

FREN 1002
Intensive course syllabus
Fall 2017
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FREN 1002A - Low Intermediate French

Intensive fall 2017
Monday, Wednesday, Friday 11:35- 13:25

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PLEASE NOTE: PREREQUISITE AND LANGUAGE PLACEMENT

PREREQUISITE

- **FREN 1002** or [Placement test](https://edc.carleton.ca/french_placement/) (https://edc.carleton.ca/french_placement/) on Carleton Central before registering.

PLACEMENT

- Attendance is mandatory on the first day of classes. The instructor will evaluate you on that day to confirm that FREN 1002 is the appropriate course for you. If the level is judged to be inappropriate, your instructor will recommend a course that meets your needs.
- Students who are francophone or who have score more than 75 (10-75) in their self-assessment result will not be permitted in this course.
- Students who are complete beginners should take FINS 2105 or FREN 1001.
- Students cannot go backwards in a sequence of levels in language courses.
- 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."

Calendar Description

Taught in French for students who have had exposure to French but who have difficulty using it in day-to-day communication. Emphasis on oral expression and comprehension; development of reading and writing skills. Oral practice, oral presentations, interviews, cultural activities, grammar exercises. Attendance and participation are compulsory. Limited enrolment. No auditors.

Students should note that they cannot go backward in a sequence of levels in language courses.

Prerequisite: Self-assessment questionnaire.

Lecture: Six hours a week.

N.B. In order to achieve a reasonable level of progress, students will need to engage independently in language learning activities outside the official class hours (Movies, radio, television, interaction with native speakers).

Placement

Please complete the self assessment questionnaire in the 2015-2016 Fall/Winter Registration (Instructions and Class Schedule or on the French Department website at <http://www.carleton.ca/french/documents/index/html>). The instructor will test you at that time and determine whether FREN 1002 is the appropriate course for them. If the level is judged to be inappropriate, your instructor will recommend a course that meets your needs.

*****Note: Students who are complete beginners should take FINS 2105 or FREN 1001**

The last day for registration, change level and section is September 17.

Please note that students who:

- are francophone©
- have scored more than 75 (10 –75) on the Self-Assessment Questionnaire will not be permitted in this course

EXPECTATIONS

In class: The focus is training the ear to “hear” and reproduce patterns and meaningful sounds (words, sentences) while respecting the rhythm and the intonation of French spoken at a normal and natural speed. Students will be exposed to vocabulary and basic grammar in context, and will learn to use them orally. Students will have to share their learning with peers and reflect on their learning.

At home: The students will be expected to write a cultural journal and short texts. Grammar and reading exercises related to subject matters seen in class will also be completed at home. Furthermore, they should practice their oral skills via conversation, website activities, movies, radio, television, interaction with native speakers (French monitor), web site, etc.

N.B. In order to increase progress, students will need to engage independently in language learning activities outside the official class hours. For success in the course, we expect students to spend at least 10 hours a week studying the material out-of-class.

Learning Outcomes

By the end of this course, the student is expected to be at the B1 Level of the Common European framework of reference for Languages for oral expression and comprehension and between the A2 –B1 levels for reading and writing. As a result they will have developed and improved their listening, speaking, reading and writing proficiency skills in French, their cultural knowledge and should be ready to take the next language course (FREN 1100 Intermediate French)

Level	Listening	Reading	Speaking	Writing
B1	Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure	Can read straightforward factual texts on subjects related to his/her field and interest	Can exploit a wide range of simple language to deal with most situations	Can write personal letters and notes asking for or conveying simple information of immediate relevance,
A2	Can understand enough provided speech is clearly and slowly articulated	Can understand short, simple texts containing the highest frequency vocabulary	Can communicate in simple and routine tasks requiring a simple and direct exchange of information	Can write short, simple formulaic notes relating to matters in areas of immediate need

Course Requirements

Distribution of marks:

*** If you miss an assessment, there will be no make-up. In the event of a valid documented absence, please contact the instructor.**

	100%
Mid-semester interviews (October xx and xx)	10%
End of semester interviews (December xx to xx)	20%
Tests (15%) and comprehension Tests (10%) (September xx, October xx and November xx)	25%
Assignments and projects Reports of oral practice sessions(5) , comprehension, vocabulary and grammar activities	10%
Cultural report	10%
Pair oral presentations on a cultural figure (Mid-November)	15%
Attendance and participation Use of the French language in class, do not talk in same time than the professor, Cell phones and laptops must be closed at all times unless you have the teacher's permission to use them.	10%

Compulsory Textbooks: Textbooks can be found at the Carleton bookstore

Benny, Francine	<u>Excursion Second Edition</u> , Nelson, 2007, Ontario.
Grégoire, Maïa	<u>La grammaire progressive du français Second Edition et le corrigé (Niveau débutant)</u> , CLE International, 2010, Paris.
Dictionnaire anglais/français au choix	

