

**FRSL 208 - 002 - Elementary French I: Intensive (Winter 2023)****Instructor:****E-mail:****Office:****Office hours:****Course coordinator:** Alida Soucé (Ferrier 444)**E-mail:** alida.souce@mcgill.ca**1. COURSE DESCRIPTION**

FRSL 208 is the second of five levels in French as a Second Language offered at the French Language Centre (FLC). Focus is upon all oral and written skills with a view to improving comprehension and expression. Review and further training in basic structures. Enrichment of vocabulary and awareness of French-speaking culture through selected readings and audiovisual material. FRSL 208 is an intensive course.

2. PREREQUISITES*At the beginning of the course students can:*

Listening	understand simple messages but have had very little contact with francophones or opportunity to listen to French in a natural context.
Speaking	respond to simple questions and instructions related to everyday topics, using very basic vocabulary and mostly in the present tense.
Reading	read short texts on everyday topics.
Writing	write simple sentences , demonstrating elementary knowledge of nouns, articles, adjectives, pronouns and verbs in the present, passé composé and futur proche.

3. LEARNING OUTCOMES*By the end of the course students should:*

Listening	understand the main ideas and some details of everyday conversation , related to personal, professional, and academic life by listening to authentic audio and video documents online.
Speaking	ask and answer everyday questions , give directions, suggestions, advice, and opinions; describe people; describe places, relate events in the present and, to some extent, passé composé, imparfait, and future tenses; taking part in round-table discussions; talk about a variety of essential topics with much improved vocabulary, idiomatic expressions and good pronunciation.
Reading	read a variety of texts (information, description, dialogue, narrative, statistical documents); react to text in an authentic way (text messages, social and collaborative platforms, emails).
Writing	write a variety of authentic texts in present, past and future tenses.
Culture	have an awareness of cultural differences and identities through being exposed to texts, dialogues and songs, dealing with a variety of topics relating to French

**Digital literacy**

speaking cultures and travel abroad and through being encouraged to speak French and meet French-speakers outside of the classroom. This course will strive to introduce language and culture as they occur in real-life situations.

This course also aims at fostering students' mastery of information and communication technologies (ICT) to better prepare them for their future tasks and responsibilities as students, professionals, and global citizens. Students will be exposed to varied online interactions, digital tools, and resources to develop language and intercultural skills by participating in activities/projects based on real-life tasks.

