

FRENCH 1001, ELEMENTARY FRENCH
SECTION A, FALL 2017
Mondays / Wednesdays / Fridays
11:35 am to 1:25 pm, PA 115

INSTRUCTOR: Matthew Rushton

CONTACT INFORMATION: matthew.rushton@carleton.ca *

OFFICE AND OFFICE HOURS: DT 1623 (In the Department of French, 16th floor, Dunton Tower)
Office Hours: Wednesdays 10:15 AM – 11:15 PM
(in the seating area, first floor Paterson)

* All electronic communications (email) must be made through your official Carleton email account.

PLEASE NOTE: PREREQUISITE, PLACEMENT, REGISTRATION

PREREQUISITE

- [Placement test](https://edc.carleton.ca/french_placement/) (https://edc.carleton.ca/french_placement/) on Carleton Central before registering.
- Please note that the following students will not be permitted to remain in this course: students who
 - are francophone, have a francophone family member;
 - have lived in a francophone setting;
 - have done French at junior or high school;
 - have scored more than 9 on the Pre-registration Self-Assessment Questionnaire;
 - are judged to be too strong in language skills after testing during the first week of class.
- Students with some background in French may take FINS 2105 or FREN 1002, 1100, etc.
- Students who are not at the appropriate level as confirmed by the instructor on the first day of classes will not be permitted to remain in the course.

PLACEMENT

- All students are required to attend the first two classes for the purpose of confirming placement. Students who fail to attend the first two classes may or may not be reassessed for placement, depending on the instructor's availability.
- A change of level will only be taken into consideration if a recommendation form is signed by the instructor and presented in person to the French Department Office (Dunton 1602) within 24 hours. Enrolment permitting, recommended changes will be considered by the French Department Office until Sept. 16th.

REGISTRATION

- As per official regulations in the Undergraduate Calendar, September 19th, is the "Last day for registration and course changes in Fall and Fall/Winter courses.

1. COURSE DESCRIPTION, COURSE EXPECTATIONS AND LEARNING OUTCOMES

CALENDAR DESCRIPTION

- This course is designed for absolute beginners in the language. Classes use audio-visual methods, and emphasis is given to the spoken language. Introduction to reading and writing. Compulsory attendance. Limited enrolment. No auditors. Students should note that they cannot go backwards in a sequence of levels in language courses. Prerequisite(s): placement test on Carleton Central before registering. Lecture six hours a week.

EXPANDED DESCRIPTION

- FREN 1001 is designed for COMPLETE BEGINNERS with no background in French. The course targets the acquisition of oral competence (listening and speaking), with reading, writing and formal grammar as secondary goals and will be introduced as the need arises. New information will be presented orally in class and in French only. Students practice in pairs or larger groups orally *both in and outside class hours*. After the material has been assimilated, it *may* be made available in written form or in course notes. Students will complete written and listening exercises outside class hours. In FREN 1001 students will learn to listen, repeat understand and use language in its spoken context without recourse to notes or dictionaries, written text or English.

COURSE EXPECTATIONS

- **Attendance**

Attendance is compulsory. In oral language classes, assessments based on in-class performance are conducted on a near-daily basis to ensure a good grasp of vocabulary, structures and grammar.

- **Homework**

This is a language course and requires memorization and the ability to produce oral language quickly and without notes or references. Assessments are based on spontaneous production. Thus, students are expected to spend a minimum of 6-8 hours on homework or practice activities every week in order to meet the objectives.

- **Language of instruction**

Students and instructors are expected to speak only French in the classroom. Speaking English in class can result in lower marks.

- **Cell phones and laptops**

Cell phones and laptops must be closed at all times unless you have the teacher's permission to use them.

LEARNING OUTCOMES

At the end of the course the student is expected to be very close to, at or above the A2 level of the Common European Framework of Reference for Languages for oral and written expression and comprehension.

	Reception		Interaction		Production	
	Listening	Reading	Spoken Interaction	Written Interaction	Spoken Production	Written Production
A1	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can write a short, simple postcard, for examples sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can use simple phrases and sentences to describe where I live and people I know.	I can write simple isolated phrases and sentences.
A2	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local geography, employment). I can catch the main point in short, clear, simple messages and announcements	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables I can understand short simple personal letters	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though may not understand enough to keep longer conversations going.	I can write short, simple notes and messages relating to matters in areas of immediate need. I can write a very simple personal letter, for example thanking someone for something.	I can use a series of phrases and sentences to describe in simple terms family and other people, living conditions, educational background and present or most recent job	I can write a series of simple phrases and sentences linked with simple connectors like „and“, „but“ and „because“.

