

**FRENCH 1001, ELEMENTARY FRENCH
SECTION C, FALL-WINTER 2019-2020**

Preliminary course outline, subject to changes and revisions up to the first week of classes

INSTRUCTOR: Ann Kabo

CONTACT INFORMATION: AnnKabo@cunet.carleton.ca

(I will try to read & respond to emails within 48 hours)

(I do not have emails on my phone, hence, I will not answer emails on Tuesdays & Thursdays, after 2 pm, or on weekends)

OFFICE AND OFFICE HOURS: Tuesdays & Thursdays

(Fall) ~7:15 – 8:30 SA 311 (in the classroom)

(Winter) ~7:15 – 8:30 *TBD when classroom changes approved* (in the classroom)

Upon appointment (when possible) after 11:30 on Tuesdays & Thursdays (scheduled at least 1 week ahead)

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.

PLACEMENT

- **All students are required to attend the first two classes for the purpose of confirming placement. Students who fail to attend the first class are not guaranteed a space in the program if a change of level is required upon confirmation of placement.** Students who fail to attend the first two classes may or may not be reassessed for placement, depending on the instructor's availability. The instructor will evaluate you on that day to confirm that FREN 1001 is the appropriate course for you. If the level is judged inappropriate; your instructor will recommend a course that meets your needs.
- Students cannot go backwards in a sequence of levels in language courses.
- 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. 13th.
- Please note that the following students will not be permitted to remain in this course: students who
 - are francophone;
 - have lived in a francophone setting;
 - have done French at junior or high school;
 - have scored more than 15 on the Pre-registration Self-Assessment Questionnaire;
 - are judged to be too advanced in language skills after testing during the first week of class.
- Students with some background in French may take FINS 2105 or FREN 1002, 1100, etc.

REGISTRATION

- As per official regulations in the Undergraduate Calendar, September 17th 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

This course is designed for absolute beginners in the language. Classes use audio-visual methods, and emphasis is given to the spoken language. Introduction to reading and writing. Compulsory attendance. Limited enrolment. No auditors.

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

EXPANDED DESCRIPTION

FREN 1001 is designed for COMPLETE BEGINNERS with no background in French. The course targets the acquisition of oral competence (listening and speaking). Reading, writing and formal grammar are secondary goals and will be introduced as the need arises. New information will be presented orally in class and in French. Students practice in pairs or larger groups orally *both during and outside class hours*.

After the material has been assimilated, it *may* be made available in written form or in course notes. Students will complete written and listening exercises outside class hours. In FREN 1001 students will learn to listen, repeat understand and use language in its spoken context without recourse to notes or dictionaries, written text or English.

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. 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.
- **Grammar & Reading Homework:**
This is a language course and requires memorization and the ability to produce oral language quickly and without notes or references. In order to increase progress, students will need to engage independently in language learning activities outside the official class hours. Grammar and reading exercises related to subject matters seen in class will be completed at home. Furthermore, students should practice their oral skills via conversations, website activities, movies, radio, television, interaction with native speakers (French monitor), etc. For success in the course, students are expected to spend a minimum of 6-8 hours on homework or practice activities every week in order to meet the objectives.
- **Cell phones and laptops:**
Cell phones and laptops must be closed at all times unless you have the teacher’s permission to use them.
- **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).
- **Language of instructions:**
Students and instructors are expected to speak in French in the classroom. Speaking English in class can result in lower marks.

LEARNING OUTCOMES

By the end of this course, the student is expected to be at or above the A1 level of the Common European Framework of Reference for Languages for oral and written expression and comprehension and should be ready to take the next language course (FREN 1002 French 2).

