McGill
Faculté des arts
Centre d'enseignement du français

Beginners French 1 FRSL 101 (Fall 2022)
Tuesday-Thursday Schedule

Instructor: E-mail:

Virtual office hours and contact information: or by appointment

Course coordinators:

laura.bourrle@mcgill.ca / marion.vergues@mcgill.ca

1. COURSE DESCRIPTION

FRSL 101 is the first term of a two-semester course series (FRSL 101 / FRSL 102 for 3 credits each) for students in any degree program having no previous knowledge of French (who neither speak nor write a word of French and who have never studied French before).

The course is designed to enable students to communicate in French in day-to-day life situations by introducing and practicing characteristics of French pronunciation, basic vocabulary, grammatical structures and speech patterns of oral and written French.

2. LEARNING OUTCOMES

By the end of FRSL 101 / FRSL 102 series, students should be able to: talk about themselves and their environment (class, family, etc.), handle survival situations (grocery shopping, eating in restaurants, travelling, general shopping, etc.), maintain a conversation in an everyday context (about weather, daily routine, relationships, etc.), give and ask for information, give advice or orders, express feelings and opinions, describe a person or an event in the present and the past, tell a story, communicate in a French social milieu.

During the 2 terms, the student should develop the following skills:

Speaking (oral production and interaction)	communication at a functional level (dealing with common situations such as asking and answering questions, requesting, expressing opinions and feelings, giving advice); talking about common subjects dealing with everyday life (narration, description, etc.), French pronunciation.
Listening	people addressing one another at normal speed, the gist of everyday life conversations in simple oral texts.
Reading	texts related to everyday life (letters, ads, public signs, menus, etc.), dialogues and short stories.
Writing	Short dialogues, narrations and descriptions with structural accuracy and re-use of new vocabulary.

3. INSTRUCTIONAL METHOD

Learning will occur through communicative and collaborative tasks, the development of autonomous learning skills and strategies, and reflective practice about the functioning of the language through intercultural and multilingual activities.

A flipped classroom approach is adopted in the course: it's a learner-centered model in which time in the classroom is used to explore topics in greater depth and create meaningful learning opportunities while students are initially introduced to new topics outside of the classroom. Thus, students are assigned the "homework" of watching videos and listening to audios and preparing materials relevant to the class beforehand, in order to maximize oral and written practice and interactions during classes.

Technologies used are myCourses, Bongo, Learning Branch, different types of polling. Zoom might be used for the final interview depending on the instructor.

Instructions or tutorials:
- McGill's Remote Learning Resources, which include information about using Zoom.
- Arts Multimedia Language Facility: https://www.mcgill.ca/amlf/knowledge-base/tutorials-students (tutorials at the bottom of the home page)

4. EXPECTATIONS FOR STUDENT PARTICIPATION
Attendance and active participation are essential to acquiring the knowledge to pass this course.Interaction with the instructor and peers, and between peers is essential to effective second language acquisition and oral skills development. Attendance counts towards the participation mark. Students must arrive prepared for each class: autonomous work, such as homework (*avant le cours* and *après le cours*), conversation groups, and assignment, is expected in preparation for and after every class.

Students are encouraged to download the myCourses Pulse mobile app to stay connected and on track.

5. COMMUNICATION PLAN

Communication with the instructor, will occur through McGill's email and announcements on myCourses. Students are responsible for reading their McGill mail regularly. Any email sent to students through name.lastname@mail.mcgill.ca by an instructor or a coordinator will be considered read. **Note that I answer emails within 48 hours on weekdays.**

