



Course Outline

FRSL 329-002

Français écrit en contexte 1 : santé et services sociaux

Prof. Dr. Ariel Sebastian MERCADO



FRSL 329-002

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General Information

Course #	FRSL 329-002
Section #	1
Term	Fall
Year	2023
Course pre-requisite(s)	French placement test or instructor's recommendation or FRSL 210, FRSL 219, FRSL 321, FRSL 325.
Course co-requisite(s)	None
Course schedule (day and time of class)	Fridays 2:35-5:25 pm
Number of credits	3 credits
Restrictions:	Not open to students who have taken FRSL 332-02 prior to fall 2018.

Instructor Information

Name and Title	Dr. Ariel Sebastian MERCADO
E-mail	ariel.mercado@mcgill.ca
Office hours	Available various days of the week, upon appointment (virtual or in-person)
Communication plan	Available by Zoom or phone upon previous appointment

Course Overview

French as a Second Language : Pour pouvoir exercer au Québec, les professionnels de la santé et des services sociaux doivent satisfaire aux exigences de l'Office québécois de la langue française et à celles de leur ordre professionnel. L'écrit professionnel dans le domaine de la santé doit être précis et communiquer sans ambiguïté une formation qui sera lue à un autre moment par un autre professionnel. Adoptant une approche dynamique et interactive, ce cours de français part de modèles de textes présentant différents types de discours (informatifs, narratifs, prescriptifs, d'opinion, mixtes) livrés dans différents formats-types.

Instructor Message Regarding Course Delivery

In accordance with University and Faculty of Arts' guidelines, this course will be delivered completely in-person, unless a major event requires a different delivery. Communication with the professor, and online office hours will take place during regular working hours.

Learning Outcomes

By the end of this course successful students will be able to understand and produce written and oral texts which have a connection with the Health Sciences in an upper intermediate level of French (B2 of the CEFR). Students will also be able to broaden their specific vocabulary and terminology of their field of studies in French.

Listening: Students will be able to understand more sophisticated oral discourse in terms of communicative intention, vocabulary, and syntax.

Speaking: Students will be able to use more precise and appropriate vocabulary and to express their ideas in a more accurate way for this level. They should be able to learn from the corrections made by the instructor.

Reading: They should be able to understand a broader number of authentic documents and genres within the Health Sciences.

Writing: They will be able to produce narrative, informative and descriptive texts as well a cover letter.

Instructional Methods

During the Fall 2023 session, the students and the instructor will meet in-person on Tuesdays at 5:35 p.m in the assigned room.

In this course learners will work and practice all the four skills of a language (Reading, Writing, Listening and Speaking). Besides that, students will learn vocabulary related to Health Sciences and Social Work. There will also be grammar and vocabulary practice, but with exercises, examples, and situations generally in the context of the field of studies of the students. In general, this course will help students prepare their work placements in French since they will practice with cases similar to real work-life situations.

Required Course Materials

Français pour la diététique et la nutrition B2.1, Ariel Mercado, course pack in PDF version (myCourses).

This course is sponsored by Dialogue-McGill and Health Canada. This means the required material you need (readings, exercises, booklet, etc.) will be provided by the professor to the students at no cost.

Optional Course Materials

The following material is optional (recommended), and will not be distributed by the instructor:

Grammaire française, quatrième édition, Jacqueline Ollivier

Grammaire française plus, cahier pratique, quatrième édition, H. Mignault, H. Riel Salvatore et al.

L'art de conjuguer, Bescherelle

Un bon dictionnaire français (Larousse, Petit Robert, etc. Google Translate est fortement déconseillé).

Course Content

- Chapitre 1: Ma profession
 - **Compétences lexicales**
 - Professions de la santé
 - Domaines de la santé
 - Spécialités de la médecine
 - Particules gréco-latines associées aux professions de la santé

 - **Compétences grammaticales**
 - Rappel : le présent de l'indicatif
 - Verbes pouvoir et devoir pour exprimer un point de vue
 - Les pronoms relatifs simples : qui, que, dont, où
 - Les mots en -ème

 - **Compréhension écrite**
 - Texte : « Les professionnels de la santé »

 - **Compréhension orale**
 - Témoignage de Bernard Lavallée, diététiste-nutritionniste

 - **Expression écrite**
 - Rédaction : les qualités d'un diététiste-nutritionniste

 - **Expression et interaction orale**
 - Expliquer à d'autres personnes pourquoi nous avons choisi notre profession et quelles sont les qualités essentielles d'un membre de celle-ci.

- Chapitre 2: Anatomie humaine
 - **Compétences lexicales**
 - Les systèmes
 - Les organes principaux
 - Être atteint de et souffrir de + maladie
 - Maladies et types de maladies
 - Particules gréco-latines : maladies et conditions

 - **Compétences grammaticales**
 - Rappel : le passé composé et l'imparfait
 - Rappel : les verbes de recommandation
 - Être atteint de, souffrir de ou avoir + affection/maladie chronique ou problème de santé
 - Les mots en -ion

 - **Compréhension écrite**
 - Le corps humain
 - Robert Tanguay : le souffle au cœur
 - Le cas d'Élodie Pronovost (anorexie)

 - **Compréhension orale**
 - Témoignage de Jean : atteint d'insuffisance cardiaque

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- **Expression écrite**
 - Expliquer ou définir un système
 - Faire un résumé de cas et des recommandations

 - **Expression et interaction orale**
 - Faire des recommandations à une patiente
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- **Chapitre 3 : L'entrevue diététiste– patient.e**
 - **Compétences lexicales**
 - Certains signes et symptômes
 - Vocabulaire des notes prises pendant une consultation
 - Abréviations médicales
 - Les verbes « sentir », « se sentir » et « ressentir »
 - Les noms des médicaments

