



## FRSL 208 - 001 - Elementary French I: Intensive (Fall 2022)

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**This syllabus is subject to changes according to the University and provincial pandemic measures. The final version of syllabus and calendar will be on your myCourses.**

### 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 summer semester, please visit the [Coronavirus information page](#).

### 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. LEARNING OUTCOMES

The objective of this course is to help students develop the necessary skills and declarative knowledge that will allow them to exercise control when speaking or writing so that they can correct themselves, especially in relation to grammar. During the term, the student should develop the following skills:

	By the end of the course students should:
Listening	<b>understand the main ideas and some details of everyday conversation</b> , related to personal, professional, and academic life by listening to authentic audio and video documents online;
Speaking	<b>ask and answer everyday questions</b> , 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
Reading	<b>read a variety of texts</b> (information, description, dialogue, narrative, statistical documents); <b>react to text in an authentic way</b> (text messages, social and collaborative platforms, emails).
Writing	<b>write a variety of authentic texts</b> in present, past and future tenses, such as: writing reviews online; creating a blog.
Culture	<b>have an awareness of cultural differences</b> and identities through being exposed to texts, dialogues, and songs, dealing with a variety of topics relating to French-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.
Digital literacy	This course also aims at fostering students' mastery of information and communication



	technologies (ICT) to better prepare them for their future responsibilities as students, professionals, and global citizens. Students will be exposed to online interactions, digital tools, and resources to develop language and intercultural skills by participating in activities/projects based on real-life communicative tasks.
<b>Listening</b>	<b>understand the main ideas and some details of everyday conversation</b> , related to personal, professional, and academic life by listening to authentic audio and video documents online;

### 3. INSTRUCTIONAL METHOD

Learning will occur through communicative and collaborative activities, practices and assignments, the development of autonomous learning skills and strategies), and reflective practice about the functioning of the language.

A flipped classroom approach is adopted in the course: it's a learner-centred 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, as a homework, students will watch videos, read any materials relevant to the class activities beforehand, and complete exercises, to maximize oral and written practice and interactions during fixed sessions.

Technologies used are myCourses (quizzes, Bongo, etc.), Learning Branch, different types of polling.

Instructions or tutorials:

Arts Multimedia Language Facility: <https://www.mcgill.ca/amlf/https://www.mcgill.ca/amlf/knowledge-base>

### 4. EXPECTATIONS FOR STUDENT PARTICIPATION

- 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](mailto: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.**

### 5. 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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6. OPTIONAL COURSE MATERIAL

- Conjugation: *L'art de conjuguer, Bescherelle* [free]
- 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 Google Translate is prohibited for assignments and exams. 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.

**A) COURSE STRUCTURE**

The course unfolds as follows:

**1) At-home preparation BEFORE the class:**

- Read the grammar theory (*À retenir* – Cahier de l'apprenant).
- Fill out the « Travail Préparatoire » (TP – Cahier de l'apprenant)
- If applicable, do the « Activité de préparation » (e.g. reading or listening activity)

**Always refer to the "HOMEWORK" section on myCourses to know what to prepare.**



**2) DURING class:**

- Correcting of the TPs followed by a Q&A period about grammar if students have questions.
- Review of the theory (short interactive lecture) followed by the completion of in-class tasks.

**3) AFTER class:**

- Students will have to finish the activities started in class and prepare for the next class.
- Vocabulary lists practice are available on myCourses (Quizlet) for more practice and review.

