

FRENCH 1001, ELEMENTARY FRENCH
SECTION B, FALL-WINTER 2017-2018

INSTRUCTOR: Ann Kabo

CONTACT INFORMATION: AnnKabo@cunet.carleton.ca (I will try to read & respond to emails within 48 hours)

OFFICE AND OFFICE HOURS: Mondays & Wednesdays

(Fall) ~7:30 – 8:30 UC 376 (in the classroom)

(Winter) ~7:30 – 8:30 *TBD when classroom changes approved* (in the classroom)

Upon appointment after 11:30 on Mondays & Wednesdays (at least 1 week ahead)

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. 15th.

REGISTRATION

- As per official regulations in the Undergraduate Calendar (<http://calendar.carleton.ca/academicyear/>), September 19, is the "Last day of registration and for course changes and sections for fall term 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 three 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). Reading, writing and formal grammar are secondary goals and will be introduced as the need arises. New information will be presented orally in class and in French. 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.

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 |
| A2 | <ul style="list-style-type: none"> - 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 | <ul style="list-style-type: none"> - 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 | <ul style="list-style-type: none"> - 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. | <ul style="list-style-type: none"> - 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. | <ul style="list-style-type: none"> - 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. | <ul style="list-style-type: none"> - I can write a series of simple phrases and sentences linked with simple connectors like „and“, „but“ and „because“. |
| A1 | <ul style="list-style-type: none"> - I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly. | <ul style="list-style-type: none"> - I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues. | <ul style="list-style-type: none"> - 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. | <ul style="list-style-type: none"> - 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. | <ul style="list-style-type: none"> - I can use simple phrases and sentences to describe where I live and people I know. | <ul style="list-style-type: none"> - I can write simple isolated phrases and sentences. |

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.
- **Emails:**
As per university policies, students must **only communicate (send emails) to professors via their Carleton account** (I will not reply nor acknowledge emails sent via other accounts).

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. Attendance will be taken at the beginning of every class. Students arriving late are to inform the professor at the end of the class as to record attendance as a late arrival (otherwise the attendance will be marked as 'absent').

- **Absences:**
Absences or late arrivals (for any reason, including medical & employment) **may result** in a student missing an assessment/test or presentation.

Students are required to inform the instructor via the Carleton account stated above at *least the day before* the class (or as soon as known) of the lateness or absence (also see Tests/Assessments, Presentations and Oral Examinations as well as Academic Accommodation sections of the course outline.) This notification to the instructor is NOT necessarily a justified excused absence, it is only a courtesy memo.

- **Homework:**
Homework does not count for marks/grades.
- **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.

- **Grade distribution**

| FIRST TERM (40 % of the final grade) | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| Oral & Written comprehension and expression assessments At the beginning of class --- Weekly or Bi-weekly Announced or Unannounced --- Formal or Informal assessments | 15 % |
| Oral presentations (2-3) 1 in October, 1-2 in November | 15 % |
| First Oral examination (10-15 minute oral interview in pairs/triads) Date to be confirmed in November Exam in December <i>BEFORE</i> written exams (<i>tentative date:: Saturday December 9</i>) | 10 % |

| SECOND TERM (60 % of the final grade) | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| Oral & Written comprehension and expression assessments At the beginning of class --- Weekly or Bi-weekly Announced or Unannounced --- Formal or Informal assessments | 15% |
| Written comprehension and expression assessment In class --- Mid-March | 10% |
| Oral Presentations (2-3) 1 in February, 1-2 in March | 15% |
| Final Oral examination (15 minute oral interview in pairs/triads) Date to be confirmed in March Exam in April <i>BEFORE</i> written exams (<i>tentative date: Thursday April 12</i>) | 20 % |

Assessments/Tests

- For each semester, there will be weekly/bi-weekly in-class “mini” assessments/tests.
- These will be cumulative in content and may be announced, unannounced, formal or informal in nature.
- There will be one larger written assessment in the winter semester.

- All tests will be performed **at the beginning** of the class.
- Students arriving late
 - will **not** be given additional time to complete the assessment/test,
 - may miss the whole test or a section of the test (oral sections will **not** be re-done for students arriving late),
 - will **not** be allowed to enter the classroom during an oral section of the test.