2. EVALUATION

- **Grade distribution:**

	1st term (50%)	2nd term (50%)
Oral	70 %	70 %
(mini) Tests	25% <i>at the beginning of class weekly and/or bi-weekly</i>	25% <i>at the beginning of class weekly and/or bi-weekly</i>
Recitations	10% <i>1 in October (end) 1 in November (end)</i>	10% <i>1 in February (beginning) 1 in March (end)</i>
Attendance & Participation	5%	5%
Oral exam <i>(in groups of 2)</i>	30% <i>Exam in December – date to be confirmed in November</i>	30% <i>Exam in April – date to be confirmed in March</i>
Written	30 %	30 %
(mini) Tests	10% <i>at the beginning of class weekly and/or bi-weekly</i>	10% <i>at the beginning of class weekly and/or bi-weekly</i>
Written exam	20% <i>Exam in December <u>during</u> exam period – date posted online by Carleton on October 11</i>	20% <i>Exam in April <u>during</u> exam period – date posted online by Carleton on February 14</i>

- **No Extra credit policy:**
 For reasons of impartiality and fairness to all students, **no extra-credit work** will be granted as to increase a grade judged too low. Students will be graded according to the section of “Grade distribution” outlined in this syllabus.
- **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.
- **Formal exams:**
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/>
- **Absences:**
Absences or late arrivals (for any reason, including medical & employment) may result in a student missing an assessment. Students are required to inform the instructor via the Carleton account stated above at least the day before the class (or as soon as known) of the lateness or absence (also see the other sections in "Evaluation"). This notification to the instructor is **NOT** necessarily a justified excused absence, it only a courtesy memo. We remind students that attendance is mandatory (see section "Attendance" under "Course Expectations")
- **Tests (Oral & Written):**
 - For each semester, there will be weekly and/or bi-weekly in-class "mini" tests.
 - These will be cumulative in content and may be formal or informal in nature.
 - All tests will be performed **at the beginning** of the class.
 - Students arriving late
 - will **not** be given additional time to complete the assessment/test,
 - may miss the whole test or a section of the quiz (oral sections will **not** be re-done for students arriving late),
 - will **not** be allowed to enter the classroom during an oral section of the test.
 - Missed tests will **not** be re-scheduled.
 - If a student misses a test **for a duly documented justified reason**, the missed test will be adjusted.
 - Should no justified documentation be provided, **a grade of 0** will be assigned to the missed test.
 - It is to be noted that if more than 1 test is missed (per semester), it may be impossible to adjust the missed tests fairly and may result in a failing grade for the overall mark of the tests.
 - If a student is to miss a test for religious reason, **an email must be sent to the instructor at least one week in advance of the upcoming religious day.**
- **Recitations (Oral):**
 - For each semester, there will be 1-2 "mini" recitations.
 - The exact date, format & content of each recitations will be provided on CULearn.
 - These recitations will be cumulative in content.
 - Missed recitations will be re-scheduled **only once** per student within the following week.
 - If a student misses a recitation for a duly documented, justified reason, the missed recitation will be re-scheduled within the following week **only** (if a student misses the re-scheduled recitation, **a grade of 0** will be assigned to the missed re-scheduled presentation).
 - There will be no grade adjustments for missed recitations as **all recitations are compulsory.**
 - If a student is to miss a presentation for a religious reason, **an email must be sent to the instructor at least one week in advance** (and the presentation is to be re-scheduled within the following week).

- **Attendance & Participation:**

- Attendance and participation are highly recommended, because this course is practical in nature and missing class or not participating means losing valuable French-speaking practice hours. Students who do not come to class on a regular basis can be expected to struggle to master the material.
- Attendance will be taken at the beginning of every class. Students arriving late are to inform the professor at the end of the class as to record attendance as a late arrival (otherwise the attendance will be marked as “absent”. Attendance will not be adjusted once the class is done.)
- For each semester, the student “attendance & participation” (worth 5% for each semester), will be measured by (1) their class attendance, (2) the attendance to 1 session to the *Soutien Oral* (at DT 16th floor), and (3) the completion of multiple unannounced in-class assignments.
 - *Class attendance: total 1.5 points. Policies for missed tests applies for missed classes – see section “Tests – (Oral & Written)” under the section “Grade distribution”.*
 - *Soutien oral: total 2 points*
 - *(unannounced) In-class assignments (corrected in-class): total 1.5 points. Policies for missed tests applies for missed in-class assignments – see section “Tests – (Oral & Written)” under the section “Grade distribution”.*

- **Grammar & Reading Homework:**

Grammar and reading homework do not directly count for marks/grades.

