



## Intermediate French 1 FRSL 303 (Winter 2022) Monday-Wednesday Schedule

Instructor:

E-mail:

Virtual office hours and contact information:

or by appointment

Lien zoom :

Course coordinator: Laura Bourrel

### IMPORTANT

Given the exceptional circumstances imposed by the COVID-19 situation, **all the classes between January 5<sup>th</sup> and January 23d will be delivered remotely**. Teaching and learning will consist of both synchronous and asynchronous activities. Synchronous activities will occur on Zoom during regular course hours as scheduled on Minerva.

Although session recordings will be posted on myCourses, students are strongly encouraged to attend all synchronous sessions since active participation in synchronous interaction with the instructor and peers, and between peers is essential to effective second language acquisition.

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

### RECORDING OF SYNCHRONOUS SESSIONS

Instructors will make class video recordings available in myCourses so that students will be able to later watch the recording. Students will be notified through a 'pop-up' box in Zoom if a lecture or portion of a class is being recorded. By remaining in sessions that are recorded, you agree to the recording, and you understand that your image, voice, and name may be disclosed to classmates. You also understand that recordings will be made available in myCourses to students registered in the course.

### 1. COURSE DESCRIPTION

This course is intended for students who have completed the FRSL 302 course as well as for students whose placement test shows that oral comprehension is at level B1 but that especially oral expression, but also written expression, has need an upgrade before the student can take a post B1 level course. The course



should allow them to continue to improve their comprehension, to develop their ability to express themselves in French, spontaneously and with confidence, and to work on the morphosyntactic structure of the oral and written sentence. The FRSL 303 course aims at an intermediate level functional competence in the majority of communication situations of daily life and in discussions on current affairs.

## 2. LEARNING OUTCOMES

By the end of FRSL 303, students will be able to:

### Oral expression

- Express themselves orally in a nuanced and precise manner
- Have a conversation on a chosen topic using rich vocabulary
- Adapt your level of language to the communication situation
- Develop speaking strategies
- Invest in communication and simulation activities
- Telling an event or an experience, describing a goal or a future project, arguing and expressing one's opinion

### Pronunciation

- Correct basic pronunciation
- Reproduce and produce the rhythm, basic intonations and expressive intonation of French
- Reproduce and produce vocal and consonantal sequences, as well as links
- Express emotions and intentions using intonation
- Develop fluidity

### Cultural and intercultural objectives

- Respect the language levels
- Take an interest in the other's culture
- Understand humor and intentions
- Understand the other's point of view

## 3. INSTRUCTIONAL METHOD

Learning will occur through communicative and collaborative tasks, the development of autonomous learning skills and strategies, and reflective practice about the functioning of the language through intercultural and multilingual activities.



A flipped classroom approach is adopted in the course: it's 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 and written practice and interactions during classes.

Technologies used are Zoom, 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> (tutorials at the bottom of the home page)

Note that plans are subject to change based on public health protocols.

#### 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. Moreover, attendance is a mandatory part of this French course. Any student who fails to attend 1/3 of the total contact hours or more (including both excused and unexcused absences) and/or has not completed all the evaluations listed in the course syllabus will receive a "J" as the final grade. The calculation of absences for obtaining the grade "J" is based on the date of the first course of the term and does not take into account the date of enrollment in the course. 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

All the required material (videos, texts, exercises, links, worksheets, etc.) is available on myCourses. A coursepack is available at the James for students who are used to work with a paper textbook. For location, days and opening hours, please check <https://lejames.ca/>