Suggested Books

Bescherelle, L'art de conjuguer, HMH (or any verb book)
Dictionnaire français au choix (suggéré : le micro Robert)
Dictionnaire des synonymes et antonymes au choix

Important information on requirements

Participation and attendance

Students are expected to participate actively, in FRENCH ONLY, with other students and with the instructor. Students who use any other language while in the classroom, who do not actively engage in oral exercises or do not prepare materials assigned for class **will lose participation marks and may not be able to obtain a passing grade. If there is minimal participation, the student may not develop the necessary skills for French communication, which will result in a low grade. A student must attend a minimum 80% classes per term.**

Requirements for written and oral work

The grade for any assignment that is not completed or handed in on the due date will be reduced by 10% per day.

Work that is not well presented will be refused by the professor and subject to the penalty mentioned above. All homework must be typed.

Term work, tests and examinations

Students who are unable to attend in-class written test/examinations or oral examinations must give prior notice and be fully supported by a medical certificate or other appropriate documentation.

A missed oral/written test or exam will receive a grade of zero unless the guidelines stated above are followed.

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Cell phones and laptops

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

OBJECTIFS DÉTAILLÉS

Objectifs grammaticaux

1. Le présent de l'indicatif : verbes réguliers, irréguliers ainsi que les pronominaux en « er »
2. Être + adjectifs
3. Expressions avec AVOIR
4. La notion du masculin et du féminin
5. Habiter à + nom de ville; au/en + nom de pays
6. Expressions avec FAIRE
7. Qui est-ce?...C'est... et qu'est-ce que?... C'est...
8. Articles indéfinis, définis et partitif
9. La négation et ses contractions normales
10. Il est + heure; compter (1 à 100)
11. Initiation à l'impératif
12. Le futur proche
13. Le passé composé
14. Le conditionnel de politesse
15. Initiation à l'imparfait (verbes réguliers et irréguliers les plus fréquents)
16. Les trois formes de questions : intonation, inversion, avec « est-ce que »
17. Les prépositions
18. Adverbes de temps et de quantités
19. Les adjectifs possessifs
20. Les adjectifs démonstratifs
21. Interroger (comment, où, pourquoi, quand)
22. Les pronoms compléments en et y.
23. Les comparaisons simples

Phonétique

1. L'alphabet
2. Le son [an] opposé au son [on].
3. Intonation dans l'interrogation simple.
4. Intonation dans la négation.
5. Le son [ou] opposé au son [u] et au son [o].
6. Le son [è] opposé au son [é].
7. Le son [un] opposé au son [une].
8. Le son [in] opposé au son [an] et au son [è].
9. Le son [oua].
10. Le son [gne].
11. Les liquides /l/ et /r/
12. L'absence de "ne" dans la négation

Communication orale

1. Présenter – présenter quelqu'un
2. Décrire et se décrire
3. S'excuser
4. Épeler un mot. Comment ça s'épelle?
Comment ça s'écrit?
5. S'informer sur le sens d'un mot. Comment dit-on?
6. Demander poliment.
7. Saluer- prendre congé
8. Remercier
9. Identifier des objets
10. Demander un renseignement
11. Exprimer son accord et son désaccord
12. Exprimer ses sentiments: l'inquiétude, la peur, la joie.
13. Accepter et refuser
14. Demander les directions
15. Donner les directions
16. Dialoguer (sujet de tous les jours : le temps, la famille, le travail, etc.)
17. Parler de soi aisément (au présent)
18. Décrire comment on était par rapport à aujourd'hui (imparfait/présent)
19. Raconter un événement du passé (passé composé)
20. Exprimer des souhaits et demander poliment (conditionnel)
21. Entretenir une conversation en utilisant différents temps de verbes

Communication écrite

1. Se présenter par écrit
2. Décrire quelqu'un au présent et à l'imparfait
3. Compléter des exercices de renforcement
4. Décrire un événement ou un projet au présent, au passé, au futur
5. Écrire un texte aux différents temps vus en classe
6. Écrire plusieurs paragraphes en relation avec la matière

Learning Objectives (colligé par Nandini Sarma, inspiré du CECRL)

At the end of the course students should be able to (without textual or dictionary support)

Oral comprehension (native or near-native speed and pronunciation):

- understand approximately 1000 or more basic words;
- accurately identify times, dates, numbers, prices;
- understand questions relating to daily life, family, past events and aspirations for the future;
- understand questions relating to familiar subject matters (current events, recently shared experiences, etc.);
- understand native and non-native speakers at a simple level without too much difficulty;
- identify the main thrust and some details of more complex conversations and presentations;
- identify the main thrust of simple song lyrics.