- **End of Semester Oral Examination:**

- End of semester oral exams are cumulative in content.
- Students must perform the Fall & Winter end of semester oral exams at the date and time scheduled in order to obtain a grade for the oral exam (a schedule will be provided in the month prior to the oral interview).
- If a student misses an end of semester oral exam for a duly documented, justified reason, the missed oral interview must be re-scheduled **before** the written exam (if a student misses the re-scheduled oral exam, a grade of 0 will be assigned to the missed re-scheduled oral exam).
- There will be no grade adjustments for missed end of semester oral exams as **all oral exams are compulsory**.
- If a student is to miss an end of semester oral exam for a religious reason, **an email must be sent to the instructor at least one week in advance** (and to be re-scheduled before the written exam).

- **End of Semester Written Exam:**

- End of semester written exams are cumulative in content.
- All written examinations **abide by the university exam policies** (arriving late, missing or deferring these examinations).

3. COURSE MATERIAL:

COMPULSORY MATERIAL

- Escoufier, Dorothée, *Communication progressive du français, A1.1 niveau débutant complet*, CLE International, last édition, Paris. (*Librairie Du Soleil =33 George St, Ottawa, ON K1N 8W5 ----- (613) 241-6999*)
- Grégoire, Maïa. *La grammaire progressive du français, niveau débutant complet*, last edition, Paris. (*Librairie Du Soleil =33 George St, Ottawa, ON K1N 8W5 ----- (613) 241-6999*)
- Grégoire, Maïa. *La grammaire progressive du français, niveau débutant complet - Corrigés*, last edition, Paris. (*Librairie Du Soleil =33 George St, Ottawa, ON K1N 8W5 ----- (613) 241-6999*)

OTHER MATERIAL

- Students will require access to a bilingual dictionary and a computer.

4. COURSE OBJECTIVES

At the end of this course, the student is expected to be at the A1 Level of the Common European Framework of Reference for languages. As a result, they will have developed their listening, speaking, reading and writing proficiency skills in French, as well as their cultural knowledge and should be ready to take the next course (FREN 1002).

Please note: all objectives marked with an asterisk (*) refer to minimal basic expectations to be met (with some errors, requests for clarification and reformulations and without long pauses of 10 seconds or more) for passing the course.

At the end of the course the student should be able (*at an introductory level*):

(1) Conversational (Oral Interaction):

- to **actively participate** (*at a basic level*) in a conversation about (1) themselves & their everyday life, (2) someone & someone's everyday life, (3) familiar objects, and (4) familiar places.

(a) to talk about themselves & their everyday life:

- to present themselves;
- to talk about their family (*structure, composition*);
- to provide their contact information & personal information;
- to describe themselves (*physical appearance & character*);
- to say about their opinions (*likes/dislikes/preferences*)
- to talk about their wishes (*would like, would want*);
- to talk about their everyday life (*activities, movements*) in the present, past (p.c.) & future (f.p.);
- to talk about their schedule (*dates, times, prices up to 100*)*.

(b) to talk about someone (male + female) & someone's everyday life:

- to present someone;
- to describe someone's family;
- to provide someone's personal information;
- to identify & describe someone;
- to talk about someone's opinions;
- to talk about someone's everyday life.

(c) to talk about familiar objects:

- to identify & describe familiar objects;
- to situate common objects in space.

(d) to talk about familiar places:

- to identify & describe familiar places;
- to ask directions (*how to get to a place*);
- to talk about the weather.

(e) miscellaneous

- to greet someone, to exchange pleasantries, to part when leaving;
- to excuse oneself;
- to accept or refuse an invitation.

(f) to develop the following (oral & written) skills:

- to manage a simple conversation with some pauses for reflection and reformulation;
- to understand the main thrust of a conversation and text;
- to maintain a short conversation and write a short paragraph on a simple topic learned;
- to understand the pronunciation and intonation from native and near-native speakers as well as use a pronunciation and intonation that is comprehensible to a native and near-native speaker;
- to reproduce short dialogues and texts without error;
- to identify cognate words and use them to understand a conversation and text.