4. PEDAGOGICAL APPROACH

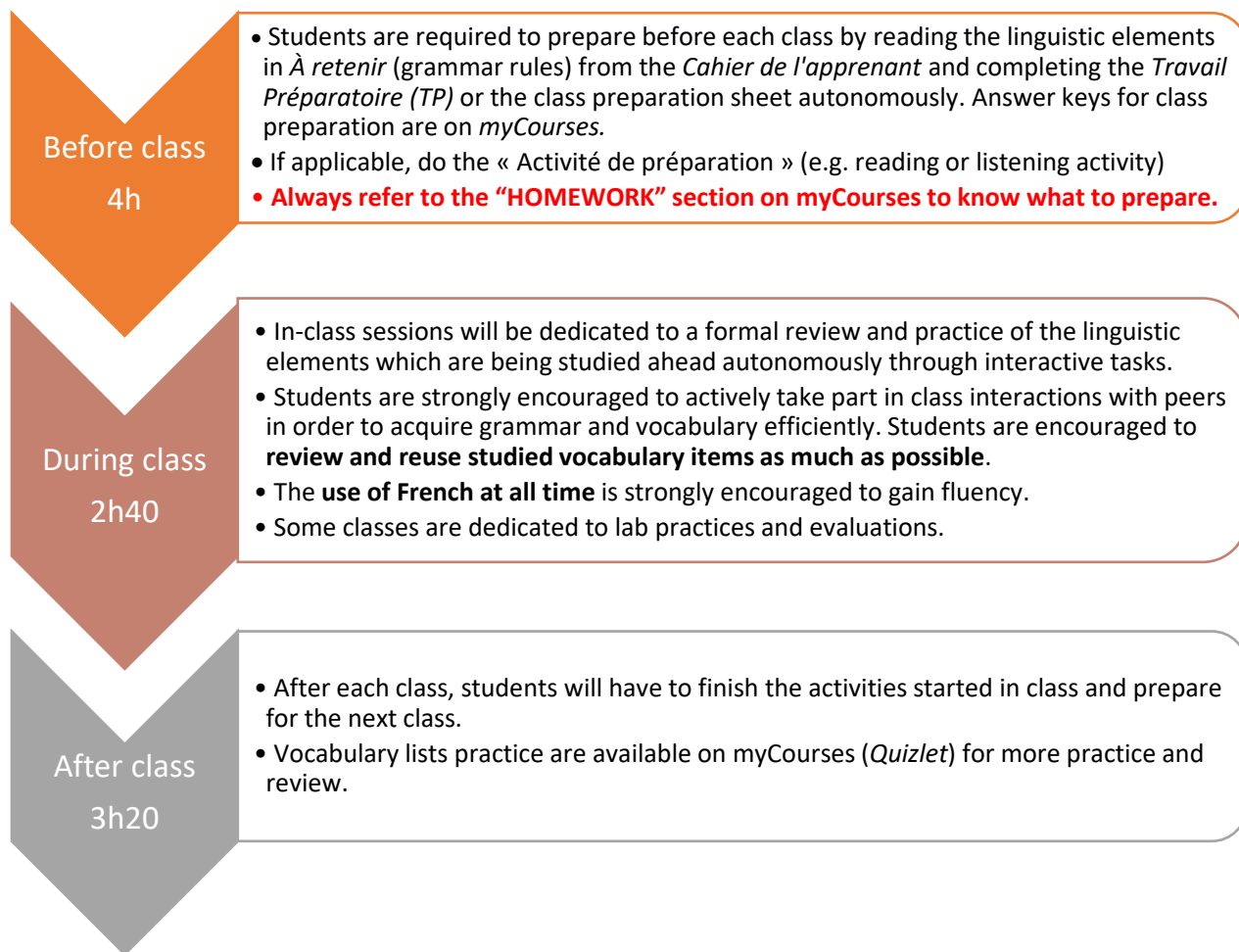
The pedagogical approach used in this course is the flipped classroom. This approach has been backed by extensive research and is supported by solid theories, including these in the field of second language acquisition (SLA). In this approach, students are the main actors of their learning. The instructor is here to guide students in their learning and provide them with meaningful opportunities to practice the target language.

5. EXPECTATIONS FOR STUDENT PARTICIPATION

A six-credit course requires 5 hours 40 minutes of lectures per week for one term + 3 sessions of language conversational workshops. 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 eight to ten hours per week per class for related course work.

See <https://www.mcgill.ca/oasis/academic/courses>

- ✓ Students are expected to **attend all class activities** since active participation with the instructor and peers, and between peers is essential to effective second language acquisition.
- ✓ Students must arrive prepared for each class: autonomous work, such as homework, conversation groups and assignment, is expected in preparation for and after every class. To keep track of the course work, students are responsible for checking their McGill e-mail account and myCourses (announcements, new content, etc.) regularly and before each course.
- ✓ Emails will be sent at name.lastname@mail.mcgill.ca. According to McGill policies, an email sent to a student's McGill account is considered read. Instructor will answer e-mail from students within 48hrs (or 2 business days during regular working hours. It is students' responsibility to plan ahead in order to avoid last-minute issues.
- ✓ The instructor may be consulted during his office hours or by appointment (individually or in small groups). Students are encouraged to book a consultation if they feel they need to clarify some notions. Note that he/she will not be able to deliver delayed lectures during these office hours and that students should come prepared with questions.



6. REQUIRED TEXTS AND MATERIAL

Equipment:

- As this course relies heavily on the use of technology for educational purposes, students are required to bring their laptop for every class. The use of smartphones will sometimes be required (students will be asked to download iOS or Android apps, for instance).

Mandatory materials

- Workbook : *Inter@ctions Montréal - Cahier de l'apprenant*. Kevin Papin & Alida Soucé. 2019.
- Course Pack: *Inter@ctions Montréal – Tâches en contexte*. Kevin Papin & Alida Soucé. 2019.