2. EVALUATION

• Attendance

A student must attend a minimum of 80% of the classes per semester in order to be considered for a passing grade for that semester. Failure to meet this requirement could result in a failing grade. **This means if you miss more than 6 (six) classes in the term you risk failing the course due to insufficient contact with the target language.**

• Passing expectations

In order to pass the course, students must be able to meet at least basic expectations detailed in the Course Objectives section of the course outline.

• Final grade

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

• Grading Schemes at Carleton

Use this chart for quick reference to Carleton University's grading scheme:

12	A+	90-100%	6	C+	67-69%
11	A	85-89%	5	C	63-66%
10	A-	80-84%	4	C-	60-62%
9	B+	77-79%	3	D+	57-59%
8	B	73-76%	2	D	53-56%
7	B-	70-72%	1	D-	50-52%

For more information, visit [Course Evaluation](#) and [How to Calculate Your GPA](#).

• Grade distribution

COURSE EVALUATION	VALUE
Oral comprehension and expression assessments (in class, weekly) <ul style="list-style-type: none"> In-class Speaking Activities & Evaluations (15%) Listening Quizzes: (see Listening Quiz schedule in CULearn) (15%) 	30%
Weekly Assignments (in-class / online / at home) (grammar/reading/writing/ discussion)	25%
Written examination I (Friday, October 13 th) Written examination II (Friday, November 24 th) (grammar/writing/reading comprehension)	5% 10%
First spoken interview (Wednesday, October 18 th & Friday, October 20 th)** (10 minute oral interview in pairs)	10%
Final spoken interview (Friday December 8 th , Location TBD) (10 minute oral interview in pairs)	15%
Presentation (Monday, December 4 th and Wednesday December 6 th) (in-class, topics TBD)	5%
TOTAL	100%
** These interviews will be conducted outside of classroom hours, Location TBD	

3. COURSE MATERIAL:

- **Grammar instruction** materials will be available via **CULearn** and **Video-Tech**
- Students will require a **notebook** for keeping their own set of class-notes, as not all material used in class will necessarily be made available online.
- Students will require access to a **bilingual dictionary** and a computer.
- Students may require and a computer headset with microphone, as specified by the instructor

RECOMMENDED DICTIONARIES:

PAPERBACK: Collins Robert French-English/English-French Dictionary, 5th Edition (2016) ([\\$8.55 @ amazon.ca](#))

ONLINE: sensagent.com [It's not the prettiest, but it is quite comprehensive]

OTHER: linguee.com [a good contextual translator, this will be useful for finding French equivalents of English phrasings (and vice versa)]

4. COURSE OBJECTIVES

Please note: all objectives marked with an asterisk (*) refer to minimal basic expectations to be met (with some errors, requests for clarification and reformulations and without long pauses of 10 seconds or more) for passing the course.

At the end of the course students are expected:

Oral comprehension (native or near-native speed and pronunciation in clear standard French):

- to understand approximately 500 basic words, when they are used in context;
- to accurately identify times, dates, numbers, prices up to 100*;
- to understand questions relating to one's daily life and family*;
- to understand simple information provided about someone else's daily life and family*;
- to understand simple instructions (in the classroom, to get from point A to point B, etc.)*;
- to understand native and non-native speakers at a simple level;
- to identify the main thrust of more complex conversations or interactions;
- to get a general understanding of the subject of a news item, and to guess at some of the details.

Oral expression (using short, simple, grammatically correct sentences, of 4 words or more, with pronunciation, intonation and stress patterns that are comprehensible to native and non-native speakers):

- to provide simple everyday information when asked or when required;
- to ask for information on common subjects*;
- to ask for clarification or help in order to maintain communication*;
- to talk about themselves, (their families, their friends, their interests, their past activities, their aspirations) using very short, simple, correct sentences*;
- to ask others about themselves (their families and close friends, their interests, their past activities, their aspirations) using very short, simple, correct questions*;
- to communicate about daily activities and corresponding times, dates, amounts, prices*;
- to make utterances with intonation and pronunciation that is comprehensible to native speakers
- to manage a simple conversation with some pauses for reflection, reformulation;
- to use an active vocabulary of 300-400 words*;
- to state dates and years relevant to one's life and the lives of friends and family;
- to paraphrase, mime, or use other strategies to compensate for vocabulary or grammar gaps;
- to give a 2-3 minute oral presentation about a simple topic to the class
- to state an opinion using words like *j'aime, je déteste* and *je pense que**;
- to justify or qualify an opinion using link words like *parce que, mais, et*.

