. Dr. Jimmy Thibeault held until 2023 the Canada Research Chair in Acadian and Francophone Studies. His work focuses on the representation of individual and collective identity issues in Canada's francophone cultural spaces, particularly those related to cultural transfers in the context of migration, continentalization and globalization. He is also interested in women's writing in a minority context in Acadia, Ontario, and Western Canada.

2. In 3-4 sentences, describe your maintenance plan. How will the OER be regularly reviewed and revised? What is your plan for updating the OER and keeping it openly available online?

FR 473 is offered every Winter as it is a required course for the French Teaching Specialization, the flagstone program of the Department of French Studies. As such, this course is regularly reviewed, edited, maintained before and during each offering.

The nature of the content of the course is two-fold: while the chapters on history and geography do not need to evolve much over time, the parts that present popular culture, study-cases, and scenarios require very regular, incremental updates. Having all the course materials gathered into one electronic textbook will help maintain a coherent format as the course keeps evolving.

3. Is there any other information you would like to share?

We see this OER project as the first part of a more ambitious project. Indeed, once this project is completed, we plan to apply for a Learning Innovation and Teaching Enhancement Grant (administered by UW's Centre for Teaching Excellence) in 2025 to 1) have the electronic textbook reviewed by external peer-reviewers; 2) have it translated into English so that it could be used even more broadly in courses in cultural studies, linguistics, history, politics, sociology, etc. An English version could be used in a wider variety of programs and may appeal to some American universities where French cultural studies courses tend to be taught in English.

Grant Timeline

FR 473: Towards a Theorization of Cultural and Linguistic Minorities. Examples from French speaking communities in Canada

Item	Project Stage	Stage Details	Who is responsible	Target Timeline	Additional Information
Spring 2024: Reviewing and Creating Content to Complete Sections 1 to 3					
1	Review of existing chapters	Nolette to review content created by Lepage. Editing, reviewing	Nolette, Lepage	April 30, 2024	
2	Writing of Chap. 1.2	Writing and creation of questions for interactive content	Writing by Lepage, reviewing by Nolette	May 31, 2024	Nolette is expected to be on sabbatical starting May 1, 2024, leaving her ample time to review and co-write sections.
3	Writing of Chap. 2.2 and 2.4	Writing and creation of questions for interactive content	Writing by Lepage, reviewing by Nolette	June 30, 2024	
4	Writing of Chap. 3.2 and 3.4	Writing and creation of questions for interactive content	Writing by Lepage, reviewing by Nolette	July 31, 2024	
5	Upload and layout of newly created content	New chapters of sections 1, 2 and 3	RA, under the supervision of Tsedryk	July-August, 2024	
Fall 2024: Completing Section 4 and Creating Interactive Content for course offering in Winter 2025					
6	Writing of Chap. 4.2	Writing and creation of questions for interactive content	Writing by Lepage, reviewing by Nolette	September 30, 2024	
7	Writing of Chap. 4.3 and 4.4	Writing and creation of questions for interactive content	Writing by Lepage, reviewing by Nolette	October 31, 2024	
8	Upload and layout of newly created content	New chapters of section 4. Looking specifically for maps for chapter 4.2 to update activity	RA, under the supervision of Tsedryk	September-November 2024	
9	Implementation and design of the interactive content (activities, quizzes, etc.)	For all new chapters	RA, under the supervision of Tsedryk	September-November 2024	
End of fall 2024-Winter 2025: Overall Reviewing Sections 1 to 5; Preparing Section 5 for course offering in Winter 2026					
10	Preparing a detailed outline of section 5	Chapters titles, subtitles, dates, important names, keywords	Writing by Nolette, reviewing by Lepage	November 30, 2024	
11	Finding and collecting illustrations and resources for section 5		RA, under the supervision of Tsedryk	December 2024	
12	Overall review	Reviewing all the content from sections 1 to 4 for course offering winter 2025	Lepage	December 2024	
13	Writing of section 5	Prepare an advanced draft version of section 5 for course offering Winter 2026	Co-writing Lepage, Nolette	January-March 2025	

Expenses

FR 473: Towards a Theorization of Cultural and Linguistic Minorities. Examples from French speaking communities in Canada

Expense Name	Expense Detail	Cost Breakdown	Total Expense (CAD)	Additional information
[Name of tool] OR [Name of person] OR [unnamed type of person], credentials, service	What is the purpose of this service, tool, or person?	How much per hour? How many hours (estimate)? How long will this service be needed?	Amount per hour X hours	Any other information you can provide to justify the need of person hired or choice of tool
Bilingual (French-English) senior undergraduate research assistant with knowledge in instructional design	Upload the content prepared by Lepage and Nolette on the ecampus plateforme. Find and integrate common licensed or free of rights illustrations	\$21/hour @ 60 hours	1,436.40 \$	I will use an internal announcement through the Department of French Studies to ideally recruit a student who has completed the course. July-August 2024. The expense includes 10% benefit and 4% vacation pay.
Bilingual (French-English) senior undergraduate research assistant with knowledge in instructional design	Upload the content prepared by Lepage and Nolette on the ecampus plateforme. Create and co-design interactive quizzes and HSP materials with Tsedryk	\$21/hour @ 120 hours	2,872.80 \$	I will use an internal announcement through the Department of French Studies to ideally recruit a student who has completed the course. September-December 2024. The expense includes 10% benefit and 4% vacation pay.
Total			4,309.20 \$	