

Course Outline

FRSL 209

Français cours élémentaire : santé et services sociaux

Prof. Dr. Ariel Sebastian MERCADO

FRSL 209 Français oral élémentaire : santé et services sociaux

General Information

Course #	FRSL 209
Section #	1
Term	Fall
Year	2022
Course pre-requisite(s)	French placement test or instructor's recommendation or FRSL 102, FRSL 105
Course co-requisite(s)	None
Course schedule (day and time of class)	Wednesdays 5:35 – 8:25 p.m.
Number of credits	3 credits
Restrictions:	Not open to students who have taken FRSL 332-04 prior to fall 2018.

Instructor Information

Name and Title	Dr. Ariel Sebastian MERCADO
E-mail	ariel.mercado@mcgill.ca
Virtual office hours	Mondays and Wednesdays 4:30 – 5:30 p.m. (upon appointment)
Communication plan	Available by Zoom or telephone upon previous appointment

Course Overview

French as a Second Language: This course is designed for students from a variety of disciplines (health and social work) to help them interact with clients despite their basic level of French language skills. Various communication situations with clients in clinical settings, review of basic linguistic elements - lexical, grammatical and stylistic as used in professional communication. Acquisition of efficient communication strategies.

Instructor Message Regarding Course Delivery

In accordance with University and Faculty of Arts' guidelines, teaching and learning will be offered in an Online Synchronous Participation (OSP) mode. This means all courses will occur in person during regular course hours as scheduled on Minerva; however, **the courses will take place at the AMLF Lab so that students who occasionally cannot attend in-person, especially due to their placements**, will be able to follow the class online from their clinic or hospital. **There will be two classes which exceptionally will only be on Zoom this semester given Prof. Mercado will be representing McGill University outside Montreal. The dates are Sept. 14th and Oct. 19th.** Communication with instructors, and online office hours will take place during regular working hours (Montreal time zone).

Learning Outcomes

By the end of this course successful students will be able to understand and produce written and oral texts which have a connection with the Health Sciences and Social Work in an elementary level of French (A2 of the CEFR). Students will also be able to broaden their specific vocabulary and terminology of their field of studies in French.

Listening: Students will be able to understand oral discourse, vocabulary, and syntax of an elementary level.

Speaking: Students will be able to use more precise and appropriate vocabulary and to express their ideas in a more accurate way for this level. They should be able to learn from the corrections made by the instructor.

Reading: They should be able to understand a broader number of authentic or adapted documents and genres within the Health Sciences and Social Work.

Writing: They will be able to produce simple reports based on cases studied in class and adapted to the level of this course.

Instructional Methods

During the Fall 2022 session, the students and the instructor will meet in-person on Wednesdays at 5:35 p.m. Before the first class, students a link to the Zoom room will be posted on myCourses, which will be the same throughout the semester, and which will be used only when necessary.

In this course learners will work and practice all the skills of a language (Reading, Writing, Listening and Speaking). Besides that, students will learn vocabulary related to Health Sciences and Social Work. There will also be grammar practice, but with exercises, examples, and situations generally in the context of the field of studies of the students. In general, this course will help students prepare their work placements in French since they will practice with case studies similar to real work-life situations.

Expectations for Student Participation

For students who will occasionally participate in the OSP sessions, although the use of your computer camera is not mandatory, its use is strongly suggested, for respect of the instructor and your other classmates. Your active participation is strongly encouraged as well. An appropriate behaviour is expected during class, and this includes the appropriate use of the chat. Announcements of evaluation will be made through myCourses, thus students are encouraged to check it regularly. If you are required to participate in a discussion forum in myCourses, you will be notified by the instructor in advance.

Required equipment

Students enrolled in this course, and who wish to participate **occasionally** on OSP mode are required to have access to a computer webcam and headphones equipped with a microphone. Instructors can require students to turn their video 'on' for oral exams and presentations. Eligible students may request financial aid from SSAO (see <https://www.mcgill.ca/studentaid/faq/covid-19-faq>). Note that some interactive activities cannot be accessed on a cellphone.

