

## **FREN 1002 – Section B (intensive) – Winter 2019**

### **Low Intermediate French**

**Instructor:** Claire Owen

**Email:** claire\_owen@carleton.ca

**Office hours:** Mondays 10:30-11:30am and by appointment  
1613 Dunton Tower

**Class details:** Mon/Tues/Thurs 8:35-10:25 AM, in Southam Hall 303

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#### **PREREQUISITE**

- FREN 1001, or the Placement Test: [https://edc.carleton.ca/french\\_placement/](https://edc.carleton.ca/french_placement/)
- Placement Test must be completed *before* registration and *before* the first day of class

#### **PLACEMENT**

##### **\*Do not buy the textbooks until the instructor confirms your level\***

Attendance is mandatory on the first day of class. The instructor will evaluate you that day to confirm that FREN 1002 is the appropriate course for you. If it is not, the instructor will recommend a course that meets your needs. Students who fail to attend at the start of term may not be reassessed for placement and thus are not guaranteed a spot in the course. A change of level will only be considered with a recommendation form signed by the instructor and presented in person to the French Department office (Dunton Tower 1602) within 24 hours. Note:

- Francophone students are not permitted in this course
- Students who are complete beginners should take FREN 1001 or FINS 2105

#### **COURSE DESCRIPTION**

Taught in French for students who have had exposure to French but who have difficulty using it in day-to-day communication. Emphasis is placed on oral expression and comprehension as well as development of reading and writing skills (oral practice, oral presentations, interviews, cultural activities, grammar exercises, etc.). The focus is training the ear to hear and reproduce patterns and meaningful sounds (words, sentences, etc.) while respecting the rhythm and the intonation of French spoken at a natural speed. Students will be exposed to vocabulary and grammar in context and will learn to use them in oral communicative situations related to daily life and common activities.

#### **REQUIRED TEXTBOOKS**

Benny, Francine. Excursion Second Edition, Nelson, 2014, Toronto.

Grégoire, Maïa. Grammaire progressive du français (Niveau débutant) AND the accompanying answer key: Le corrigé (Niveau débutant), CLE International, 2010, Paris.

## SUGGESTED BOOKS

- French dictionary
- Bescherelle: L'art de conjuguer (or any verb book)
- Dictionnaire des synonymes et antonymes (French thesaurus)

## EVALUATION

\* *If you miss an assessment, there will be no make-up. In the event of a valid documented absence (ex. doctor's note), please contact the instructor immediately.*

	<b>100%</b>
<b>Active participation</b> (active use of the French language) The entire 5% will be automatically deducted for: <ul style="list-style-type: none"><li>• attendance falling below the 80% mandatory minimum requirement</li><li>• repeated, excessive use of any language other than French in class</li><li>• repeated, excessive use of electronic devices in class</li></ul>	5%
<b>Assignments</b> (includes oral recordings, oral practice sessions in DT-1609, pages in the grammar book and other weekly assignments)	10%
<b>Written (grammar &amp; spelling) quizzes, 3 x 5% each</b>	15%
<b>Oral comprehension quizzes, 3 x 5% each</b>	15%
<b>Oral presentation</b> (cultural topic, with a partner)	10%
<b>Mid-semester interview</b> (February 11-15)	15%
<b>End of semester interview</b> (April 8-12)	15%
<b>Final written exam</b> (formally scheduled during exam period; date TBD)	15%

## COURSE EXPECTATIONS

### Classroom set-up

As is standard practice for all FREN 1002 classes, chairs will usually be arranged in a U-shape for optimal teaching and learning of spoken French. All students are expected to move tables and chairs as needed to create this formation at the start/end of each class.

### Cell phones and laptops

For optimal language teaching/learning conditions, cell phones, laptops and other devices must be closed at all times unless you have the instructor's permission to use them.

### Attendance and participation

Attendance is mandatory. A student must attend a minimum of 80% of classes (that is, **no more than 7 absences** for the intensive course) in order to earn ANY participation mark. Failure to meet this requirement will result automatically in a deduction of the 5% participation mark.

