FRSL 215 - Oral & Written French I - 001
Fall 2023

Class schedule: Tuesday/Thursday, 8:35 am-11:25 am

Professor: Narimane Wanis

Email: narimane.wanis@mcgill.ca

Office hours: Mardi 15h à 16h

COURSE OUTLINE

This course is the third of five levels: it is designed for students who wish to continue studying all aspects of the language. Students will develop strategies for dealing with everyday situations. The course includes a review of basic grammar. Oral work builds on communication skills that students have acquired in previous levels. The course includes elementary discussions. Reading and oral comprehension and increased vocabulary are developed by studying texts (short stories, newspaper articles, etc.) and media.

The course consists of two times 2 hour 50 minutes of class time per week + discussion sessions led by a language assistant + homework (including online grammar, writing, listening and reading tasks).

INSTRUCTIONAL METHOD

This course adopts a reverse pedagogy (or flipped classroom) approach, whose goal is to enhance student learning by focusing class time on student understanding rather than on lecture and by promoting student-centered learning and collaboration. Students are asked to discover and get familiar with grammatical notions at home, before class, through grammar, oral, and written comprehension exercises. Then, in class, students share and test their knowledge with their peers and their instructor and time is spent to review and deepen the notions learned through hands-on, practical and contextualised activities.

PREREQUISITES

Students registering in this course have completed course FRSL 207 or FRSL 208 (or equivalent) or have studied French in high school outside Quebec.

At the beginning of the course, students should be able to:

LISTENING	understand simple questions, simples sentences.
SPEAKING	talk about their family, hobbies, studies, and other aspects of their lives in short but complete sentences.
READING	read short texts related to everyday situations and some narrative using basic structures.
WRITING	describe a picture or an event using elementary grammar and vocabulary and be familiar with conjugation in the present, imperative, passé composé, imperfect and future tenses.

COURSE OBJECTIVES

At the end of the course, students should have developed strategies for dealing with everyday situations. They will be able to:

LISTENING understand the important elements of a conversation at normal speed.

SPEAKING deal with everyday situations, describe persons, events (in the past tense)
give (or ask for) information, express emotions and wishes, express opinions, discuss topics not requiring abstract or technical vocabulary, debate in a simple way on a given topic, reflect upon a written text.

READING understand texts and newspaper articles at the intermediate level.

WRITING write a short essay of 250-300 words using the appropriate grammar.

CULTURAL become sensitized to the unique aspects of the French and Quebecois cultures.

REQUIRED COURSE MATERIAL

1. **Textbook**: *Grammaire essentielle de français B1 – Livre + CD*, Éditions Didier, Yves Loiseau, Ludivine Glaud, Elise Merlet. Available at *Le James* bookstore.

2. **Coursepack**: FRSL 211-215 coursepack. Available for free in PDF format on myCourses. Printed copies are available at *Le James* bookstore for purchase.

3. Additional resource (**optional**): *Les verbes et leurs préposition*s, CLE International, Isabelle Cholet, Jean-Michel Robert. Available at *Le James* bookstore.

EVALUATIONS

Oral work	Two multimedia assignments ○ Individual recorded message (7,5%) ○ Group video project (15%) – *to be submitted on a specific day*	22,5%
	One summative group presentation ○ Interactive round table on an alternative lifestyle (15%)	15%
Written work	Three written compositions (7,5% each)	22,5%
	Three grammar and vocabulary tests (10% each)	30%
Attendance and participation	Preparedness and participation during classes, homework completed and submitted, involvement in autonomous work, progress, active participation in discussion sessions, etc. *Four unexcused absences per term will automatically result in the loss of 10% for attendance and participation. An absence is only excused if justified by a valid document; e.g. a medical certificate).*	10%

OASIS statement regarding course load
"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.** *This additional time includes activities such as conference attendance, reading texts, reviewing lecture notes, conducting research for assignments, preparing for tests, and writing papers."* See: https://www.mcgill.ca/oasis/academic/courses.

Participation and use of French
Active participation in class in the various activities and discussion sessions, progress, awareness of mistakes and self-correction, self-discipline (daily preparation of assigned work, speaking French in class, etc.) will be considered for the participation grade.

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.

Policy regarding absences
Attendance is a mandatory part of a French course. **Four unexcused absences per term will automatically result in the loss of 10% 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 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.

Deadlines
There will be no supplemental tests except in special, well documented cases (medical certificate required) and no additional work to upgrade marks. When a problem arises with meeting a deadline, students must contact their professor BEFORE the test, the oral presentation or ANY deadline for handing in assignments. Failure to do so will result in a mark of a "0". ***Do not purchase plane or train tickets for days on which you are evaluated.***

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

Feedback and grading

Students are expected to keep track of their marks and to keep all their assignments except their tests. Tests are reviewed in class but returned to the teacher who keeps them. To get feedback on their oral work, students are expected to make an appointment to meet with their teacher during office hours. Students are responsible for informing themselves about the rules and regulations of the university with regards to Method of course evaluation and grading procedures.
See: https://www.mcgill.ca/secretariat/files/secretariat/2016-04_student_assessment_policy.pdf

Grades are granted according to actual performance and calculated based on objective data. **No pressure for grade changing will be accepted**.

Use of text-matching software
Work submitted as part of this course may be checked with text-matching software within myCourses.

Use of translation tools and text generator by artificial intelligence
The use of translation tools (eg Google translate) or artificial intelligence text generator (eg ChatGPT) as part of an evaluation is strictly prohibited. Any suspicion of its use may lead to an investigation by the Disciplinary officer of the faculty of Arts. Written productions may be submitted to text matching software (anti-plagiarism).

Schedule
Students are responsible for keeping up to date with the schedule that is posted on myCourses at the beginning of the term and for writing down all the changes on their schedule. If they are absent, they are responsible for obtaining the documents handed out during class or available online and for contacting their professor to see their tests when these were returned during their absence. We recommend a buddy system, if need be, to collect documents or keep track of any changes.

Communication by email
Emails and reminders will be sent 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 professor outside of commonly recognized office hours (Monday through Friday, 9 a.m. to 5 p.m., Montreal time) might receive an answer only on the following business days. It is students' responsibility to plan ahead in order to avoid last minute issues.

Audio recording of oral presentations
Please note that students' oral evaluations may 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.

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.

Language of submission

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.

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 & Achievement (formerly known as the Office for Students with Disabilities & Tutorial Services), 514-398-6009.

Mental health

Many students may face mental health challenges that can impact not only their academic success but also their ability to thrive in our campus community. Please reach out for support when you need it; many resources are available on-campus, off-campus and online.

McGill University is located on land which has long served as a site of meeting and exchange amongst Indigenous peoples, including the Haudenosaunee and Anishinabeg nations. McGill honours, recognizes and respects these nations as the traditional stewards of the lands and waters on which we meet today.

INTELLECTUAL PROPERTY

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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. (See McGill's guide to academic honesty for more information).

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.
- **Using translation software or websites such as Google Translate to write an evaluation.**

What is acceptable or recommended?

- Consulting resource persons for explanations but without receiving answers or corrections for the work to be submitted.
- Practicing 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 the material is not directly quoted.