 - **Compétences grammaticales**
 - Les questions les plus fréquentes lors d'une entrevue à un.e patient.e
 - L'article partitif et les noms abstraits
 - Rappel : les pronoms COD et COI au présent
 - Les pronoms COD et COI et le passé composé
 - Les noms qui finissent en -ment

 - **Compréhension écrite**
 - Lecture et compréhension des notes d'un cas

 - **Compréhension orale**
 - L'entrevue entre un médecin de famille et une patiente

 - **Expression écrite**
 - Rédiger une histoire de cas (un rapport de consultation)

 - **Expression et interaction orale**
 - Préparer une entrevue diététiste-client.e
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- **Chapitre 4: Le cas de Joy : obésité infantile et *bullying***
 - **Compétences lexicales**
 - Les symptômes
 - Un stimulateur cardiaque
 - Verbes qui remplacent le verbe dire
 - Vocabulaire lié au bullying

 - **Compétences grammaticales**
 - Le gérondif
 - Formation du participe présent
 - La voix passive
 - La négation restrictive
 - Les prépositions de lieu (avec les pays et les villes)

 - **Compréhension écrite**
 - Témoignage de Pierre Coutu : J'ai maigri de 72 kilos

 - **Compréhension orale**
 - Court métrage « Grosse »

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- **Expression écrite**
 - Rédiger une anamnèse (première partie de l'histoire de la maladie)
 - Faire des recommandations après une anamnèse

 - **Expression et interaction orale**
 - Faire un résumé de cas et faire des recommandations lors d'une réunion multidisciplinaire
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- Chapitre 5 : Le cancer de madame Sébastien
 - **Compétences lexicales**
 - Vocabulaire lié aux tests de dépistage
 - Vocabulaire lié aux mauvaises nouvelles
 - Particules gréco-latines associées aux tests de dépistage

 - **Compétences grammaticales**
 - Le discours indirect
 - Le plus-que-parfait

 - **Compréhension écrite**
 - Les témoignages de deux victimes de cancer

 - **Compréhension orale**
 - Dr. Alvarez annonce de mauvaises nouvelles à Madame Sébastien

 - **Expression et interaction orale**
 - Annoncer de mauvaises nouvelles

Provisional Calendar (the dates will be confirmed by the professor)

Class/Module	Date	Description	Course Materials	Assignments and/or Readings Due
1	Sept. 1	Chapitre 1	myCourses, manuel du cours	
2	Sept. 8	Chapitre 1	myCourses, manuel du cours	
3	Sept. 15	Fin Chapitre 1 Début Ch. 2	myCourses, manuel du cours	
4	Sept. 22	Chapitre 2	myCourses, manuel du cours	Test sur les contenus 1
5	Sept. 29	Chapitre 2	myCourses, manuel du cours	Activité orale évaluable 1 Deadline : Oct. 5 (Bongo)
6	Oct. 6	<i>No class according to the university calendar</i>		
7	Oct. 13	Chapitre 3	myCourses, manuel du cours	Test sur les contenus 2 Test de rédaction 1
8	Oct. 20	Chapitre 3	myCourses, manuel du cours	
9	Oct. 27	Chapitre 3	myCourses, manuel du cours	
10	Nov. 3	Chapitre 4	myCourses, manuel du cours	
11	Nov. 10	Chapitre 4	myCourses, manuel du cours	Activité orale évaluable 2 (en classe)
12	Nov. 17	Chapitre 4	myCourses, manuel du cours	
13	Nov. 24	Chapitre 5	myCourses, manuel du cours	
14	Dec. 5	Chapitre 5	myCourses, manuel du cours	Test sur les contenus 3 Test rédaction 2

Exams descriptions

- The “Tests sur les contenus” can include grammar, vocabulary, reading comprehension and listening comprehension exercises.
- More details about the oral activities and compositions (i.e. evaluation grid, extension, etc.) will be explained in class and uploaded onto myCourses prior to the due date.
- The due date must be respected. Late submission will be acceptable only when justified or under certain circumstances.

- The due date of an assignment may be modified by the instructor if judged necessary due to a specific situation or in the event of extraordinary circumstances.

Name of Assignment	Due Date	% of final grade
Test sur les contenus 1	Sept. 22	10%
Activité orale évaluable 1 (sur Bongo)	Oct. 5	10%
Test sur les contenus 2	Oct. 13	15%
Test de rédaction 1	Oct. 13	15%
Activité orale évaluable 2 (en classe)	Nov. 10	15%
Test sur les contenus 3	Dec. 5	15%
Test de rédaction 2	Dec. 5	15%
Participation et attitude en classe		5%
TOTAL :		100%

Language of submission

In courses in which acquiring proficiency in a language is one of the objectives, the assessments shall be in the language of the course. This means, submissions must be done in **French**.

PLAGIARISM IN ACADEMIC WORK

Academic integrity

Evaluations in FRS� 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.

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 another person to provide answers or correct your work.

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- 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.

What is acceptable or recommended?

- Consulting resource persons for explanations but without receiving answers or corrections for the work to be submitted.
- Practising 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 material is not directly quoted.

Specific aspects to FRSL courses

Course requirement:

- *In order to obtain a passing grade and credits for a course, students must complete all assignments and evaluations listed in the method of evaluation (see syllabus).*

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.*

Add-drop period:

- *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.*

Policy regarding absences:

- *Attendance is a mandatory part of a French course. Any student 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.

As for the participation grade, students will only be penalized for lack of attendance from the moment of their official registration.

- 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.***

Grades are granted according to actual performance and calculated based on objective data. No pressure for grade changing will be accepted.

Audio-visual recording of oral presentations:

- *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.*

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 and Achievement Office, 514-398-6009.*