6. REQUIRED COURSE MATERIAL

A coursepack is available at Librairie Paragraphe Bookstore at 2220 Avenue McGill College. For location, days and opening hours, please check https://paragraphbooks.com/
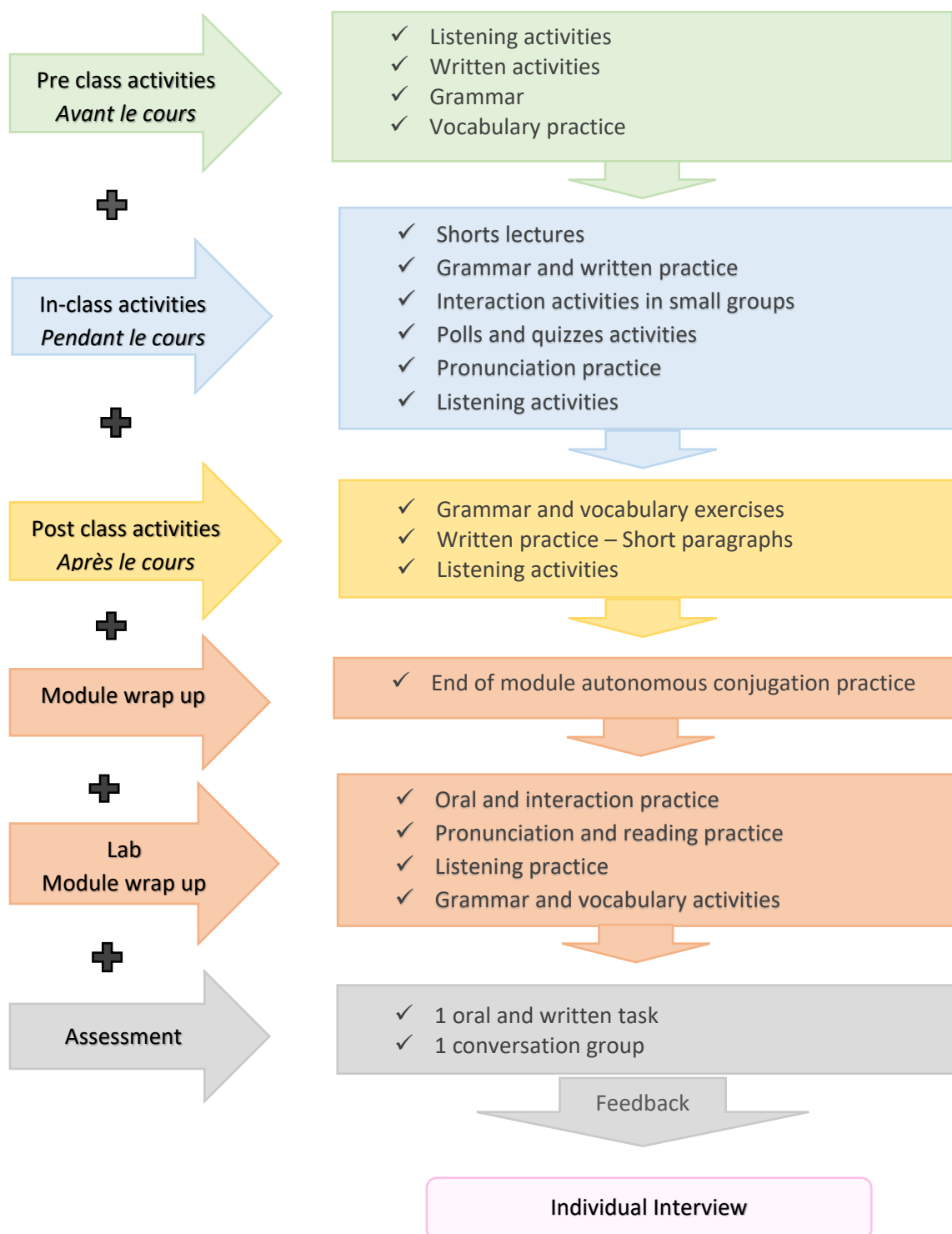
7. COURSE CONTENT

A) COURSE STRUCTURE

Module 1 – Bonjour ! Allo ! Salut !
Module 2 – Qu'est-ce que tu fais aujourd'hui ?
Module 3 – Portrait de famille
Module 4 – On sort ?

