

**FRENCH 1002, LOW INTERMEDIATE FRENCH
SECTION D, FALL-WINTER 2018-2019**

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OFFICE AND OFFICE HOURS: TD1613, Tue 8:00-10h30, Thu 10:00-11:00.

PLEASE NOTE: PREREQUISITE, LANGUAGE PLACEMENT, REGISTRATION

PREREQUISITE

☒ **Placement test** (https://edc.carleton.ca/french_placement/) on Carleton Central before registering.

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. The French Department Office will consider enrolment permitting, recommended changes until Sept. 14th.

☒ Students who are francophone or who have score more than 85 (16-85) 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.

REGISTRATION

☒ As per official regulations in the Undergraduate Calendar, September 18th 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. Lecture three hours a week.

2. 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.

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).

Disponibility

The professor does not answer emails after 4:30 pm and during the weekend.

Cell phones and laptops

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

3. 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.

Language of instruction

Students and instructors are expected to speak only French in the classroom. 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.

Term work, tests and examinations

Students are expected to be available for the duration of a course including the examination period. Dates and deadlines are made available to students in the Carleton University Undergraduate Calendar well in advance of registration. **No formal examinations will be informally accommodated.** All deferral requests have to go through the registrar's office : <https://carleton.ca/registrar/special-requests/deferral/>

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.

No reason other than medical or serious family matters will be accepted for missed tests and presentations (a job interview is not a reason to miss a test). Religious accommodations must be signaled to the professor prior to any missed class. A missed oral\written test or exam will receive a grade of zero unless the guidelines stated above are followed. Excuses related to problems with computers or printers will not be accepted, particularly on day of submission (please plan ahead).

Requirements for written and oral work

The grade for any assignment (oral or written) that is not completed or handed in on the due date will be reduced by 10% per day. **No assignment sent by email or fax will be accepted.** All written work must be submitted on proper paper and following all stated guidelines. Work that is poorly presented (eg. Not stapled, not typed, etc) may be refused by the professor and subject to the same penalty as late assignments

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:

	1st term (50%)	2nd term (50%)
End of semester interviews (beginning of December and April – CU Learn)	30%	30%
Final written exam (date will be posted October 5 on Carleton Central and on February 15)	15%	15%
Writing test (2 x 5% =10%) (beginning of October and November; beginning of February and March – CU Learn)	10%	10%
Oral comprehension test (2x5%= 10%) (beginning of October and November; beginning of February and March – CU Learn)	10%	10%
Writing assignments and projects (CU Learn)	10%	10%
Oral cultural report (CU Learn)	5%	5%
Oral presentations (Mid-November and mid-March - CU Learn)	15%	15%
Attendance and participation (See note below)	5%	5%

Participation marks :

The following are general guidelines the lecturer will follow in assigning the participation grade. Exact participation points within the specified ranges are assigned based on individual lecturer expectations.

o **3.5-5 points -- Uses only French** and spoke often during class period. Volunteers very often and contributes to class discussion in a meaningful way. Listens attentively and responds to others. Is very well-prepared for class. Five visits or more + formulaire rempli (45 minutes at least for each visit) to DT1609. Homework done on time. No late arrival. Does not talk when the professor or a peer is talking. Never uses phone or computer without permission.

o **2 – 3.5 points -- Uses French** often during class period. Participates actively in group work. Volunteers quite often and contributes to class discussion in a meaningful way. Listens attentively and responds to others. Is well-prepared for class overall. Four visits to 1609 (45 minutes at least by visit).

o **1-2 points -- Uses mostly French but uses English on occasion.** Speaks fairly often during class period. Participates actively in group work. Volunteers rarely. Listens and responds generally to others. Is mostly prepared for class.

o **0-1 point -- Uses more English than French OR does not speak during class.** Is not engaged in group activities and/or is distracting to others or gets off-topic during group activities. Chats with classmates or daydreams during class activities. **Obviously does not prepare** at all for class.

o **0 will be systematic for the following:** did not attend the required minimum of 80 % of classes, does other homework, sleeps, leaves class early, arrives late, talks while the professor is talking, talks while someone else is talking.

4. 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)**

SUGGESTED BOOKS

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

📖 Dictionnaire anglais-français au choix

5. LEARNING OUTCOMES

By the end of this course, the student is expected to be at the A2 Level of the Common European framework of reference for Languages. As a result, they will have developed and improved their listening, speaking, reading and writing proficiency skills in French, as well as their cultural knowledge and should be ready to take the next language course (FREN 1100 or 1100 French 3).

At the end of the course, students should be able to:

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

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

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

Please contact your instructor 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, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Religious obligation

Please contact your instructor 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, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Academic Accommodations for Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC 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 your instructor as soon as possible to ensure accommodation arrangements are made.
carleton.ca/pmc

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and survivors are

supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: carleton.ca/sexual-violence-support

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor 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. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

For more information on academic accommodation, please contact the departmental administrator or visit: students.carleton.ca/course-outline

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