



# Listening Comprehension & Oral Expression 1

## FRSL 302 - Fall 2023

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**Office hours: 1 pm – 2 pm on Tuesdays / Ferrier 448**

### 1. COURSE DESCRIPTION & PREREQUISITE

FRSL 302 is the first 3-credit course in a series of two for enhancing French oral comprehension and expression as a medium of both knowledge and interaction. The 302-303 series deals with current topics appropriate to the level.

This course is intended for students who have reached a good standard in grammar and written French, but who have difficulty in understanding spoken French and therefore cannot communicate effectively compared to their higher intermediate-level written skills.

### 2. LEARNING OUTCOMES

By the end of FRSL 302, students will be able to:

#### Aural reception

- Develop awareness of the sounds and word linking of the French language and develop pronunciation self-awareness.
- Improve accurate pronunciation, melody and rhythm, and develop cohesiveness of speech and natural delivery.
- Develop strategies for aural comprehension.
- Understand conversations, news, audio documents and short documentaries of clear standard speech and at a normal speed, related to current topics and to topics that are familiar or of personal interest.

#### Oral expression and mediation

- Develop communication skills through presentations about current topics selected at this level.
- Expand everyday vocabulary and develop vocabulary related to current discussion topics.
- Improve accuracy of communicative grammar.
- Organize ideas and present research results on chosen topics in French through oral presentations.
- Mediate texts (articles, infographics, videos, etc.) to enhance oral skills and strategies.

#### Oral interaction

- Start a conversation on topics that are familiar or of personal interest or more abstract, but still related to everyday situations, and can help to keep it going by expressing and responding to suggestions, opinions, attitudes, advice, feelings, etc.
- Express opinions on more abstract topics, and ask other people what they think, contrast alternatives, discuss what to do, etc.
- Engage in negotiations or interviews.
- Discuss social conventions in language use (e.g. rules of politeness, colloquial French, etc.).
- Use speech acts tailored to the interaction activities.
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### 3. INSTRUCTIONAL METHOD

Learning will occur through communicative and collaborative tasks, the development of autonomous learning skills and strategies, reflective practice about the use of the language through intercultural activities, and simulations. High importance will be attributed to interaction in French language use and learning in view of its central role in communication. Lab practice and individual and group video recordings will be used as self-awareness tools for improving French pronunciation with the instructor's guidance.

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 practice and interactions, e.g., casual conversation, discussion and simulations of negotiations or interviews during classes.

Technologies used are 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>

### 4. EXPECTATIONS FOR STUDENT PARTICIPATION

Students are strongly encouraged to attend classes since active participation and interaction with the instructor and peers, and between peers is essential to effective second language acquisition and oral skills development. Attendance is a mandatory part of this French course. Moreover, 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

You need to purchase the coursepack which is available at Le James. For location, days and opening hours, please check <https://lejames.ca/>.

All the other required material (videos, texts, exercises, links, worksheets, etc.) is available on myCourses.

### 7. COURSE CONTENT

#### *A) COURSE STRUCTURE*

This course is divided into 4 modules:

Module 1 – Quelle qualité de vie dans ma ville ?

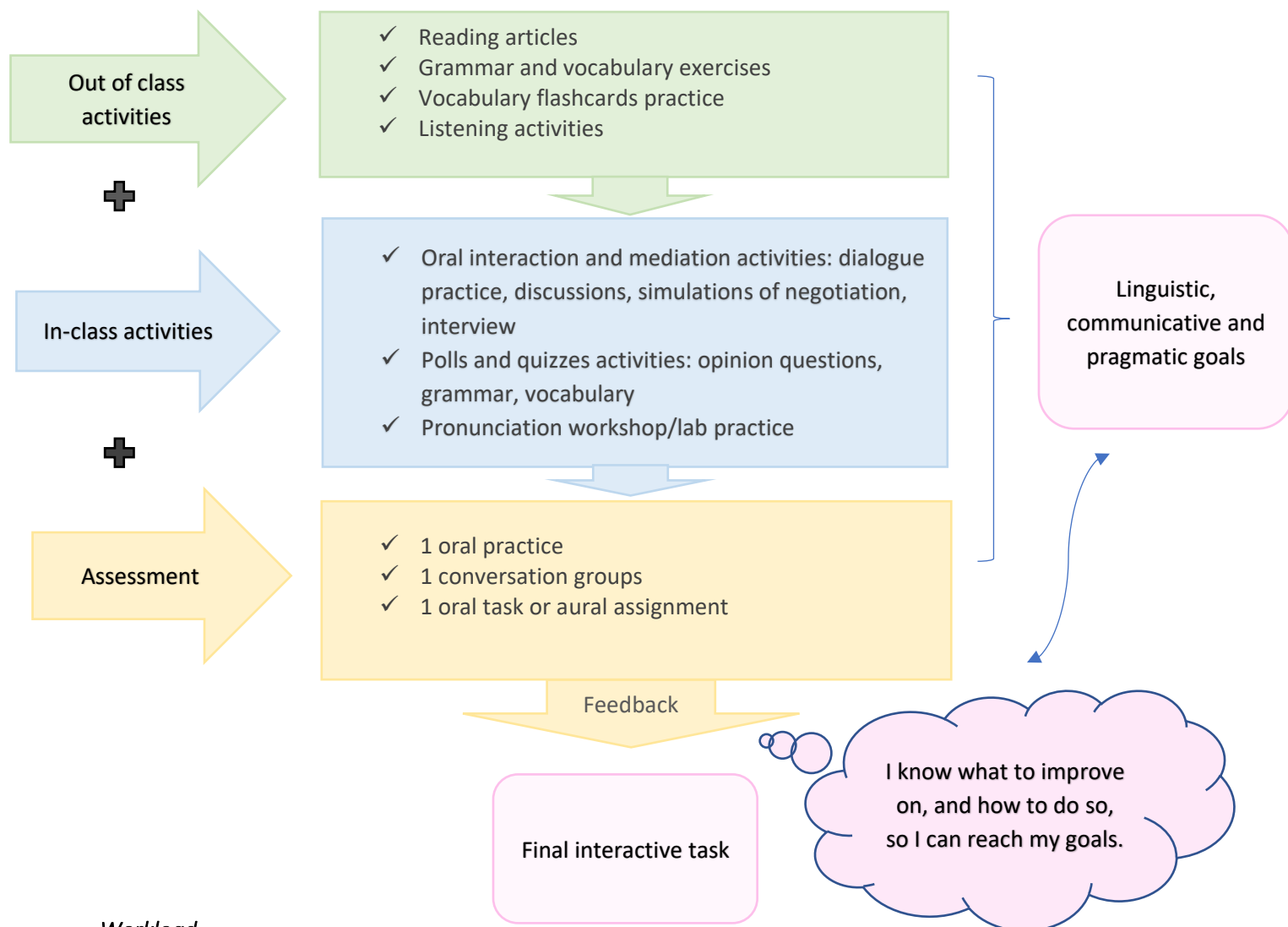
Module 2 – Un monde du travail fait pour moi !



