



Intermediate French 2 FRSL 303 - Winter 2024 Monday-Wednesday Schedule

Instructor: Laura Bourrel

Office hours: Tuesdays from 1pm to 2pm (or by appointment) - Ferrier 448

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Course coordinator: Laura Bourrel

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)

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.

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



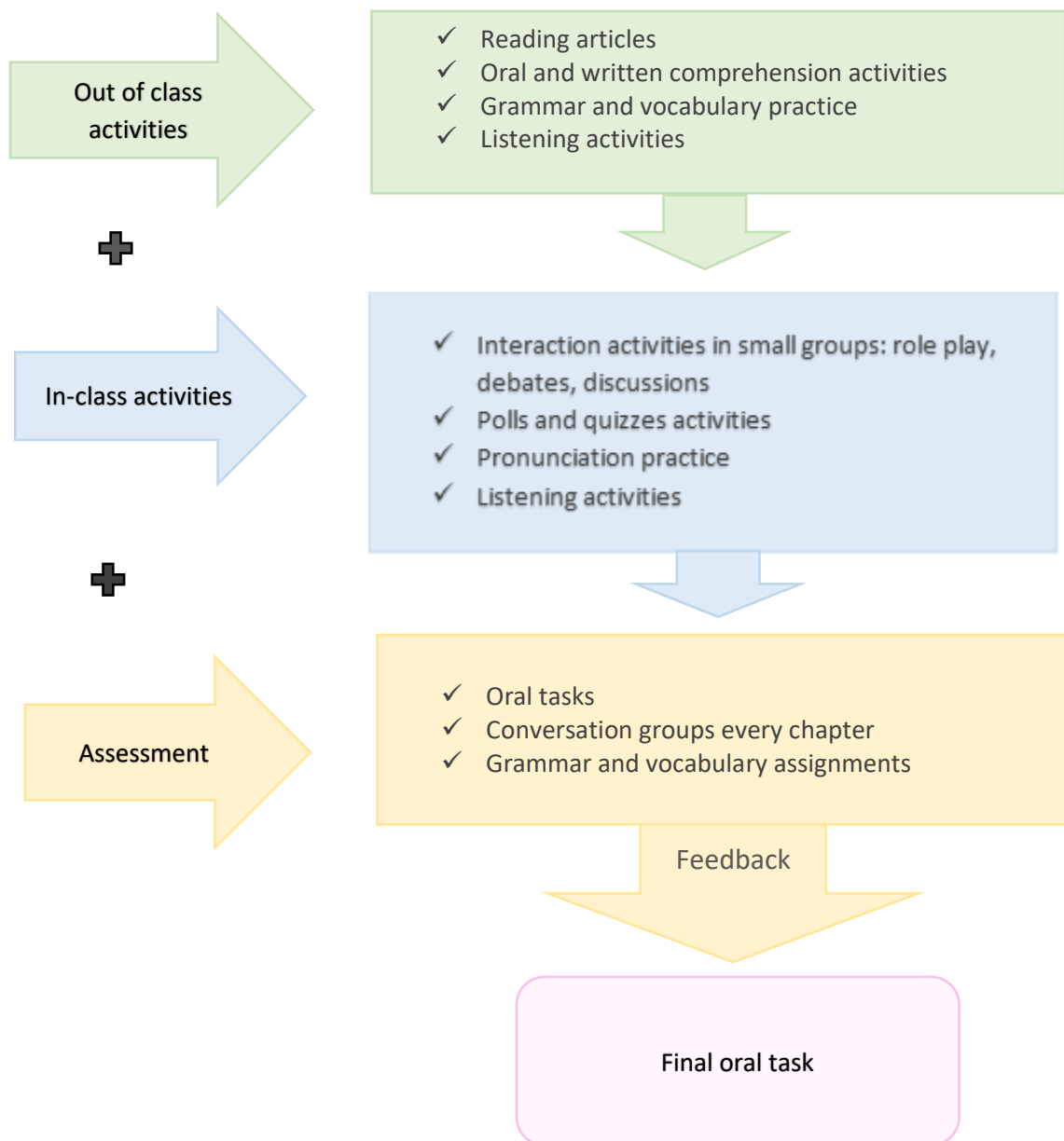
All the required material (videos, texts, exercises, links, worksheets, etc.) is available on myCourses.

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	Thursday	Delivery
8 janvier Bienvenue – on fait connaissance !	10 janvier Évaluation de l'oral		
15 janvier – Chapitre 1 Cours 1 (add-drop: 17 janvier)	17 janvier – Chapitre 1 Cours 2		
22 janvier – Chapitre 1 Cours 3	24 janvier – Chapitre 1 Cours 4		28 janvier Groupe de discussion 1 (2,5%)
29 janvier – Chapitre 1 Labo AMLF	31 janvier – Chapitre 2 Cours 1		4 février Devoir 1 (15%) – Chapitre 1
5 février – Chapitre 2 Cours 2	7 février – Chapitre 2 Cours 3		
12 février – Chapitre 2 Cours 4	14 février – Chapitre 2 Labo AMLF		18 février Groupe de discussion 2 (2,5%)
19 février – Chapitre 3 Cours 1	21 février – Chapitre 3 Cours 2		25 février Tâche orale 1 (15%) – Chapitre 2
26 février – Chapitre 3 Cours 3	28 février – Chapitre 3 Cours 4		
Semaine de relâche – 4 mars au 8 mars			
11 mars – Chapitre 3 Labo AMLF (withdrawal without refund: 8 mars)	13 mars – Chapitre 4 Cours 1		17 mars Groupe de discussion 3 (2,5%)
18 mars – Chapitre 4 Cours 2	20 mars – Chapitre 4 Cours 3		24 mars Devoir 2 (15%) – Module 3



25 mars – Chapitre 4 Cours 4	27 mars – Chapitre 4 Labo AMLF		31 mars Groupe de discussion 4 (2,5%)
1 avril – Easter Monday – No class	3 avril Atelier de phonétique		7 avril Tâche orale 2 (15%) – Module 4
8 avril – Révision des débats	10 avril Débats (20%)	11 avril Débats (20%)	

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

C) EVALUATION

Evaluation	%	Description	Technology/Tool or location
Tâches orales (2) <i>(Oral tasks)</i>	30%	Individual video (15% each)	MyCourses : Assignments: uploading your video and your preparation sheet
Débats <i>(final oral task)</i>	20%	Debates in groups of 2 students	In-class
Tâches écrites (2) <i>(Written tasks)</i>	30%	Oral comprehension, vocabulary, grammar (15% each)	MyCourses
Groupe de discussion (4) <i>(conversation groups)</i>	10%	4 conversation groups (2,5% each)	Bongo – Group project – MyCourses
Travail continu - Participation <i>(Continuous work & participation)</i>	10%	In-class participation (3%) Conversation workshops x 5 (3%) Homework x16 (4%)	

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 two oral tasks, the two written tasks or the final oral task.



8. MCGILL POLICIES AND ADDITIONAL STATEMENTS

- 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>).
- ©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 & Achievement](#), 514-398-6009.
- Students who need **special arrangements** under the [Student Accessibility & Achievement](#) (formerly known as 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.**



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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.

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.