Both books are available at **the Paragraphe bookstore**. 2220 McGill College Ave, Montreal, QC H3A 3P9.

NB: Students are required to bring their **workbook and course pack to each class**.

NB: for the written/oral tests and for the quizzes, the professor will provide any necessary documents to students during class time.

Other tools (such as Learning Branch, Bongo, or polling tools, etc.) will be used for teaching and evaluation purposes.



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Optional course material

- Conjugation: *L'art de conjuguer, Bescherelle* [\$]
- In-context translation tool: <http://www.linguee.fr> [free]
- Bilingual dictionary: <http://www.wordreference.com> (app version available) [free]
- Conjugation tool: <http://vatefaireconjuguer.com> (app version available) [free]

The use of a translator (e.g., Google Translate / DeepL) is prohibited for any uses (practices, assignments, composition, exams, etc.) Its suspected use might be brought for investigation to the Disciplinary officer of the Faculty of Arts.

7. COURSE CONTENT

In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change.

Chapitre 1 : Ma famille et moi

Chapitre 2 : Ma maison, mon quartier, ma ville

Chapitre 3 : L'alimentation et la santé

Chapitre 4 : Les professions et la carrière

Chapitre 5 : Les activités culturelles et sportives

Chapitre 6 : L'immigration : souvenirs et avenir

Chapitre 7 : Les défis du futur

Chapitre 8 : La communication et les médias



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A) CALENDAR

TUESDAY	THURSDAY
	Class #1: January 5 Information about the course; non-graded assessment; review.
Class #2: January 10 Chapter 1 (pré-tâche/tâche 1)	Class #3: January 12 Chapter 1 (tâche 2/post-tâche)
Class #4: January 17 Chapter 1 (approfondissement) / Review (Labo 1) / Quiz 1	Class #5: January 19 Chapter 2 (pré-tâche/tâche 1)
Class #6: January 24 Chapter 2 (tâche 2/ post-tâche)	Class #7: January 26 Chapter 2 (approfondissement) / Test écrit 1
Class #8: January 31 Chapter 3 (pré-tâche/tâche 1)	Class #9 : February 2 Chapter 3 (tâche 2) / Activité notée 1 (post-tâche)
Class #10: February 7 Chapter 3 (approfondissement) / Review (Labo 2) / Quiz 2	Class #11: February 9 Chapter 4 (pré-tâche/tâche 1)
Class #12: February 14 Chapter 4 (tâche 2/ post-tâche)	Class #13: February 16 Chapter 4 (approfondissement) / Review
Class #14: February 21 Review / Test oral 1	Class #15: February 23 Chapter 5 (pré-tâche/tâche 1)
Reading break: February 27 – March 3, 2023	
Class #16: March 7 Activité notée 2 (tâche 2) / Chapter 5 (post-tâche)	Cours #17: March 9 Chapter 5 (approfondissement) / Chapter 6 (pré-tâche)
Class #18: March 14 Chapitre 5 Review (Labo 3) / Quiz 3 / Chapter 6 (tâche 1)	Class #19: March 16 Chapter 6 (tâche 2/post-tâche)
Class #20: March 21 Chapter 6 (approfondissement) / Test écrit 2 (en classe)	Class #21: March 23 Chapter 7 (pré-tâche/tâche 1)
Class #22: March 28 Chapter 7 (tâche 2) / Activité notée 3 (post-tâche)	Class #23: March 30 Chapter 7 (approfondissement) / Chapter 8 (pré-tâche)
Class #24: April 4 Chapter 7 Review (Labo 4) / Quiz 4 / Chapter 8 (tâche 1)	Class #25: April 6 Chapter 8 (tâche 2/post-tâche)
Class #26: April 11 Review (Labo 5) / Test oral 2 / Chapter 8 (approfondissement)	