Missing approximately half a class will count as a 0.5 absence; 3 significant "lates" (30 min or

more) will be equivalent to an absence; and consistent repeated late arrivals will also reduce the participation grade.

However, attendance alone is not enough; students are expected to actively participate, IN FRENCH ONLY, with other students and with the instructor. Students who use any other language in class, or who do not actively engage in oral exercises, will lose participation marks. This course is very practical in nature and missing class or not participating means losing valuable French-speaking practice hours. Students who do not come to class regularly usually struggle to master the material and achieve lower evaluation scores.

### **Outside of class**

Grammar, writing and reading exercises related to topics covered in class will be completed at home. Students should also practice their oral skills via conversation, website activities, movies, radio, television, support from French department TAs, etc. For success in the course, we expect students to spend at least eight hours a week studying the material outside of class.

### **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 may be refused by the instructor and subject to the same late penalty. Assignments must be submitted as a hard copy, unless stated otherwise (email submissions are not generally accepted). Excuses related to computer/printer issues will not be accepted, particularly on the day of submission (please plan ahead).

### **Tests and examinations**

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

Students who are unable to attend in-class tests, presentations or oral exams must give prior notice and be fully supported by a medical certificate or other valid documentation; **otherwise, missed assessments will receive a grade of zero.** No reason other than medical or serious family matters will be accepted (a job interview is not a valid reason to miss a test). See below for information on academic accommodations due to disability, pregnancy or religious obligations.

## **LEARNING OUTCOMES**

By the end of this course, students are expected to be at the A2 Level of the Common European Framework of Reference (CEFR) for languages. 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. At the end of the course, students should be able to:

**Listening 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 future aspirations;
- understand native and non-native speakers at a simple level without too much difficulty;
- identify the gist and some details of simple conversations and presentations;
- identify the gist of simple song lyrics.

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

- use an active vocabulary of 1000 or more basic words;
- provide everyday information when asked or required;
- ask for information on common subjects;
- ask for clarification or help in order to maintain communication;
- talk about themselves (their families, friends, interests, past activities, future aspirations, etc.) using short, simple, correct sentences;
- ask others about themselves (their families, friends, interests, past activities, future aspirations, etc.) using short, simple, correct questions;
- communicate about activities or objects and corresponding times, dates, amounts, prices;
- make utterances with intonation/pronunciation that is comprehensible to native speakers;
- manage a conversation on more complex ideas with pauses for reflection/reformulation;
- provide times or dates of common activities, and times/dates/years relevant to one's life;
- compare activities, events, people, objects, 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 and understand simple texts, short factual articles, and dialogues (150-200 words), along with giving a general summary of the main ideas orally or in writing;
- read a text out loud in appropriately pronounced French with good intonation;
- be strategic (look for key words, guess from context) to help fill gaps in understanding.

**Writing**

- write short, simple, grammatically correct texts about oneself or a familiar person;
- write commonly-used words and short structured paragraphs in correct spelling with and without support (dictionary or references);
- conjugate verbs listed at the back of the course grammar book in tenses specified by the instructor;
- conjugate other regular or irregular verbs (in addition to the above) that may be encountered in class and 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, etc.);
- 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 fear of making mistakes (which are normal & 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.

## **UNIVERSITY REGULATIONS**

### **Academic Accommodation**

You may need special arrangements to meet your academic obligations during the term because of disability, pregnancy or religious obligations. For pregnancy or religious obligations, please review the course calendar promptly and **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 please see the Student Guide at <http://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

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](mailto: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.

## **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.” Note 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.

Plagiarism is a serious offence that cannot be resolved directly with the course’s professor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when a professor suspects a piece of work has been plagiarized. **Penalties are not trivial; they can include a final grade of “F” for the course.**

Please consult the following site to understand and avoid plagiarism:

<http://www.library.carleton.ca/help/avoid-plagiarism>

## **Intellectual property**

Student and instructor materials created for this course (including presentations and posted notes, labs, activities, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).