

FRENCH 1002, LOW INTERMEDIATE FRENCH
SECTION B, WINTER 2018
Mondays / Tuesdays / Thursdays
11:35 am to 1:25 pm, UC 280

INSTRUCTOR: Matthew Rushton

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OFFICE AND OFFICE HOURS: DT 1623 (In the Department of French, 16th floor, Dunton Tower)
Office Hours: Tuesdays 10:15 AM – 11:15 PM

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

PLEASE NOTE: PREREQUISITE, PLACEMENT, REGISTRATION

PREREQUISITE

[Placement test](#)¹ on Carleton Central before registering.

PLACEMENT

- 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 in Winter 2018 (current semester) or FREN 1001 (next course offering will be in September 2018)
- Students cannot go backwards in a sequence of levels in language courses.

REGISTRATION

- As per official regulations in the Undergraduate Calendar, **January 19th, 2018**, is the "Last day for registration and course changes in Winter courses.

¹ https://edc.carleton.ca/french_placement/

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.

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

Prerequisite: self-assessment questionnaire.

Lecture: six (6) hours a week.

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.

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)

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“.
B1	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure	I can read straightforward factual texts on subjects related to my field of interest	I can exploit a wide range of simple language to deal with most situations		I can exploit a wide range of simple language to deal with most situations	I can write personal letters and notes asking for or conveying simple information of immediate relevance

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:

For more information, visit [Course Evaluation](#)² and [How to Calculate Your GPA](#).³

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%

² <https://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/acadregsuniv2/>

³ <https://carleton.ca/npsia/calculate-your-gpa/>

Grade distribution:

**MISSED EVALUATIONS (TESTS, QUIZZES, PRESENTATIONS) RECEIVE A GRADE OF ZERO (“0”)*
AND NO MAKE-UP TESTS OR QUIZZES ARE GIVEN.* LATE ASSIGNMENTS ARE PENALIZED AT 10% per DAY ****

COURSE EVALUATION	VALUE
Attendance, Participation, Assignments and Projects <ul style="list-style-type: none"> • Attendance: (see notes on pages 3&4) • Participation: active engagement in ALL classroom activities; speaking only French in the classroom • Assignments and projects: These may include any combination of the following: <ul style="list-style-type: none"> • <i>La grammaire progressive & Excursion</i> (course manuals / workbooks) • Reading comprehension activities • Dictation activities • In-class speaking quizzes • Grammar/writing activities & worksheets 	20%
Cultural Reports report 1 due: on or before Thursday, February 15 th report 2 due: on or before Thursday, March 29 th	10%
Midterm speaking interviews** February 12 th , 13 th , 15 th	10%
Listening (oral comprehension) quizzes January 16 th & 30 th ; February 15 th & 27 th ; March 13 th & 27 th	10%
Grammar/writing tests Tuesday, February 13 th (5%) Thursday, March 29 th (10%)	15%
In-class presentation about a French/francophone cultural figure Monday April 2 nd ; Tuesday April 3 rd ; Thursday, April 5 th	15%
Final speaking interviews** Wednesday, April 11 th	20%
TOTAL	100%
** These interviews will be conducted outside of class hours, days. Times & locations TBD	

**MISSED EVALUATIONS (TESTS, QUIZZES, PRESENTATIONS) RECEIVE A GRADE OF ZERO (“0”)*
AND NO MAKE-UP TESTS OR QUIZZES ARE GIVEN.* LATE ASSIGNMENTS ARE PENALIZED AT 10% per DAY ****

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.**

*** 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 absence is fully supported and guidelines stated above are followed.**

**** 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 (unless otherwise noted by the instructor).

3. COURSE MATERIAL:

Compulsory Textbooks (These textbooks can be found at the Carleton bookstore):

- *Excursion* (Second Edition) by Francine Benny. Nelson, 2007, Ontario.
- *La grammaire progressive du français (Niveau débutant* [orange book]) et *le corrigé* (Second Edition) by Maïa Grégoire, CLE International, 2010, Paris.

Additional 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

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

Objectifs grammaticaux

- Le présent de l'indicatif : verbes réguliers, irréguliers ainsi que les pronominaux en « er »
- Être + adjectifs
- Expressions avec A VOIR
- La notion du masculin et du féminin
- Habiter à + nom de ville; au/en + nom de pays
- Expressions avec FAIRE
- Qui est-ce?...C'est... et qu'est-ce que?... C'est...
- Articles indéfinis, définis et partitif
- La négation et ses contractions normales
- Il est + heure; compter (1 à 100)
- Initiation à l'impératif
- Le futur proche
- Le passé composé
- Le conditionnel de politesse
- Initiation à l'imparfait (verbes réguliers et irréguliers les plus fréquents)
- Les trois formes de questions : intonation, inversion, avec « est-ce que »
- Les prépositions
- Adverbes de temps et de quantités
- Les adjectifs possessifs
- Les adjectifs démonstratifs
- Interroger (comment, où, pourquoi, quand)
- Les pronoms compléments en et y.
- Les comparaisons simples

Objectifs phonétiques

- L'alphabet
- Le son [an] opposé au son [on].
- Intonation dans l'interrogation simple.
- Intonation dans la négation.
- Le son [ou] opposé au son [u] et au son [o].
- Le son [è] opposé au son [é].
- Le son [un] opposé au son [une].
- Le son [in] opposé au son [an] et au son [è].
- Le son [oua].
- Le son [gne].
- Les liquides /l/ et /r/
- L'absence de 'ne' dans la négation

Communication orale

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

Communication écrite

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

Learning Objectives⁴: 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.

⁴ colligé par Nandini Sarma, inspiré du CECRL:

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.

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).