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

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**B) EVALUATION**

Evaluation	%	Description
Quiz de grammaire (grammar quizzes) (x4)	10%	myCourses (Quizzes): consists of four (4) graded reviews of grammar structures and vocabulary. Quizzes are here to ensure that students stay on track with the linguistic elements throughout the session. Each quiz is worth 2.5%.
Activités notées (graded activities) (x3)	30%	myCourses (Quizzes); Learning Branch; Word: Written or oral activities/projects performed individually or in group throughout the session. Detailed instructions and deadlines will be provided to students by the instructor as the session unfolds. Each activity is worth 10%.
Tests écrits et oraux (oral and written tests) (x4)	50%	myCourses and Learning Branch: tests will either rely on oral (listening and speaking) or written (reading and writing) skills thought exposure to authentic documents. There will be 2 oral and 2 written test (12,5%) each.
Involvement and autonomous learning	10%	<p>Involvement or autonomy is a key element of success in this course.</p> <p>In this course, individual work in autonomy (homework, memorizing vocabulary and conjugations, grammar practice, readings, etc.) is crucial in the process of acquiring the second language. The evaluation of involvement and autonomous learning will be based on:</p> <ul style="list-style-type: none"> ✓ Homework completion: TPs and class preparations. ✓ Lab practices (cf. section E): “labos” 1 to 5 must be completed on Learning Branch. ✓ Involvement in course activities: the student speaks French at all times and contribute actively to group discussions. ✓ Linguistic quality and progress: Students take feedback into account as the session unfolds. In other words, the quality of the linguistic output will be considered. ✓ A total of 3 ateliers de conversation (workshops). ✓ Class attendance. <p>See detailed criteria on myCourses > Information Générale.</p>

No supplemental exam. No additional or make up work. In order to pass the course, students must complete all requirements.

To obtain a passing grade and credits for a course, students must complete all assignments and evaluations listed in the method of evaluation (see syllabus). Grades are granted according to actual performance and calculated based on objective data. **No pressure for grade change will be accepted.**

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 (for example: two written tests (25%), two oral tests (25%) OR 1 oral (12,5%) & 1 written (12,5%) tests). Any cumulative sum of any graded elements of the course (out of 100%) that is worth more than 25% will receive a grade of “J” (for example: 4 quizzes (15%) and two written tests (25%), etc.).



8. MCGILL POLICIES AND ADDITIONAL STATEMENTS

1. The department reserves the right to transfer a student to a lower-level or 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.

2. **Attendance** is a mandatory feature of this course.

Four unexcused absences per term will automatically result in a loss of 10 % for the "Involvement and autonomous learning" grade. An absence is only excused if justified by a valid document, e.g., original medical certificate). Students are expected to be in class at the beginning of the class session (time indicated on Minerva). Being late for more than 20 minutes will count as an absence.

Attendance will be taken daily. All absences will affect the Involvement and autonomous learning grade section (-1 point for each missed class out of 18). For more details, please refer to Autonomous learning and involvement criteria available on myCourses (section *General information*). As for the participation grade, students will only be penalized for lack of attendance from the moment of their official registration.

Long weekends out of town, and holidays out of the country, for example, will not be accepted as excused absences.

3. **Add/drop:** 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.

As for the participation grade, students will only be penalized for lack of attendance from the moment of their official registration.

4. **Involvement:** Active preparation, participation in class activities, group discussions, lab practices, written practices, in-class progress, awareness of mistakes (considering feedback – instructor comments, quizzes, and tests results – continuously) and self-discipline (daily preparation of assigned work, speaking only French during class assignments, etc.) will be considered for the involvement and autonomous learning grade.

5. **Class preparation (homework):** Students are required to read the *À retenir* documents (grammar reference) and complete the *Travail Préparatoire (TP)* in preparation for the in-class tasks. Failing to complete the *Travail Préparatoire* would be in contradiction to the aims and methods of the course and would hinder students' learning process and success (as tasks will be assessed). At home, students will be required to **work on grammar review** as class time will be dedicated in priority to the completion of communicative tasks. Students are encouraged to actively take part in task activities to practice the language in authentic situations and acquire grammar and vocabulary efficiently.

6. **Spoken French plays a crucial role in the course.** During class, the language of communication will be, as much as possible, **French**, and students will be called to participate in discussions **in French at all times**.

