



**FRSL 322 – Français oral et écrit II
2022**

COURSE DESCRIPTION

FRSL 322 is restricted to exchange students at McGill (only for the fall semester) or to students who will obtain their diploma at the end of the fall semester. These students are allowed to take only the first part of the course in the fall and to receive 3 credits. They do so while attending a regular 321 section (please see below the mark breakdown for this special course).

FRSL 321 is designed for students who are able to understand the main ideas and most details of what they hear (face to face or on TV, though not on radio). Comprehension may be uneven due to unfamiliar topics, accents, etc. Students are able to handle successfully a variety of uncomplicated, basic communicative tasks and social situations, but grammar is not yet sufficiently well assimilated to be used correctly and automatically in oral and written expression (conjugation, choice of mood and tenses, use of pronouns, syntax).

The course aims at improving and developing oral and written expression. It gives the students strategic tools in order to promote their autonomy in FSL learning. As cultural insights are essential to communication in any language, the students will be exposed to varied cultural models, with a strong emphasis on Francophonie and Quebec, which will also reinforce their linguistic knowledge.

Prerequisites

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

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| Oral comprehension: | understand everyday spoken French in normal circumstances. |
| Oral production: | communicate simple messages dealing with concrete reality; students have numerous lexical, grammatical and syntactic weaknesses. |
| Written comprehension: | read somewhat lengthy prose (short stories, news items, biographical information). The reader gets the main ideas and facts and misses some details. Structural complexity may interfere with comprehension. |
| Written production: | write simple though often lengthy texts on familiar topics, using different tenses but not always accurately. The students usually have problems or use literal translation when attempting to compose complex sentences. |

Objectives

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

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| Strategic objectives: | recount their second language learning experience, and identify and apply the learning strategies most effective for them. |
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Linguistic objectives: consciously use a rich and appropriate vocabulary in dealing with concrete and abstract topics. Once the course is over, the students should be able to apply various techniques to continue expanding their lexical knowledge. They should be able to make links between linguistic form and meaning and use the grammatical constructions enabling them to develop and express more sophisticated and complex ideas.

Cultural objectives: identify and explain cultural references as expressed in written, audio and visual materials. They should be capable of taking into account cultural realities which can have an impact on communication.

REQUIRED COURSE MATERIAL

- Coursepack** : digital modules available at no cost on myCourses

© Instructor generated course materials (e.g., handouts, notes, 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 instructor. Note that infringements of copyright can be subject to follow up by the University under the Code of Student Conduct and Disciplinary Procedures.

- Textbook (optional)** - *Grammaire B2 : 610 exercices, corrigés inclus, avec règles*, Évelyne Siréjols, Giovanna Tempesta. Available for purchase at Le James Bookstore.

WORKLOAD

In order to obtain a passing grade and credits for the course, students must complete all course requirements listed in the method of evaluation above.

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 more than 20 % of the final grade.

More precisely, in this course, a grade J will be given to a student who doesn't complete an oral evaluation (20 %) and/or two written compositions (30%) and/or two summative tests (20 %).

Commenté [MM1]: two?

Commenté [MM2]: two or three?

EVALUATIONS

Oral work	Oral task (in the AMLF lab) <ul style="list-style-type: none"> ○ Group presentation of a study away project proposal (20%) ○ Individual evaluation of proposals (20%) 	40%
Written work	Two written compositions (15% each) (in the AMLF lab)	30%
	Two grammar and vocabulary quizzes (2 best out of 3; 10% each) (in class)	20%
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%

(See all detailed evaluation schemes in myCourses)

CLASS MANAGEMENT AND POLICIES
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 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](#) 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.

Schedule

Students are responsible for keeping to 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 (9am to 5pm, Montreal time) might receive an answer only on the following business day. 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.

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.**

Commenté [MM3]: Ajouter ChatGPT ?

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.