Required Course Materials

Français cours élémentaire santé et services sociaux, Sue Harrison et Yung Truong, sous la direction de Hélène Riel-Salvatore.

This course is sponsored by Dialogue-McGill and Health Canada. This means the required material you need (readings, exercises, booklet, etc.) will be provided by the professor to the students at no cost. Extra activities which are not in the manual will be posted in pdf on myCourses.

Optional Course Materials

The following material is optional (recommended), and will not be distributed by the instructor:

Grammaire française plus, cahier pratique, quatrième édition, H. Mignault, H. Riel Salvatore et al.

L'art de conjuguer, Bescherelle

Un bon dictionnaire français (Larousse, Petit Robert, etc. Google Translate est fortement déconseillé).

Course Content

- L'équipe interdisciplinaire
 - Vocabulaire : professions de la santé
 - Le présent de l'indicatif (révision)
 - La phrase interrogative
 - C'est vs il est
 - S'assurer de bien comprendre un renseignement
- Une visite au CLSC
 - Vocabulaire : la Clinique, les services, les actions, les employés de la santé, les nombres cardinaux et ordinaux
 - Les formes interrogatives de lieu
 - Les prépositions de lieu
 - Le présent de l'indicatif des groupes 2 et 3
 - L'impératif et les verbes « devoir » et « falloir »
 - Sigles et acronymes de la santé au Québec
 - Vérifier si un client comprend les instructions
- Une fracture de la main
 - La douleur, les parties du corps, les professionnels de la santé, salutations, vocabulaire lié aux fractures
 - La phrase déclarative affirmative et négative
 - Les articles partitifs

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- Les expressions de quantité
 - Rappel sur la phrase interrogative
 - Le passé composé
 - La maladie de Parkinson
 - Vocabulaire : les symptômes de la maladie de Parkinson, les parties du corps, les types de douleur, l'équipe interdisciplinaire, les instruments orthopédiques, les nombres de 50 à 100
 - Les pronoms personnels sujets et compléments
 - Les verbes pronominaux
 - Les nombres, la date et l'heure
 - Faire des recommandations à un.e patient.e ou à un.e client.e
 - Une adolescente anorexique
 - Vocabulaire : les émotions, vocabulaire lié à l'anorexie, expressions avec avoir
 - Rappel sur l'interrogation
 - Les prépositions de temps
 - Les verbes « se sentir, être, sembler, paraître, ressentir, éprouver »
 - L'entrevue professionnel.le-patient.e
 - Vivre avec une blessure
 - Vocabulaire : les tests, les examens cliniques, description de la douleur, les préventions et les traitements, les articulations, les professionnels et les spécialistes
 - Rappel sur l'interrogation
 - Rappel sur le passé composé
 - Cas d'une enfant de 4 ans, autiste
 - Vocabulaire : le trouble du spectre autistique, les établissements de santé et de la petite enfance au Québec
 - Les adverbes de temps
 - Rappel sur les verbes pronominaux
 - L'hypertension artérielle
 - Vocabulaire : l'hypertension artérielle, les facteurs de risque, la prévention, les complications, les signes vitaux et les organes
 - Les articles définis et indéfinis
 - Rappel sur l'impératif et les verbes « devoir » et « falloir »

Provisional Calendar (the dates will be confirmed by the professor)

