

**FRENCH 1002, LOW INTERMEDIATE FRENCH
SECTIONS **I and L**, FALL-WINTER 2017-2018**

INSTRUCTOR: THERESE GAGNON

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OFFICE AND OFFICE HOURS: 1614 Dunton Tower, 13 h 30 à 14 h 30 les lundis et mercredis

PLEASE NOTE: PREREQUISITE, LANGUAGE PLACEMENT, REGISTRATION

PREREQUISITE

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

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, 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

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. Prerequisite(s): placement test on Carleton Central before registering. Lecture three hours a week.

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**

Grammar and reading exercises related to subject matters seen in class will be completed at home. Furthermore, students should practice their oral skills via conversation, website activities, movies, radio, television, interaction with native speakers (French monitor), web site, etc.

• **Study time**

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 six hours a week studying the material out-of-class.

• **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

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

2. EVALUATION

• **Participation and 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. Students are expected to participate actively, in FRENCH ONLY, with other students and with the instructor. Students who use any other languages while in the classroom and do not actively engage in oral exercises or prepare materials assigned for class will lose participation marks. If there is minimal participation, the student may not develop the necessary skills for French communication, which will result in a low grade.

• **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.

• **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 : Les dates importantes à retenir et le détail des travaux à faire sont sur CULearn.**

	1st term (50%)	2nd term (50%)
End of semester interviews (beginning of December and April)	30%	30%
Final written and oral comprehension test	10%	10%
Writing (10%) and comprehension Tests (10%) (beginning of October and November; beginning of February and March)	20%	20%
Assignments and projects	10%	10%
Cultural report	5%	5%
In class oral evaluation (Mid-October and mid-February)	5%	5%
Oral presentations (Mid-November and mid-March)	15%	15%
Attendance and participation (use of the French language)	5%	5%

3. COURSE MATERIAL

COMPULSORY TEXT BOOKS

- Benny, Francine. *Excursion*, Second Edition, Nelson, 2013, Ontario. (**Carleton bookstore**)
- Grégoire, Maïa. *La grammaire progressive du français et le corrigé* (Niveau débutant), CLE International, 1977, Paris. (**Carleton bookstore**)
- **Or other textbooks chosen by the instructor for the section.**
- Dictionnaire anglais-français au choix

SUGGESTED BOOKS

- *Bescherelle, L'art de conjuguer*, HMH (or any verb book)

4. COURSE OBJECTIVES

OBJECTIFS DÉTAILLÉS

Objectifs grammaticaux de l'automne

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

Objectifs grammaticaux de l'hiver

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|--|--|
| 1. Le passé composé (verbes en « er », verbes irréguliers de la grammaire) | 4. Les pronoms compléments en et y. |
| 2. Le conditionnel de politesse | 5. Révision des objectifs de l'automne et apprendre à les utiliser aux temps du passé et du futur. |
| 3. Initiation à l'imparfait (verbes réguliers et irréguliers les plus fréquents) | |

•Phonétique

1. Alphabet

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

• **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 et ses goûts (aimer, adorer, détester, préférer))
13. Accepter et refuser
14. Demander et donner les directions
15. Demander et donner des conseils
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

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

- 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.

6. 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.

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).

INTELLECTUAL PROPERTY

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