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For each module, you will get a set of linguistic objectives. To achieve these objectives, you will do…

Pre class activities
Avant le cours

- ✓ Listening activities
- ✓ Written activities
- ✓ Grammar
- ✓ Vocabulary practice

+

In-class activities
Pendant le cours

- ✓ Shorts lectures
- ✓ Grammar and written practice
- ✓ Interaction activities in small groups
- ✓ Polls and quizzes activities
- ✓ Pronunciation practice
- ✓ Listening activities

+

Post class activities
Après le cours

- ✓ Grammar and vocabulary exercises
- ✓ Written practice – Short paragraphs
- ✓ Listening activities

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Module wrap up

- ✓ End of module autonomous conjugation practice

+

**Lab
Module wrap up**

- ✓ Oral and interaction practice
- ✓ Pronunciation and reading practice
- ✓ Listening practice
- ✓ Grammar and vocabulary activities

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Assessment

- ✓ 1 oral and written task
- ✓ 1 conversation group

Feedback

Individual Interview

Workload
In general, a three-credit course requires three hours of lectures per week for one term. Credits also reflect the amount of effort required and generally assume two hours of personal study time for each contact hour. Therefore, to meet the demands of a university level course, you need to **expect to spend an additional six to nine hours per week per class for related course work**. See https://www.mcgill.ca/oasis/academic/courses

B) CALENDAR

MARDI	JEUDI	VENDREDI	TRAVAIL CONTINU (due on Sunday before midnight)
	1 septembre – Module 1 Bienvenue - Cours 1		
6 septembre – Module 1 Cours 2	8 septembre – Module 1 Cours 3		
13 septembre (add-drop) – Cours 4	15 septembre - Module 1 Labo 1 AMLF		18 septembre Groupes de discussion 1 (2,5%)
20 septembre – Module 1 (Withdrawal with refund deadline: Tuesday, September 20) Tâche 1 (15%) AMLF	22 septembre – Module 2 Cours 1		
27 septembre – Module 2 Cours 2	29 septembre – Module 2 Cours 3		
4 octobre – Module 2 Cours 4	6 octobre – Module 2 Labo 2 AMLF		9 octobre Groupes de discussion 2 (2,5%)
11 octobre PAS DE COURS – NO CLASS Study week	13 octobre PAS DE COURS – NO CLASS Study week	14 octobre – Module 3 Cours 1	
18 octobre – Module 2 Tâche 2 (15%) AMLF	20 octobre – Module 3 Cours 2		
25 octobre – Module 3 (Withdrawal without refund deadline: Tuesday, October 25) Cours 3	27 octobre – Module 3 Cours 4		30 octobre Groupes de discussion 3 (2,5%)
1er novembre – Module 4 Cours 1	3 novembre – Module 3 Labo 3 AMLF		
8 novembre – Module 3 Tâche 3 (15%) AMLF	10 novembre – Module 4 Cours 2		
15 novembre – Module 4 Cours 3	17 novembre – Module 4 Labo 4 AMLF		20 novembre Groupes de discussion 4 (2,5%)
22 novembre – Module 4 Cours 4	24 novembre – Module 4 Tâche 4 (15%) AMLF		
29 novembre Entrevues individuelles sur rendez-vous (15%)	1er décembre Entrevues individuelles sur rendez-vous (15%)		

Note: Dates for assignments are not flexible. No late assignment will be accepted.

C) EVALUATION

Evaluation	%	Description	Technology/Tool
Tâches (4) *(Tasks)*	60%	Written and oral questions targeting speech acts, vocabulary and grammar, and pronunciation objectives 1st: 15% / 2nd: 15% / 3rd: 15% / 4TH: 15%	myCourses – Learning Branch at the AMLF – Timed – 80 minutes each
Entrevue individuelle *(Individual interview)*	15%	5-minute semi-directive interview + exchange of information - *Upon appointment*	
Groupes de discussion *(Discussion groups)*	10%	4 conversation groups (2.5% each)	Bongo – Group project – myCourses
Travail continu - Participation *(Continuous work & participation)*	15%	4 % ateliers 5 % travaux à soumettre 3 % participation 3 % présences	

According to section 3.1.7 of the University Student Assessment Policy, a grade "J" will be given to the students who don't submit or write an assignment or an exam worth more than 20 % of the final grade. More precisely, in this course, a grade J will be given to a student who doesn't complete all four tasks (60%).

