



## Intensive Beginners French FRSL 105 (Fall 2022)

Instructor:

Office hours: or upon appointment

Course coordinator: [laura.bourrel@mcgill.ca](mailto:laura.bourrel@mcgill.ca)

Office hours:

or by appointment

### 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](#).

### 1. COURSE DESCRIPTION

FRSL 105 is a one-semester intensive course series (6 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 this course, 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 term, the student should develop the following skills:

<b><i>Speaking</i></b> (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.
<b><i>Listening</i></b>	people addressing one another at normal speed, the gist of everyday life conversations in simple oral texts.
<b><i>Reading</i></b>	texts related to everyday life (letters, ads, public signs, menus, etc.), dialogues and short stories.



<b>Writing</b>	Short dialogues, narrations and descriptions with structural accuracy and re-use of new vocabulary.
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### 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 is 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 video lectures and reading any materials relevant to the class beforehand, in order to maximize oral and written practice and interactions during classes.

Technologies used are Zoom (for the oral interview), myCourses, Bongo, Learning Branch, different types of polling.

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>

**Note that plans are subject to change based on public health protocols.**

### 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, conversation groups, oral practice 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](mailto: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

All the required material (videos, texts, exercises, links, worksheets, etc.) is available on myCourses. A coursepack is available at the James for students who are used to work with a paper textbook. For location, days and opening hours, please check <https://lejames.ca/>

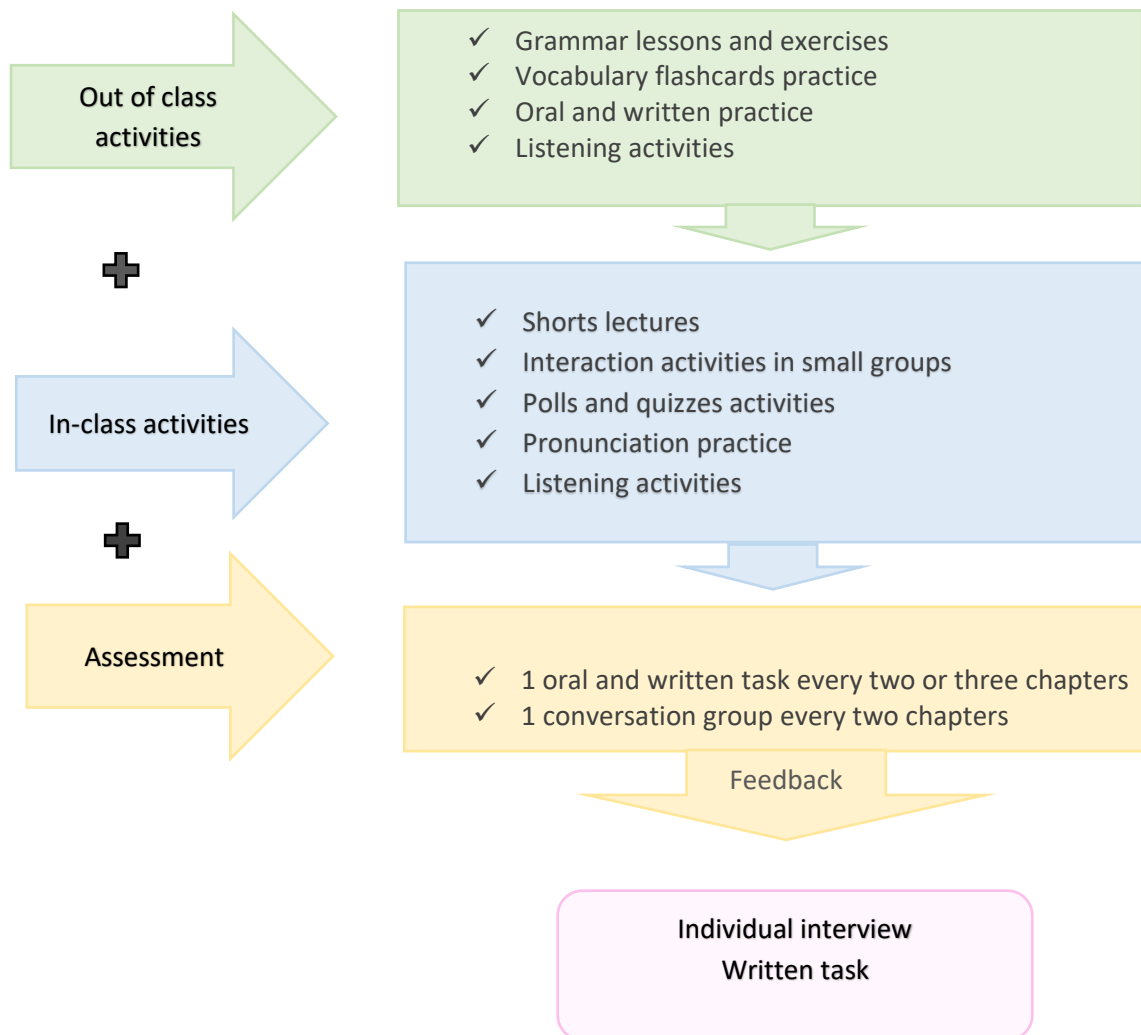
### 7. COURSE CONTENT

#### A) COURSE STRUCTURE



Chapitre 1 - Premiers contacts Chapitre 2 - La vie étudiante Chapitre 3 - La famille et les fêtes Chapitre 4 - La météo Chapitre 5 - Les sports et les loisirs	Chapitre 6 - La cuisine et le restaurant Chapitre 7 - Le physique et la santé Chapitre 8 - La mode et les vêtements Chapitre 9 - La maison et le quotidien Chapitre 10 - Ma ville, mon pays
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*For each chapter, you will get a set of linguistic objectives. To achieve these objectives, you will do...*