Reading comprehension

- to read words, sentences and short texts out loud to the class (for comprehension, pronunciation and intonation);
- to identify cognate words and use them to understand a text*;
- to read schedules, menus, etc. and plan activities*;
- to read short instructions and to know what to do*;
- to read simple texts (100-150 words) give a general summary of the main ideas (oral or written)*;
- to read short authentic texts (100-150 words) and answer questions on factual information contained in them (oral or written).

Writing

- to write short, simple texts about themselves or a familiar person in grammatically correct French (100 words)*;
- to write a few lines about an activity, a news story, a topic of personal interest ;
- to write commonly used words, words relating to personal interests using correct spelling*;
- to compose simple sentences using correct spelling and grammar without support (dictionary or references) using the verbs *être, avoir, aller, faire, vouloir, pouvoir, devoir, s'appeler* and high frequency regular verbs in the 3 groups and in the verb tenses studied.;
- to transfer simple sentences from oral to written form with some minor mistakes (dictation).

Other irregular verbs may be encountered in class but will not be included in spontaneous writing assessments.

Grammar

- to use the present tense, the future with *aller* and the passé composé with commonly used verbs;
- to use the imperfect tense of *être* and *avoir* and a few other frequent verbs;
- to use the modal verbs *vouloir, pouvoir* and *devoir, falloir (il faut...)*
- to use the imperative, the infinitive or conjugated verbs to give simple instructions
- to know the gender of commonly used nouns and to use the appropriate forms for articles and adjectives;
- to produce sentences with common negatives (*ne pas, ne rien, ne plus*) correctly;
- to place words into sentences using the correct word order ;
- to ask questions using the correct word order and interrogative words;
- to link several phrases or sentences using simple conjunctions like *et, mais, ou, parce que*;
- to use the appropriate propositions with cities, provinces, countries and familiar place names.

Vocabulary

- to use, spontaneously, the high frequency verbs, nouns, adjectives and expressions to describe one's personal life, and the personal life of family and close friends;
- to maintain and use a vocabulary journal to strengthen learning

Language learning skills and strategies

- to use a bilingual dictionary effectively for both oral and written communication;
- to use alternative means of communicating without falling back on English (mime, draw, request vocabulary ...);
- to develop strategies for memorizing vocabulary and grammar (flashcards, repetition, self-recording, etc...);
- to take effective notes for oral language learning;
- to develop the ability to communicate in French quickly without long and painful pauses;
- to develop listening and self-correcting skills (listening and repeating, correcting others and correcting oneself through active listening);
- to transfer what is done in grammar exercises to natural oral and written communication;
- to learn to simplify one's ideas and express them in French;
- to learn to translate/transfer one's ideas correctly into French (without using an automatic translator);
- to overcome the fear of making mistakes (normal and necessary in language learning).
-

Transferable skills:

- to use relevant reference materials;
- to self-evaluate and organize one's own learning, with guidance, if necessary, from the instructor;
- to plan and manage time efficiently to get the most out of independent and group study;
- to find and use a variety of learning aids, in a variety of media, to consolidate learning;
- to work in pairs or groups;
- to research and prepare effective oral presentations.

5. OTHER FACULTY REGULATIONS

PLAGIARISM

The University Senate defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."

Plagiarism is a serious offence that cannot be resolved directly by the course’s instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

Be aware that in languages courses, the following are considered to be acts of plagiarism:

- copying from any source (paper or electronic) including online translators;
- paraphrasing from any source (paper or electronic) including online translators, without quotation mark and or appropriate referencing;
- having someone else compose all or parts of your assignment;
- passing off someone else’s oral or written assignment/presentation as your own.

INTELLECTUAL PROPERTY AND COPYRIGHT:

- Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s) or creator(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s)/creator(s).

6. REQUESTS FOR ACADEMIC ACCOMMODATION

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

*Pregnancy obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation **is known to exist**. For more details see the Student Guide*

*Religious obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation **is known to exist**. For more details see the Student Guide*

Academic Accommodations for Students with Disabilities: **The Paul Menton Centre for Students with Disabilities (PMC)** provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at **613-520-6608** or **pmc@carleton.ca** for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your **Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation** (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).