Class/Module	Date	Description	Course Materials	Assignments and/or Readings Due
1	Aug. 31	Chapitre 1 (jusqu'à B.3 Grammaire)	myCourses, manuel du cours	
2	Sept. 7	Chapitre 1 (jusqu'à la fin)	myCourses, manuel du cours	
3	Sept. 14	Chapitre 2 (jusqu'à B.3 Grammaire)	Zoom, myCourses, manuel du cours	This course will be on Zoom only.
4	Sept. 21	Chapitre 2 (jusqu'à la fin)	myCourses, manuel du cours	Activité orale évaluable 1 : Deadline Sept 23
5	Sept. 28	Chapitre 3 (jusqu'à B.3 Grammaire)	myCourses, manuel du cours	
6	Oct. 5	Révision première partie Ch 3	manuel du cours	Examen des contenus 1 et examen de rédaction 1 (in-person)
7	Oct. 12	Semaine de relâche		
8	Oct. 19	Chapitre 3 (jusqu'à la fin)	Zoom, myCourses, manuel du cours	This course will be on Zoom only.
9	Oct. 26	Chapitre 4 (jusqu'à B.3 Grammaire)	myCourses, manuel du cours	
10	Nov. 2	Chapitre 4 (jusqu'à la fin)	myCourses, manuel du cours	
11	Nov. 9	Chapitre 5 (jusqu'à B.3 Grammaire)	myCourses, manuel du cours	Activité orale évaluable (Due Nov. 17)
12	Nov. 16	Chapitre 5 (jusqu'à la fin)	myCourses, manuel du cours	
13	Nov. 23	Chapitre 6 (jusqu'à B.3 Grammaire)	myCourses, manuel du cours	
14	Nov. 30		myCourses, manuel du cours	Examen des contenus 2 et examen rédaction 2 (in-person)

Evaluation

The purpose of evaluation is to provide feedback to students on their learning, as well as to permit the instructor to assign a fair grade at the end of the course. In this class, there will be three types of assessment:

1. Written production of texts
2. Oral production of discourse
3. Grammar and vocabulary exercises

Exam descriptions

The in-person exams will be divided into three types of exams. The first type will be composed of different grammar, vocabulary, reading or listening exercises of the units assessed. They are called “examens des contenus”. The second type will be a writing exercise. You will receive more details about the length, location and the material to be assessed prior to the exam. In this course, there will also be oral evaluations, which constitute the third type.

Assignment descriptions

In this course, the assignments will consist of oral activities. Students will record their activities either by using Bongo or the activity might be recorded by the teacher in class. You will receive more details prior to the deadline of the activity. Bongo is a video recording tool which is linked to myCourses.

Assignments should be submitted via myCourses, unless otherwise specified. Please consult the link to the [*FAQs for students using myCourses: Assignments*](#).

Name of Assignment	Due Date	% of final grade
Activité orale 1	Sept. 23	15%
Examen des contenus 1 et rédaction 1 (in-person)	Oct. 5	10% (contenus) 20% (rédaction)
Activité orale 2	Nov 9	15%
Examen des contenus 2 et rédaction 2 (in-person)	Nov. 30	15% (contenus) 20% (rédaction)
Participation et implication en classe		5%
TOTAL :		100%

- The “examens sur les contenus” can include grammar, vocabulary, reading comprehension and listening comprehension exercises.
- More details about the oral activities and compositions (i.e. evaluation grid, extension, etc.) will be explained in class and uploaded onto myCourses prior to the due date.
- The due date must be respected. Late submission will be acceptable only when justified or under certain circumstances.
- The due date of an assignment may be modified by the instructor if judged necessary due to a specific situation or in the event of extraordinary circumstances.

Language of submission

In courses in which acquiring proficiency in a language is one of the objectives, the assessments shall be in the language of the course. This means, submissions must be done in **French**.

PLAGIARISM IN ACADEMIC WORK

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.

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.

Specific Aspects to FRSL Courses

Course requirement:

- In order 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).

Level transfers:

- 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.

Add-drop period:

- 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.

Policy regarding absences:

- Attendance is a mandatory part of a French course. Five (5) unexcused absences will automatically result in the loss of the 5% for attendance and participation. An absence is only excused if justified by a valid document; e.g. a medical certificate).

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.

Audio-visual recording of oral presentations:

- Please note that all students' oral evaluations 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.

Wellness hub:

- 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 Office, 514-398-6009.