### **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	Assignments (due on Sunday before midnight)
	1er septembre – cours 1 Bienvenue		
6 septembre – cours 2 Chapitre 1	8 septembre – cours 3 Chapitre 1		
13 septembre ( <i>add-drop 13th</i> ) – cours 4 Chapitre 2	15 septembre – cours 5 Chapitre 2		
20 septembre – cours 6 (Withdrawal with refund deadline: Tuesday, September 20) Chapitre 2	22 septembre – cours 7 Chapitre 3 <b>au labo AMLF</b>		25 septembre <i>Petites discussions 1 (2%)</i>
27 septembre – cours 8 Chapitre 3 <b>Tâche écrite 1 au labo AMLF</b>	29 septembre – cours 9 Chapitre 3 et 4		2 octobre <i>Tâche orale 1 (chap. 1-2) 6 %</i>
4 octobre – cours 10 Chapitres 4	6 octobre – cours 11 Chapitre 4 et 5		9 octobre <i>Petites discussions 2 (2%)</i>
11 octobre PAS DE COURS – NO CLASS <i>Study week</i>	13 octobre PAS DE COURS – NO CLASS <i>Study week</i>	14 octobre – cours 12 Chapitre 5	
18 octobre – cours 13 Chapitre 5 et 6	20 octobre – cours 14 Chapitre 6 <b>Tâche écrite 2 au labo AMLF</b>		23 octobre <i>Tâche orale 2 (chap. 3-4-5) 6 %</i>
25 octobre – cours 15 (Withdrawal without refund deadline: Tuesday, October 25) Chapitre 6	27 octobre – cours 16 Chapitre 7		30 octobre <i>Petites discussions 3 (2%)</i>
1 novembre – cours 17 Chapitre 7	3 novembre – cours 18 Chapitres 8		6 novembre <i>Tâche orale et écrite 3 (chap. 6-7) - 11%</i>
8 novembre – cours 19 Chapitre 8	10 novembre – cours 20 Chapitre 9		13 novembre <i>Petites discussions 4 (2%)</i>
15 novembre – cours 21 Chapitre 9	17 novembre – cours 22 Chapitre 10		20 novembre <i>Tâche orale et écrite 4 (chap. 8-9) - 11%</i>
22 novembre – cours 23 Chapitre 10	24 novembre – cours 24 Révision orale et écrite		27 novembre <i>Petites discussions 5 (2%)</i>



29 novembre – cours 25 Tâche écrite 5 (15%) <b>au labo AMLF</b>	1 décembre – cours 26 Entrevues individuelles sur rendez-vous (20%) - Zoom		
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Note: Dates for assignments are not flexible. No late assignment will be accepted.

### C) EVALUATION

Evaluation	%	Description	Technology/Tool or location
<b>Tâches orales (4)</b> (Oral tasks)	24%	Oral: Reading and open questions 1st: 6% / 2nd: 6% / 3rd: 6% / 4th: 6%	Bongo - Q&A - myCourses
<b>Entrevue individuelle</b> (Individual interview)	20%	5 minutes: semi-directive interview + exchange of information - <i>Upon appointment</i>	Zoom
<b>Tâches écrites (5)</b> (Written task)	36%	Written: Grammar questions; short written tasks; short paragraph correction 1st: 5% - timed (open book) – myCourses 2nd: 6% - timed – myCourses - AMLF 3rd: 5% - timed (open book) – myCourses 4th: 5% - timed (open book) – myCourses 5th: 15% - timed – myCourses - AMLF	myCourses and AMLF LAB (for written tasks 1, 2 and 5)
<b>Petites discussions (5)</b> (Small talk)	10%	5 conversation groups (2% each)	Bongo – Group project – myCourses
<b>Travail continu - Participation</b> (Continuous work & participation)	10%	10 oral and written practices (4%), student activities (3%), preparation, participation, <b>attendance</b> , and progress (3%)	Oral practices on LearningBranch Written practices on myCourses

## 8. MCGILL POLICIES AND ADDITIONAL STATEMENTS

- In order to obtain a passing grade and credits for a course, students must complete all course requirements listed in the method of evaluation. 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 the individual interview (20%) and/or all five written tasks (36%) and/or four oral tasks (24%).
- 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.
- 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.
- **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 and Achievement](#), 514-398-6009.
- Students who need **special arrangements** under the [Student Accessibility and Achievement](#) 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.**
- 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.

- 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.