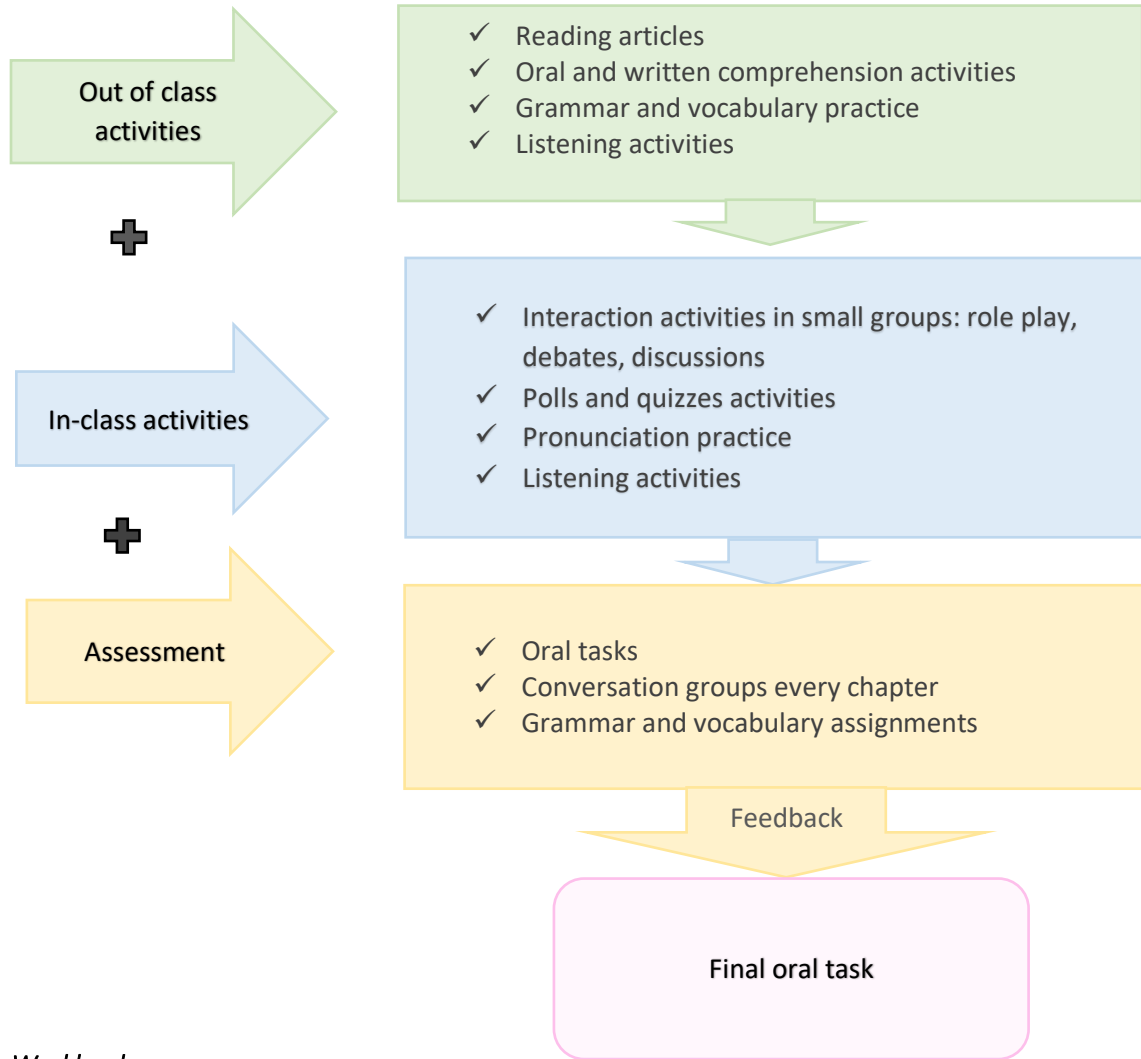
#### 7. COURSE CONTENT

##### A) COURSE STRUCTURE

Chapitre 1 – La culture, âme d'un peuple ou marchandise
Chapitre 2 – La présence du Québec sur la scène internationale
Chapitre 3 – La gastronomie
Chapitre 4 – L'humour francophone



For each chapter, you will get a set of linguistic objectives. To achieve these objectives, you will do...



**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**

MONDAY	WEDNESDAY	Delivery
	5 janvier – cours 1 Bienvenue – on fait connaissance ! Zoom	



10 janvier – cours 2 Évaluation du niveau Zoom	12 janvier – cours 3 Chapitre 1 Zoom	
17 janvier – cours 4 Chapitre 1 ( <i>add-drop</i> : 18 janvier) Zoom	19 janvier – cours 5 Chapitre 1 Zoom	
24 janvier – cours 6 Chapitre 1	26 janvier – cours 7 Chapitre 1	30 janvier Groupe de discussion 1 (2,5%)
31 janvier – cours 8 Chapitre 2	2 février – cours 9 Chapitre 2	6 février <b>Devoir 1 (15%) – Module 1</b>
7 février – cours 10 Chapitre 2	9 février – cours 11 Chapitre 2	13 février Groupe de discussion 2 (2,5%)
14 février – cours 12 Chapitre 2	16 février – cours 13 Chapitre 3	20 février <b>Tâche orale 1 (15%) – Module 2</b>
21 février – cours 14 Chapitre 3	23 février – cours 15 Chapitre 3	
Semaine de relâche – 28 février au 4 mars		
7 mars – cours 16 Chapitre 3 ( <i>withdrawal without refund</i> : 8 mars)	9 mars – cours 17 Chapitre 3	13 mars <b>Devoir 2 (15%) – Module 3</b>
14 mars – cours 18 Chapitre 4	16 mars – cours 19 Chapitre 4	20 mars Groupe de discussion 3 (2,5%)
21 mars – cours 20 Chapitre 4	23 mars – cours 21 Chapitre 4	27 mars <b>Tâche orale 2 (15%) – Module 4</b>
28 mars – cours 22 Chapitre 4	30 mars – cours 23 Atelier de phonétique	3 avril Groupe de discussion 4 (2,5%)
4 avril – cours 24 Révision	6 avril – cours 25 Tâche orale finale (20%)	
11 avril – cours 26 Tâche orale finale (20%)		

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

### C) EVALUATION



Evaluation	%	Description	Technology/Tool or location
<b>Tâches orales (2)</b> <i>(Oral tasks)</i>	30%	Individual video (15% each)	myCourses
<b>Tâche orale finale</b> <i>(final oral task)</i>	20%	Group project	Zoom
<b>Tâches écrites (2)</b> <i>(Written tasks)</i>	30%	Oral comprehension, vocabulary, grammar (15% each)	myCourses
<b>Groupe de discussion (4)</b> <i>(conversation groups)</i>	10%	4 conversation groups (2,5% each)	Bongo – Group project – myCourses
<b>Travail continu - Participation</b> <i>(Continuous work &amp; participation)</i>	10%	In-class participation (4%), conversation workshops (3%), homework (3%)	Oral practices on LearningBranch Written practices on MyCourses

## 8. MCGILL POLICIES AND ADDITIONAL STATEMENTS

- Students must complete **all assignments and evaluations** in order to obtain a passing grade. A grade “J” will be given if the assignment/exam is not submitted/written, even if the student has earned a passing grade in the course with the missing assignment/exam.
- **Attendance is a mandatory part of a French course.** Any student who fails to attend 1/3 of the total contact hours or more (including both excused and unexcused absences) and/or has not completed all the evaluations listed in the course syllabus will receive a “J” as the final grade. The calculation of absences for obtaining the grade “J” is based on the date of the first course of the term and does not take into account the date of enrollment in the course.
- 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>).
- ©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 Office for Students with Disabilities, 514-398-6009.
- Students who need **special arrangements** under the Office for Students with Disabilities 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.**
- 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.
- 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,



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e.g. the timing of evaluation due dates and weighting of final examinations.

- 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.