Module 3 – C'est quoi dans mon assiette ?

Module 4 – Je suis écoresponsable !

For each module, students are expected to get a set of linguistic, communicative, and pragmatic language goals achievable through:



**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**

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

LUNDI	MERCREDI	JEUDI	DIMANCHE <i>Assignments due</i>
	<b>30 août– cours 1</b> Bienvenue : on brise la glace !		<b>3 septembre</b> <b>Non-graded oral task – Ma rentrée</b>
<b>4 septembre – PAS DE COURS</b> Fête du travail	<b>6 septembre – cours 2</b> Évaluation de l'oral		
<b>11 septembre (add-drop le 12 septembre)</b> Module 1	<b>13 septembre – cours 4</b> Module 1		
<b>18 septembre – cours 5</b> Module 1	<b>20 septembre – cours 6</b> Module 1		<b>24 septembre</b> Conversation groups 1 (2,5%)
<b>25 septembre – cours 7</b> Module 1 labo AMLF	<b>27 septembre – cours 8</b> Module 2		<b>Assignment 1 (15%)</b>
<b>2 octobre – cours 9</b> Module 2	<b>4 octobre – cours 10</b> Module 2		
<b>9 octobre - PAS DE COURS</b> Action de grâce Semaine d'études	<b>11 octobre - PAS DE COURS</b> Semaine d'études	<b>12 octobre</b> Conversation groups 2 (2,5%)	
<b>16 octobre – cours 11</b> Module 2	<b>18 octobre – cours 12</b> Module 2 labo AMLF		<b>16 octobre</b> <b>Oral task 1 (15%) : Tâche : Capsule - Pour des conditions équitables dans les études ou en emploi ! – Module 2</b>
<b>23 octobre – cours 13</b> Module 3	<b>25 octobre – cours 14</b> Module 3		<b>30 octobre</b> Conversation groups 3 (2,5%)
<b>30 octobre– cours 15</b> Module 3	<b>1er novembre – cours 16</b> Module 3		<b>6 novembre</b> <b>Assignment 2 (15%) – Module 3</b>
<b>6 novembre – cours 17</b> Module 3 labo AMLF	<b>8 novembre – cours 18</b> Module 4		
<b>13 novembre – cours 19</b> Module 4	<b>15 novembre – cours 20</b> Module 4		<b>19 novembre</b> <b>Oral task 2 (15%) : Je me lance pour le climat – Module 4</b>
<b>20 novembre – cours 21</b> Module 4	<b>22 novembre – cours 22</b> Module 4 labo AMLF		<b>26 novembre</b> Conversation groups 4 (2,5%)



<b>27 novembre – cours 23</b> Atelier créatif : rédaction de situations de négociation	<b>29 novembre – cours 24</b> Révision de la négociation	<b>30 novembre – cours 25</b> Négociation sur rendez-vous (20 %)	
<b>4 décembre – cours 26</b> Négociation sur rendez-vous (20 %)			

**C) EVALUATION**

Evaluation	%	Description	Technology/Tool or location
2 oral tasks	30%	Individual video: topic research, solution-oriented approach	myCourses – Assignments: uploading your video and your preparation sheet
1 oral negotiation (final oral)	20%	Simulation in groups of two students	<i>Upon appointment during regular class hours</i>
2 assignments	30%	Aural comprehension, vocabulary, grammar	myCourses – Quiz
4 conversation groups	10 %	Oral interaction in groups (2,5% each)	Bongo – Group project – myCourses
Participation and preparation	10%	4 % Homework (x16) 3 % Conversation workshops (x5) 3 % Attendance & in-class participation and progress	Oral practices: LearningBranch Homework: myCourses In-class

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 20% or more of the final grade. More precisely, in this course, a grade J will be given to a student who doesn’t complete the oral negotiation (20%) and/or the two written assignments (30%) and/or the two oral tasks (30%).

**8. MCGILL POLICIES AND ADDITIONAL STATEMENTS**

- The department reserves the right to transfer a student to a higher-level or a lower-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 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.
- **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.**
- No supplemental examinations are available in this course.
- Requests for reassessments must be sent to the Departmental Chair. They must be made within 10 working days after the graded materials have been made available for students to view. Reassessments should normally be completed within 20 working days of the request. When the reassessment is complete, and the second reader has submitted a report, the Departmental Chair (or the Chair's representative) will inform both the student and the instructor of the result.
- 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.



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- 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.