Oral expression (using short, simple, grammatically correct sentences with pronunciation that is comprehensible to native and non-native speakers):

- provide everyday information when asked or when required;
- ask for information on common subjects;
- ask for clarification or help in order to maintain communication;
- talk about themselves, (their families, their friends, their interests, their past activities, their aspirations) using short, simple, correct sentences;
- ask others about themselves (their families, their friends, their interests, their past activities, their aspirations) using short, simple, correct questions;
- communicate about activities or objects and corresponding times, dates, amounts, prices;
- make utterances with intonation and pronunciation that is comprehensible to native speakers;
- manage a conversation on more complex ideas with some pauses for reflection, reformulation;
- use an active vocabulary of 1000 words;
- provide times or dates of daily or other common activities, to state dates and years relevant to one's life
- compare activities, events, etc.;
- paraphrase, mime, or use other strategies to compensate for vocabulary or grammar gaps, without breaking off the conversation for long periods or switching to English;
- state an opinion on a variety of topics.

Reading comprehension

- read simple texts, short factual articles, and dialogues (150-200 words), along with giving a general summary of the main ideas in writing or orally;
- read a text out loud in appropriately pronounced French with good intonation.

Writing

- write short, simple texts about oneself or a familiar person in grammatically correct French;
- write commonly used words and short structured paragraphs in correct spelling with and without support (dictionary or references);
- conjugate the verbs found in the table at the back of the course grammar book (Grammaire Progressive du Français) in tenses specified by the professor. Other irregular verbs may be encountered in class and may be added to the list of essential verbs;
- write short dictations.

Grammar

- see the contents of *Grammaire Progressive du Français* niveau débutant.

Language learning skills and strategies (revoir avec les recommandations de Chantal)

- use a bilingual dictionary for both oral and written communication;
- use alternative means of communicating without falling back on English (mime, draw, request vocabulary, ...);
- develop strategies for memorizing vocabulary and grammar (flashcards, repetition, self-recording, etc...);
- develop the ability to communicate quickly without too much hesitation;
- develop listening and self-correcting skills;
- overcome the fear of making mistakes (mistakes are normal and necessary in language learning) ;
- highlight, take notes, and make lists;
- pay attention

Transferable skills

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

CHRONIQUE CULTURELLE

À la découverte de la culture populaire francophone /10

DATE : _____

NOM : _____

1. <u>Qu'est-ce que vous avez fait?</u> J'ai écouté la chanson (titre) de (nom de l'artiste).	
2. <u>Décrire et comparer</u> <ul style="list-style-type: none">• Écrire deux adjectifs qui définissent ce que vous ressentez à l'écoute de cette chanson et trouver un synonyme pour chaque adjectif.• Décrire la voix de l'artiste et donner une appréciation avec un adjectif accordé correctement.• Décrire la musique entendue, parler des instruments utilisés et donner une appréciation.• Décrire clairement la vidéo associée à la chanson et donner une appréciation.• Comparer la chanson à celle de la semaine précédente en trois phrases complètes.	/10
3. <u>Compréhension du texte de la chanson:</u> Trouver les paroles. Identifier et lister des mots nouveaux (au moins 10) et les traduire Identifier et lister des verbes (au moins 10) et écrire le temps (présent, passé, etc.) Identifier et lister les adjectifs et trouver des synonymes qui ont le même sens. Résumer brièvement le message de la chanson.	/10

Évaluation de la présentation orale (deux par deux) /15

Attention... Each student will receive an individual mark

Durée : 10 à 15 minutes

Nom : _____

Présenter un personnage francophone

Qualité de la langue Structurer et conjuguer correctement les temps appris Faire des phrases affirmatives et négatives complètes Poser des questions simples Utiliser correctement la matière vue en classe (présenter, décrire, dire les qualités, les défauts, les goûts, etc.) Utiliser différents pronoms sujets (je, tu, il, etc.) Dire de façon compréhensible avec un rythme régulier et peu d'hésitation	/12
Présentation: 1. Dire avec dynamisme: Gestuel, regard, ton de la voix /3. Pas de lecture : lire= 0 2. Respect du temps : 10 minutes minimum, 15 minutes maximum : plus de 15 minutes = 0 /1	/4
Travail écrit 1. Remettre un résumé de votre présentation par écrit. Il ne doit pas y avoir de fautes d'orthographe sur la matière vue en classe. Vérifier les notes de cours, la grammaire, Excursion, etc.	/4

Commentaires

Évaluation de l'entrevue orale de mi- trimestre

/10

Les phrases doivent être structurées correctement avec un complément: un sujet et un verbe, cela ne suffit pas; répondre avec un oui ou un non est insuffisant

