



Listening Comprehension & Oral Expression 1 FRSL 302 - Fall 2024

Instructor/course coordinator: Laura Bourrel E-mail: laura.bourrel@mcgill.ca

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

In the event of extraordinary circumstances beyond the control of McGill University, assessment tasks in a course are subject to change, provided students are sent adequate and timely communications regarding the change.

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.

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:

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

4. EXPECTATIONS FOR STUDENT PARTICIPATION

Active participation and preparedness are essential to acquiring the knowledge to pass this course. Interaction with the instructor and peers, and between peers is essential to effective second language acquisition and oral skills development.

Active participation and preparedness: During class, students are expected to participate, ask and answer questions, speak French during in-class activities, reuse course content, and take into consideration their instructor's feedback. Moreover, students must arrive prepared for each class and complete all required assignments. This includes 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 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:

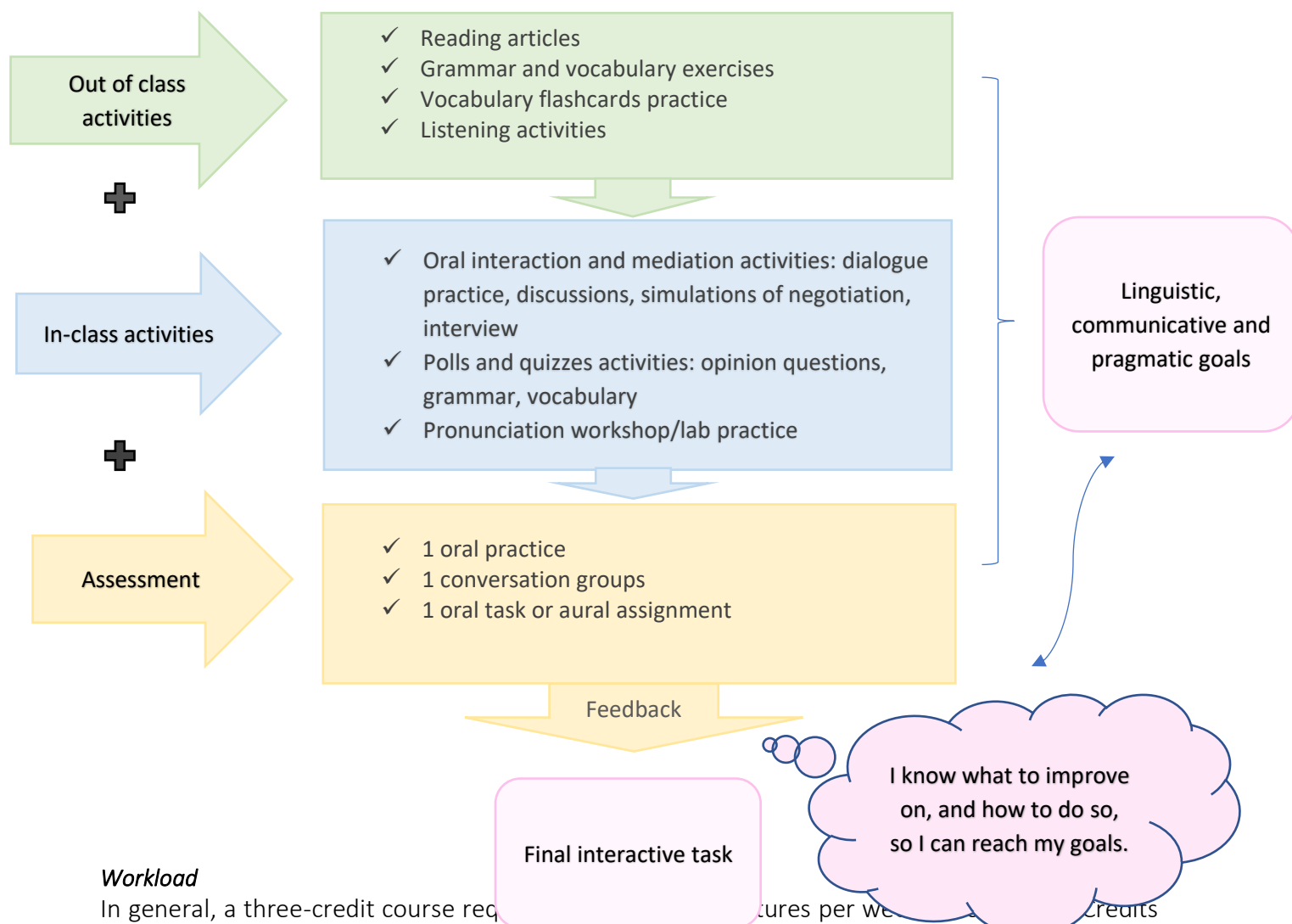
Module 1 – Quelle qualité de vie dans ma ville ?