**B) CALENDAR**

TUESDAY	THURSDAY
	<b>Class #1: September 1</b> Information about the course; non-graded assessment; review.
<b>Class #2: September 6</b> Chapter 1 (pré-tâche/tâche 1)	<b>Class #3: September 8</b> Chapter 1 (tâche 2/post-tâche)
<b>Class #4: September 13</b> Chapter 1 (approfondissement) <b>Review (Labo 1) / Quiz 1</b>	<b>Class #5: September 15</b> Chapter 2 (pré-tâche/tâche 1)
<b>Class #6: September 20</b> Chapter 2 (tâche 2/post-tâche)	<b>Class #7: September 22</b> Chapter 2 (approfondissement) <b>Test écrit 1</b>
<b>Class #8: September 27</b> Chapter 3 (pré-tâche/tâche 1)	<b>Class #9 : September 29</b> Chapter 3 (tâche 2) <b>Activité notée 1 (post-tâche)</b>
<b>Class #10: October 4</b> Chapter 3 (approfondissement) <b>Review (Labo 2) /Quiz 2</b>	<b>Class #11: October 6</b> Chapter 4 (pré-tâche/tâche 1)
October 11-13: <b>no class</b> Action de grâce (Thanksgiving)/ Reading break	<b>Class #12: October 14 (Friday)</b> Chapter 4 (tâche 2/post-tâche)
<b>Class #13: October 18</b> Chapter 4 (approfondissement) / Review	<b>Class #14: October 20</b> Review / <b>Test oral 1</b>
<b>Class #15: October 25</b> Chapter 5 (pré-tâche/tâche 1)	<b>Class #16: October 27</b> <b>Activité notée 2 (tâche 2)</b> Chapter 5 (post-tâche)
<b>Cours #17: November 1</b> Chapter 5 (approfondissement) <b>Review (Labo 3) / Quiz 3</b>	<b>Class #18: November 3</b> Chapter 6 (pré-tâche/tâche 1)
<b>Class #19: November 8</b> Chapter 6 (tâche 2/post-tâche)	<b>Class #20: November 10</b> Chapter 6 (approfondissement) <b>Test écrit 2</b>
<b>Class #21: November 15</b> Chapter 7 (pré-tâche/tâche 1)	<b>Class #22: November 17</b> Chapter 7 (tâche 2) <b>Activité notée 3 (post-tâche)</b>



<b>Class #23: November 22</b> Chapter 7 (approfondissement) Review (Labo 4) / Quiz 4	<b>Class #24: November 24</b> Chapter 8 (pré-tâche/tâche 1)
<b>Class #25: November 29</b> Chapter 8 (tâche 2/post-tâche)	<b>Class #26: December 1</b> Chapter 8 (approfondissement) Review (Labo 5) / Test oral 2

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

**AMLF**

**C) EVALUATION**

Evaluation	%	Description
Quiz de grammaire (grammar quizzes) (x4)	10%	<b>myCourses (Quizzes):</b> 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%	<b>myCourses (Quizzes); Learning Branch; Word:</b> 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%	<b>myCourses and Learning Branch:</b> 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%	<b>Involvement or autonomy is a key element of success in this course.</b> Grade for this evaluation item will be based on: attendance, non-graded activities completion; labs completion; involvement in all course activities (e.g. speaking French at all time); participation to conversational classes (5); speech's linguistic quality and student's progress. <b>See detailed criteria on myCourses &gt; Information Générale.</b>

**8. MCGILL POLICIES AND ADDITIONAL STATEMENTS**

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.

- 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 sum of the final grade percentage (out of 100%) that is worth more than 25% (for example: 4 quizzes (10%) and two written tests (25%) OR 3 graded activities = 30%, etc.).



- **Attendance** is a mandatory feature of this course. **Repeated absences are evidence of lack of interest in making real progress in language learning.** Attendance will be taken daily. All absences will affect the Involvement and autonomous learning grade section (-1 point for each missed class out of 20). 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.**
- Academic integrity: Evaluations in FRSJ 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. 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>).
- Graduate students are expected to obtain a minimum final grade of B- (65%).
- Attending lectures without a placement test or auditing without formal registration is 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 endeavour 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 and Student Accessibility & Achievement <https://www.mcgill.ca/access-achieve/>
- Students who need **special arrangements** under the Student Accessibility & Achievement <https://www.mcgill.ca/access-achieve/> specifications must **inform their instructor at the beginning of the term** in order to organize appropriate lab testing sessions.
- 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). 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 change 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.
- 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.



- 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 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 another 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)

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