7. **Tests and quizzes** are to be taken on specific days only: SEE CALENDAR FOR IMPORTANT DATES. Students must take part in all evaluations unless exceptional circumstances exist (medical reasons only, doctor's certificate necessary¹). **Students who do not submitted an evaluation will receive a 0.** Students

¹ In that case, the instructor must be informed in person or by e-mail **before the test**.



are required to be fully informed about McGill, FLC and FRSL 208 policies before the end of the drop and add period.

8. MyCourses is used in this course. Students must check the site frequently for information about the course. For each chapter, the professor will provide students with details about homework and evaluation for upcoming classes. The professor will be responsible for uploading on myCourses any document to be used for class activities at least 24 hours before the class begins.

9. Lab practices are mandatory and will be completed by students. It will greatly help you to improve your listening comprehension, oral expression (and use of grammar), and pronunciation.

They will be performed on **Learning Branch, an online platform for language learning**. Students registered in FRSL208 will have access to the platform for the entire duration of the session, free of charge, using their McGill credentials. The instructor will communicate deadlines for lab completion to students. Note that as Learning Branch is an online platform, it can also be accessed anytime and from anywhere using a laptop (Windows **and** iOS), for students seeking extra practice.

10. Audio recording of oral presentations, debates, and discussions

To keep a record of students' work, and to promote constructive instructor feedback, interactions during oral presentations, debates and discussion will be 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.

11. Outside of class communication: emails and reminders will be at your name.lastname@mail.mcgill.ca. According to McGill policies, an email sent to a student's McGill account is considered read. Please note that emails sent to the instructors outside of commonly recognized office hours (9am to 5pm Eastern) might receive an answer only on the following business day. It is students' responsibility to plan to avoid last minute issues.

12. Grading: Graduate students are expected to obtain a minimum final grade of **B-**. Students interested in taking this course as **Satisfactory/Unsatisfactory (S/U option)** must do so before the University's deadline. More information here:

https://www.mcgill.ca/study/2020-2021/university_regulations_and_resources/undergraduate/gi_course_info_regulations#booknode-1339

13. 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 <https://www.mcgill.ca/access-achieve/>.

IMPORTANT REMINDERS

MERCURY EVALUATIONS

"End-of-course evaluations are one of the ways that McGill works towards maintaining and improving the quality of courses and the student's learning experience. You will be notified by e-mail when the evaluations are available on Mercury, the online course evaluation system. Please note that a minimum number of responses must be received for results to be available to students."



PLAGIARISM IN ACADEMIC WORK

MCGILL UNIVERSITY VALUES ACADEMIC INTEGRITY. THEREFORE, ALL STUDENTS MUST UNDERSTAND THE MEANING AND CONSEQUENCES OF CHEATING, PLAGIARISM AND OTHER ACADEMIC OFFENCES UNDER THE CODE OF STUDENT CONDUCT AND DISCIPLINARY PROCEDURES.

In oral or written assignments, dictations, translations, essays, oral or written presentations, summaries, projects, thesis, research reports, etc.:

What is not accepted?

- Copying or submitting any academic work that has been produced by another student or another person (all or in part). Allowing another student or any other person to provide answers or correct your work.
- Allowing a resource person (native speaker, language teacher, monitor, tutor, advanced student) to produce or correct your work, translate written texts to or from the target language or interpret/explain oral comprehension exercises for you.
- Handing in written work or preparing oral work largely inspired by or copied from somebody else's work without clearly acknowledging sources (books, articles, essays, course notes, films, radio programs, audio documents, Web, etc.) and showing the extent of the borrowing.
- Presenting for grading any academic work (oral or written) for which you have already received academic credit or presenting the same work for grading more than once.

What is acceptable or recommended?

- Consulting resource persons for explanations but without receiving answers or corrections for the work to be submitted.
- Practising language skills with qualified resource persons.
- Studying intelligently with fellow students.
- Sharing information within team members working on a group project.
- Using your own words, making up your own sentences and using quotation marks when borrowing from someone's work.
- Identifying sources and documenting information and ideas even when material is not directly quoted.

(see <http://www.mcgill.ca/students/srr/honest/> for more information)

The use of Google Translate is prohibited. Its suspected use might be brought for investigation to the Disciplinary officer of the Faculty of Arts.