FRSL 333-001 – Français intermédiaire : Grammaire
2023-2024

Class schedule: Tuesday/Thursday, 10:05 am-11:25 pm

Professor: Narimane Wanis

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Office hours: Tuesday 15h – 16h (FERRIER 453)

* Please note, office hours are for *review* of course material and additional questions.

COURSE DESCRIPTION

French as a second language: Grammar review, using both a theoretical and a practical approach. Reading materials, in addition to their cultural interest, are selected to illustrate grammatical usage, provide models of writing techniques and aid in vocabulary development.

Prerequisites

Placement test or recommendation by an instructor

Understanding	Pretty good understanding of spoken French and of simple texts.
Expression	Expression Ability to talk about feelings, intentions, past and hypothetical situations, about daily and cultural topics; ability to direct a conversation. Ability to write short texts in French.
Grammar	Pretty good knowledge of grammar and syntax rules, but in need of reinforcement, especially for application.
Vocabulary	Generally adequate vocabulary in conversations but needs to enrich and nuance expression.

Objectives

The objective of this course is to help students develop the necessary skills and declarative knowledge that will allow them to exercise control when speaking or writing so that they can correct themselves, especially in relation to grammar.

During the term, the student should develop the following skills:

Strategic	- Develop work and learning strategies enabling them to continue to progress on their own after the course; - Develop strategies for anticipating errors and self-correction.
Metalinguistic	- Acquire a good knowledge of grammatical terminology; - Be able to analyze texts to understand the relationship between overall structure, grammatical forms and meaning.
Writing	- Write descriptive, narrative, directive, expressive and argumentative texts thanks to an increased control of grammar and an enriched vocabulary.
Reading	- Understand a greater number of authentic documents, of various genres and subjects, as well as certain subtleties of meaning transmitted by grammar.
Speaking	- Use a richer vocabulary; - Be able to understand their mistakes when corrected and be able to rely on their new knowledge to control the form in which they express their messages.
Listening	- Understand more sophisticated types of speech in terms of vocabulary and syntax.
Cultural	- Better understand journalistic culture and the daily interests of Francophones as perceived through newspapers.

TEACHING

Instructional method

Learning will occur through communicative and collaborative tasks, practices and assignments, the development of autonomous learning skills and strategies (e.g. proofreading), and reflective practice about the functioning of the language.

A flipped classroom approach is adopted in the course: it's a learner-centred 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, as a homework, students

will watch video lectures, read any materials relevant to the synchronous class beforehand, and complete exercises, in order to maximize oral and written practice and interactions during fixed sessions.

COURSE MATERIAL

☐ The material used will consist of PowerPoints, as well as various documents and exercises available on myCourses.

☐ **Optional material**

- Conjugation: http://vatefaireconjuguer.com (available as an app) [free]
- In-context translation tool: http://www.linguee.fr [free]
- Bilingual dictionary: http://www.wordreference.com (available as an app) [free]

Course content

Please note that the content of this course may be subject to change in case of extraordinary circumstances outside McGill University's control.

Renforcement du 332 (Le genre et l'accord, la conjugaison, le mode, stratégies, etc.) *(Review of 332 content)*

Module 1 : La concordance des temps et les accords

Module 2 : Les mots

Module 3 : La phrase

Learning sequence for class sessions

0. Readings and homework before class

1. Feedback about a previous evaluation (if relevant)

2. Reinforcement activity to practice new content

3. Interactive presentation specifying elements about new content

4. Oral or written comprehension tasks; reflection tasks; oral or written production tasks → individually or in teams

5. Instructions regarding an upcoming evaluation (if relevant)

EVALUATIONS

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 contained in the syllabus:

Évaluation	Poids	Outils technologiques
Composition 1 (**6 février**) *In class*	15 %	myCourses
Composition 2 (**22 février**) *In class*	15 %	myCourses
Composition 3 (**2 avril**) *In class*	15%	myCourses
3 grammar tests (**25 janvier - 12 mars - 9 avril**)	45 % (15 % each)	In class
Attendance and Participation *Participation in class (4%)* *Homework (6 %)*	10 %	

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 4 % 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 (formerly known as the Office for Students with Disabilities & Tutorial Services) 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 up to date with 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 (Monday through Friday, 9 a.m. to 5 p.m., Montreal time) might receive an answer only on the following business days. 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 or ChatGPT to write an evaluation.**

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.