IMPORTANT

In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change. For the latest updates on the Covid situation, please visit the Coronavirus information page.

8. MCGILL POLICIES AND ADDITIONAL STATEMENTS

- The department reserves the right to transfer a student to a higher-level language course if it is deemed that the course for which the student has registered is not appropriate for the extent of his or her knowledge of the language.
- Students registering for language courses during the add/drop period (after classes have commenced) are required to make up missed assignments and assessments. It is the student's responsibility to catch up on work missed during the add/drop period. Any request for make-up regarding assignments and exams due/held during the add-drop period should be made to the instructor within 10 days of course registration.
- Please note that all students' oral evaluations will be video/audio-recorded by the instructor, who will be the only person to have access to these recordings. Recordings will be destroyed one year after the end of the course.
- **Academic integrity:** Evaluations in FRSL courses are designed to assess progress and give feedback on students' proficiency throughout the course, so they will fully benefit from their

learning experience. In these times of remote delivery, academic integrity remains of vital importance to any higher education institution with rigorous standards. Admittedly, learning conditions are currently affected by pandemic constraints, which can cause some confusion regarding students' responsibilities. Students are encouraged to familiarize themselves with McGill policies on plagiarism and to consult with their instructor should they have any doubt regarding what is or is not permitted. All students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary procedures. (See http://www.mcgill.ca/students/srr/honest).

- ©Instructor generated course materials (e.g., handouts, notes, ppt presentations, recorded classes, summaries, exam questions, etc.) are protected by law and may not be copied or distributed in any form or in any medium without explicit permission of the instructors. Note that infringements of copyright can be subject to follow up by the University under the Code of Student Conduct and Disciplinary Procedures.

- Attending lectures without a placement test or auditing without formal registration are not permitted.

- Students are required to consult the calendar for assessment dates and to read about the policies related to this course in the syllabus.

- Consult https://www.mcgill.ca/students/srr/ for more information about Student Rights and Responsibilities and https://www.mcgill.ca/secretariat/node/94 for University Policies and Regulations.

- Students are responsible for informing themselves about the university rules and regulations regarding to **Methods of course evaluation and grading procedures.** https://www.mcgill.ca/oasis/programs/exams-evaluations

- Students have the right to **reasonable accommodation for religious commitments** in accordance to religious Holy Days listed in *McGill important dates Holy days* (http://www.mcgill.ca/importantdates/holy-days-0). Students who need such arrangement have to inform their instructor at the beginning of the term.

- As the instructor of this course, I endeavor to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me and the Student Accessibility & Achievement, 514-398-6009.

- Students who need **special arrangements** under the Student Accessibility & Achievement (formerly known as the *Office for Students with Disabilities)* specifications have to **inform their instructor at the beginning of the term** in order to organize appropriate lab testing sessions.

- No **special permission** or treatment will be given for not fulfilling a requirement (such as missing a quiz, a deadline, etc.) unless it falls into one of the categories mentioned above. Grades are granted according to actual performance and calculated based on objective data. **No pressure for grade changing will be accepted**.

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- In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded. **This does not apply to courses in which acquiring proficiency in a language is one of the objectives.**

- The University Student Assessment Policy exists to ensure fair and equitable academic assessment for all students and to protect students from excessive workloads. All students and instructors are encouraged to review this Policy, which addresses multiple aspects and methods of student assessment, e.g., the timing of evaluation due dates and weighting of final examinations.

- McGill University is on land which has long served as a site of meeting and exchange amongst Indigenous peoples, including the Haudenosaunee and Anishinabeg nations. We

acknowledge and thank the diverse Indigenous people whose footsteps have marked this territory on which peoples of the world now gather.