(2) Oral comprehension: *to develop the following skills:*

- to **understand** (*at a basic level*) utterances about (1) themselves & their everyday life, (2) someone & someone's everyday life, (3) familiar objects and (4) familiar places.

(3) Oral expression: *to develop the following skills:*

- to **produce** (*at a basic level*) utterances about (1) themselves & their everyday life, (2) someone & someone's everyday life, (3) familiar objects and (4) familiar places.

(4) Written comprehension (Reading): *to develop the following skills:*

- to **understand** (*at a basic level*) sentences about (1) themselves & their everyday life, (2) someone & someone's everyday life, (3) familiar objects and (4) familiar places.

(5) Written expression (Writing): *to develop the following skills:*

- to **produce** (*at a basic level*) sentences about (1) themselves & their everyday life, (2) someone & someone's everyday life, (3) familiar objects and (4) familiar places.

(6) Grammar: *to develop the following skills at an introductory level:*

(a) tenses:

- to use the *Présent (de l'Indicatif)* as well as introduce the *Impératif (for classroom instructions)*, *Conditionnel Présent (for wishes)*, *Passé Composé & Futur Proche*.

(b) types of sentences:

- to identify & use the different types of sentences;
- to use/formulate simple affirmative/declarative sentences;
- to use/formulate simple imperative/command sentences;
- to use/formulate simple interrogative sentences by using common interrogative words;
- to use/formulate simple negative sentences by using the simple common negatives.

(c) parts of speech:

- to identify & use the various parts of the speech;
- to know the different types of verbs (*normal, semi-modal & modal verbs*);
- to know the subject-verb, noun-determinant, noun-preposition, and noun-adjective agreement;
- to know the past participle agreement;
- to know the place of the determinant, preposition, and adjective in relation to the noun in a sentence;
- to know how to use common adverbs and conjunctions;
- to know the place of common adverbs and basic conjunctions.

(d) generic:

- to place words into a sentence using the correct word order (*function of a sentence*);
- to know when to capitalize or not;
- to not translate from English to French.

(7) Phonetics

- the sound (an, am, en, em, aon)
- the sound (in, im, yn, ain, aim, ein)
- the sound (on, om)
- the sound (un, um)
- the sound (é, er, ez)
- the sound (è, ê)
- the sound (u, û)
- the sound (ou, où)
- the liaison
- the elision

(8) Language learning skills and strategies:

- to use a bilingual dictionary effectively for both oral and written communication;
- to use alternative means of communicating without falling back on English (*mime, draw, request vocabulary ...*);
- to develop strategies for memorizing vocabulary and grammar (*flashcards, repetition, etc...*);
- to take effective notes for oral language learning;
- to develop the ability to communicate in French with pauses and reformulation (*when required*);
- to develop listening and self-correcting skills (*listening and repeating, correcting others and correcting oneself through active listening*);
- to transfer what is done in grammar exercises to natural oral and written communication;
- to learn to simplify one's ideas and express them in French;
- to learn to translate/transfer one's ideas correctly into French (without using an automatic translator);
- to overcome the fear of making mistakes (normal and necessary in language learning).

(9) Transferable skills:

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

5. OTHER FACULTY REGULATIONS

INTELLECTUAL PROPERTY & COURSE SHARING WEBSITES

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, 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). Students registered in the course may take notes and make copies of course material for their own educational use only. Students are **not** permitted to reproduce or distribute lecture notes and course material publicly for commercial and non-commercial purposes without the express written consent from the copyright holder(s).

“All slides, presentations, handouts, tests, exams, and other course materials created by the instructor in this course are the intellectual property of the instructor. A student who publicly posts or sells an instructor’s work, including video or audio recording of a class, without the instructor’s express consent, may be charged with misconduct under Carleton’s Academic Integrity Policy and/or Code of Conduct, and may also face adverse legal consequences for infringement of intellectual property rights.”

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.

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

- copying or 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’ oral or written assignment/presentation as your own.

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 is 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