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 9 contact hours per week. 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	DIMANCHE <i>Assignments due</i>
	28 août– cours 1 Bienvenue : on brise la glace !	1 septembre Non-graded oral task – Ma rentrée
2 septembre – PAS DE COURS Fête du travail	4 septembre – cours 2 Évaluation de l'oral	
9 septembre (add-drop le 10 septembre) – cours 3 Module 1	11 septembre – cours 4 Module 1	
16 septembre – cours 5 Module 1	18 septembre – cours 6 Module 1	22 septembre Groupe de discussion 1 (2,5%)
23 septembre – cours 7 Module 2	25 septembre – cours 8 Module 1 labo AMLF	29 septembre Devoir 1 (15%) – Module 1
30 septembre – cours 9 Module 2	2 octobre – cours 10 Module 2	
7 octobre - cours 11 Module 2	9 octobre - cours 12 Module 2 labo AMLF	13 octobre Groupe de discussion 2 (2,5%)
14 octobre – PAS DE COURS Action de grâce Semaine d'études	16 octobre – PAS DE COURS Action de grâce Semaine d'études	
21 octobre – cours 13 Module 3 Oral task 1 (15%) : Tâche : Capsule - Pour des conditions équitables dans les études ou en emploi ! – Module 2	23 octobre – cours 14 Module 3	
28 octobre – cours 15 Module 3	30 octobre – cours 16 Module 3	3 novembre Groupe de discussion 3 (2,5%)
4 novembre – cours 17 Module 3 labo AMLF	6 novembre – cours 18 Module 4	10 novembre Devoir 2 (15%) – Module 3
11 novembre – cours 19 Module 4	13 novembre – cours 20 Module 4	



18 novembre – cours 21 Module 4	20 novembre – cours 22 Module 4 labo AMLF	24 novembre Oral task 2 (15%) : Je me lance pour le climat – Module 4
25 novembre – cours 23 Atelier créatif : rédaction de situations de négociation	27 novembre – cours 24 Révision de la négociation	1 décembre Groupe de discussion 4 (2,5%)
2 décembre – cours 25 Négociation sur rendez-vous (20 %)	4 décembre – cours 26 Négociation sur rendez-vous (20 %)	

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

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 % In-class participation and progress	Oral practices: Learning Branch Homework: MyCourses In-class

*Students will need to take part in 5 conversation workshops outside regular class hours.

IMPORTANT: According to article 5.8 of the Policy on Assessment of Student Learning (PASL), a grade of “J” will be assigned to students who don’t submit an assessment 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 take the oral negotiation (20%).

7. Resources for success and support

What role does the student play in fulfilling the	Students are required to consult the calendar for assessment dates and to read about the policies
---	---



syllabus agreement between instructor and class?	<p>related to this course in the syllabus.</p> <p>Please utilize organizational tools at your disposal: Agendas, calendars, and other devices.</p>
What are a student's rights and responsibilities ?	Consult McGill's Charter of Students' Rights for more information about Student Rights and Responsibilities and the Secretariat for a comprehensive list of other University Policies and Regulations.
What if a student has inquiries about methods of course evaluation and grading procedures ?	Students are responsible for informing themselves about the university rules and regulations regarding assessment tools. Please consult this helpful Arts OASIS page .
What if a demand of the course (class session, test, evaluation, etc.) conflicts with a student's Religious practice ?	Students have the right to reasonable accommodation for religious commitments in accordance to religious Holy Days listed in McGill important dates Holy days . Students who need such arrangement have to inform their instructor at the beginning of the term.
What if a student experiences barriers to learning ?	<p>Students experiencing difficulty successfully engaging in this course are encouraged to reach out to the office of Student Accessibility & Achievement (formerly known as the <i>Office for Students with Disabilities</i>).</p> <p>Phone: 514-398-6009</p> <p>Email: access.achieve@mcgill.ca</p>
What if a student requires support or accommodations?	<p>Students who need accommodations under the Student Accessibility & Achievement specifications have to inform their instructor at the beginning of the term in order to organize appropriate support.</p> <p>The Student Accessibility & Achievement office can facilitate this notice to a student's professors,</p>



	or the student can approach instructors directly.
What if a student finds issue with the assessment tools and/or workload of this course?	The Policy on Assessment of Student Learning 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.

8. MCGILL POLICIES AND ADDITIONAL STATEMENTS

- **Attendance policy:** Students must attend a minimum of 14 classes after add-drop to pass the course. Any student who does not fulfill this requirement (regardless of whether absences are excused or not) will get a "j" as the final grade (j = "didn't fulfill the requirements").
- 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.
- 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 video/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>).
- **Use of Generative AI tools:** 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). **Any work or evaluation not respecting the instructions and carried out beyond the student's capabilities, not reflecting their real skills will not be corrected, may result in an investigation by the Disciplinary Officer of the Faculty of Arts and resulting in a 0.**
- © 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 will 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 is not permitted.
- There will be **no retake except in special, well-documented cases (medical certificate required)** and no additional work to upgrade marks. **Do not purchase plane or train tickets for days on which you are evaluated.**
- Grades are granted according to actual performance and calculated based on objective data. **No pressure for a grade change will be accepted. No additional work to upgrade marks.**
- 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. A grade can be confirmed, revised upwards or downwards. In the last two cases, the new note replaces the original note. This result is final.
- 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.**

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.