- Missed tests will **not** be re-scheduled.
- If a student misses an assessment for a duly documented justified reason, the missed test will be adjusted.
- Should no justified documentation be provided, a grade of 0 will be assigned to the missed test.

- It is to note that if more than 1 test is missed (per semester), it may be impossible to adjust the missed tests fairly and may result in a failing grade for the overall mark of the assessments/tests.
- If a student is to miss a test for religious reason, **an email must be sent to the instructor at least one week in advance** (and the missed test grade will be adjusted).

Presentations

- For each semester, there will be 2-3 “mini” presentations.
- The exact date, format & content of each presentation will be provided on CULearn.
- These presentations may also be cumulative in content.

- Missed presentations will be re-scheduled **only once**.
- If a student misses a presentation for a duly documented justified reason, the missed presentation will be re-scheduled within the following week **only** (if a student misses the re-scheduled presentation, a grade of 0 will be assigned to the missed re-scheduled presentation).
- Should no justified documentation be provided, a grade of 0 will be assigned to the missed presentation.

- There will be no grade adjustments for missed presentation as **all presentations are compulsory**.
- If a student is to miss a presentation for religious reason, **an email must be sent to the instructor at least one week in advance** (and to be re-scheduled within the following week only).

Oral Examinations

- Both the Fall and Winter Oral examinations are compulsory to obtain a passing grade for the course.
- Oral exams are cumulative in content.
- There is **not** a written portion in the Fall and Winter Oral examinations (oral only).
- Students must perform the Fall & Winter oral examination at the date and time scheduled in order to obtain a grade for the oral examination.

- All oral examinations **abides by the university exam policies** (for arriving late, missing or deferring these mutually-scheduled oral examinations).

- If a student is to miss the oral examination for religious reason, **an email must be sent to the instructor at least one week in advance to be re-scheduled as per the university exam policies**.

3. COURSE MATERIAL

- All materials will be available via CULearn (there are no course textbooks to purchase).
- Students will require access to a bilingual dictionary and a computer.

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* (other irregular verbs may be encountered in class but will not be included in spontaneous writing assessments);
- to transfer simple sentences from oral to written form with some minor mistakes (dictation).

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 prepositions 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.

REQUESTS FOR ACADEMIC ACCOMMODATIONS

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).

INTELLECTUAL PROPERTY & COURSE SHARING WEBSITES

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). 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).

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

WITHDRAWAL CHANGES (For your information)

Important Changes for the 2017-2018 Academic Year: Academic Withdrawal (WDN) will appear for courses starting September 1, 2017 and beyond:

- For courses starting September 1, 2017 and beyond, students who withdraw after the full fee adjustment date (ex. after September 30, 2017 for Fall 2017) will have a WDN for that course appear on their official and unofficial Carleton University transcripts. Previously, WDN grades were suppressed from the transcript.
- This change is **not** retroactive, meaning students who withdrew from terms which started prior to September 1, 2017 will not receive WDN grades on their transcripts.
- This change means that the decision to remain in some courses should not delay a student's decision to withdraw from others – while no refund may be possible; there is a substantial impact to their transcripts.

| Date of withdrawal | Fall term Course | Winter term Course | 2 – term Course |
|--------------------------------------------------------|-------------------------|---------------------------|-------------------------|
| Withdraw by Sept 30 | No transcript notation. | No transcript notation. | No transcript notation. |
| Withdraw between Oct 1 and the last day fall courses | WDN on transcript. | No transcript notation. | No transcript notation. |
| Withdraw after last day fall courses and before Jan 31 | No withdrawal possible. | No transcript notation. | No transcript notation. |
| Withdraw between Feb 1 and the last day winter courses | No withdrawal possible. | WDN on transcript. | WDN on transcript. |
| Withdraw after last day of winter courses | No withdrawal possible. | No withdrawal possible. | No withdrawal possible. |

For questions, please contact the Registrar’s Office (Central Academic Records).

300 [Tory Building](#),

registrar@carleton.ca

Phone: [613-520-3500](tel:613-520-3500)