Présent /4	
Futur proche /4	
Accord de l'adjectif /4	
Déterminants /4	
Comparaison /4	
Négation /4	
Pronoms sujets /4	
Question + intonation /4	
Aisance, prononciation, liaison, intonation /4	
Compréhension /4	

1=insatisfaisant
2= passable
3= bien
4= très bien, excellent

Évaluation de l'entrevue orale finale

/20

Les phrases doivent être structurées correctement avec un complément: un sujet et un verbe, cela ne suffit pas; répondre avec un oui ou un non est insuffisant

Présent /4	
Futur proche /4	
Passé composé /4	
Imparfait /4	
Conditionnel /4	
Négation /4	
Pronoms sujets /4	
Question et intonation /4	
Aisance, prononciation, intonation et liaison /4	
Compréhension /4	

1=insatisfaisant
2= passable
3= bien
4= très bien, excellent

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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).*

ASSISTANCE FOR STUDENTS

Student Academic Success Centre (SASC): 302 Tory Building 613520-7850 www.carleton.ca/sasc

Writing Tutorial Service: 4th floor Library 613 520-6632 www.carleton.ca/wts

Peer Assisted Study Sessions: www.carleton.ca/sasc/lss_home/index.html

International Student Services: 128 Unicentre, 613-520-6600

For Students with Disabilities:

Students with disabilities needing academic accommodations are required to contact a coordinator at the Paul Menton Centre [500 University Centre 520-6608 www.carleton.ca/pmc] to complete the necessary letters of accommodation. The student must then make an appointment to discuss their needs with the instructor at least two weeks prior to the first class or CUTV test. This is to ensure sufficient time is available to make the necessary accommodation arrangements. Monday, Nov. 11th, 2011 is last day to submit formal examination accommodation form for December examinations; Friday, March 7th, 2012 is last day to submit formal examination accommodation form for April examinations

For Religious Observance:

Students requesting academic accommodation on the basis of religious observance should make a formal, written request to their instructors for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student.

Students or instructors who have questions or want to confirm accommodation eligibility of a religious event or practice may refer to the Equity Services website for a list of holy days and Carleton's Academic Accommodation policies, or may contact an Equity Services Advisor in the Equity Services Department for assistance.

For Pregnancy: Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a *letter of accommodation*. The student must then make an appointment to discuss her needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

PLAGIARISM

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

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

Please consult the following sites to help you understand the consequences of and to avoid plagiarism.

<http://www4.carleton.ca/calendars//ugrad/current/regulations/acadregsuniv14.html>

<http://www.library.carleton.ca/help/avoid-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 which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct 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.

How to Avoid Plagiarism

Always use quotation marks and references when you wish to put the exact words of an author into your essay or project.

Use a reference or note when you use the information or ideas from an author, even when the author’s words are being paraphrased.

Learn the proper way to paraphrase an author. Changing some of the author’s words, while retaining some of them and keeping the author’s sentence structure is not sufficient.

For Example.

“Some might look to the benefits of these quiescent political times, where the opposition looks even less likely to threaten the Liberal hegemony than it did during the Mackenzie King-St. Laurent years. But others will point to the unhealthy state of democracy when the public turns away from the exercise of the franchise, feels that important policy matters are ignored at election time, and feels frustrated at their inability to identify a meaningful choice between reasonable alternatives.” (Jon H. Pammett, “The People’s Verdict”, in Jon H. Pammett and Christopher Dornan, eds, The Canadian General Election of 2000 (Toronto: Dundurn, 2001) p 315.

Suppose you found this article on the 2000 election and wanted to make the point contained in it in your paper.

Do not simply write all or part of it into your paper.

You could quote the author by using quotation marks and a footnote or citation.

3. You could paraphrase him by interpreting what he said in your own words, such as:

One writer (Pammett, 2001, 315) thinks that the 2000 election could be interpreted as either one that brought on a period of stable, unchallenged, Liberal rule, which might have positive consequences, or as a reflection of a sickness in Canadian democracy, where people are becoming cynical and alienated from politics.

While the phrasing in point 3 above is an acceptable paraphrase, the following would *not be acceptable*.

One writer (Pammett, 2001, 315) thinks that people could either look to the benefits of quiescent political times or could identify the unhealthy state of democracy because the public feels frustrated at their ability to identify a meaningful choice between the parties.

The above attempt to paraphrase would not be acceptable because you have included several phrases of the author, like “look to the benefits of quiescent political times”, “the unhealthy state of democracy” and “feels frustrated at their inability to identify a meaningful choice”, in such a way that the reader is led to believe that they are your words, not Pammett’s. This

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would still be considered plagiarism, even though the author is cited, and you have changed some of the words. 5. One good tip in avoiding plagiarism relates to the way you take notes. Do not write the exact words of the author into your notes unless you plan to use them as quotes in your paper. If you write your notes in your own words, you will not run into trouble if you use them later on.