

**FRENCH 1002, LOW INTERMEDIATE FRENCH
SECTION 1002D, FALL-WINTER 2019-2020**

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

Details to be provided by the course instructor for the section.

INSTRUCTOR: Nabila Djafer

CONTACT INFORMATION: nabila_djafer@carleton.ca

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

**(I do not have emails on m phone, and no computer outside my office, hence
I will not answer emails after 4 pm or on weekends)**

OFFICE AND OFFICE HOURS: DT 1607 - Wednesday 6:00 P.M. TO 7:00 P.M. and on appointment.

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. The instructor will evaluate you on that day to confirm that FREN 1002 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. The French Department Office will consider enrolment permitting, recommended changes until Sept. 13th.
- Please note that the following students will not be permitted to remain in this course: students who
 - are French- speaking;
 - have score more than 85 (16-85) in the Pre-registration Self-Assessment Questionnaire; self-assessment result ;
 - are judged to be too advanced or not advanced enough in language skills after testing during the first week of class.
- Students who are complete beginners may take FINS 2105 or FREN 1001.
- Intermediate and advance students may take FINS 3105, FREN 1100 or 1110 , FREN 2100 or 2110

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

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.

COURSE EXPECTATIONS

- **Attendance**

Attendance is compulsory. 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. 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.

- **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 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 1110 French 3).

2. EVALUATION

- **Grade distribution: (*) Formats and dates to be specified by the course instructor for the section**

	1st term (50%)	2nd term (50%)
Oral	65 %	65 %
Oral comprehension tests (*) (2x5%=10%)	10% beginning of October & November	10% beginning of February & March
Attendance & Participation	5%	5%
Oral Cultural Report (*)	5% mid-November	5% mid-March
Oral Presentation (*)	15% mid-November	15% mid-March
End of semester interviews (*)	30% Exam in December <u>after the end of the last class of semester (before or during exam period)</u>	30% Exam in April after the end of the last class of semester (<u>before or during exam period</u>)
Written	35 %	35 %
Written tests (*) (2x5%=10%)	10% beginning of October & November	10% beginning of February & March
Written assignments & projects (*)	10%	10%
End of semester exams	15% Exam in December <u>during exam period</u> – date posted online by Carleton in October	15% Exam in April <u>during exam period</u> – date posted online by Carleton in February

- **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 grades according to the section of 'Grade distribution' outlines in this syllabus.

- **Passing expectation**

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/>

- **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.

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 (e.g. Not stapled, not typed, etc.) may be refused by the professor and subject to the same penalty as late assignments

3. COURSE MATERIAL

COMPULSORY TEXTBOOKS

- Benny, Francine. *Excursion*, Third Edition, Nelson, 2019, Ontario. (**Carleton bookstore**)
- Grégoire, Maïa. *La grammaire progressive du français*, niveau débutant, last Edition, CLE International, Paris. (**Librairie du Soleil**)
- Grégoire, Maïa. *La grammaire progressive du français*, niveau débutant – **Corrigé**, last Edition, CLE international, Paris. (**Librairie du Soleil, rue George, Ottawa**)

OTHER MATERIAL

- Any verb book.
- Bilingual dictionary

4. 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:

(1) Conversational (Oral Interaction):

- to **actively participate** (*at a low-intermediate level*) in a conversation about (1) themselves & their everyday life, (2) someone (*friend, family*) & 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 talk about their studies;
- to describe themselves (*in the present & past*);
- to describe how they were in the past in comparison to today (*comparison of description*);
- to talk about their opinions (*likes/dislikes/preferences*);
- to talk about their wishes (*would like, would want*);
- to talk about their everyday life (*activities & outings*) in the present, past & future;
- to talk about their schedule, activities & outings (*dates, times, prices*);
- to tell/describe an event or project in the present, past and future;

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

- to present someone;
- to describe someone's family (*structure, composition*);
- to provide someone's contact information & personal information;
- to talk about someone's studies;
- to identify someone;
- to describe someone (*in the present & past*);
- to talk about someone's opinions (*likes/dislikes/preferences*);
- to talk about someone's everyday life (*activities & outings*) in the present, past & future.

(c) to talk about familiar objects:

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

(d) to talk about familiar places:

- to identify familiar places;
- to describe familiar places;
- to situate familiar places in space;
- to ask directions (*how to get to a place*);
- to ask for some information (*about a place*);
- to talk about the weather.

(e) **miscellaneous:**

- to greet someone (*saluer*), to exchange pleasantries (*échanges de civilités*) to part when leaving (*prendre congé*);
- to ask politely (*conditionnel présent*);
- to excuse oneself;
- to thank someone;
- to accept or refuse an invitation;
- to express an agreement or disagreement;
- to express feelings (*worry, fear, happiness, ...*);

(f) **to develop the following conversational skills:**

- to manage a simple conversation with some pauses for reflection and reformulation;
- to understand the main thrust of a conversation;
- to speak continuously for about 2-3 minutes about a simple topic learned in front of an audience.

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

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

(a) **generic skills:**

- to understand short, simple sentences on subjects that are familiar & studied;
- to understand the pronunciation, intonation and stress patterns from native and near-native speakers.
- to understand sentences that are spoken at a native or near-native speed and pronunciation (*in a standard French*);
- to understand native and non-native speakers at a simple level without too much difficulty;
- to understand the difference between an open & closed question;
- to understand the difference between a question & an answer;
- to identify the main thrust and some details of simple conversations and presentations;
- to identify the main thrust of simple song lyrics.

(b) **pragmatic skills:**

- to understand the high frequency verbs, nouns, adjectives and expressions to talk about (1) themselves & their everyday life, (2) someone (*friend, family*) & their everyday life, (3) familiar objects, and (4) familiar places.
- to understand simple information provided about themselves & their everyday life;
- to understand (*open & closed*) questions relating to themselves & their everyday life;
- to understand simple information provided about someone else & someone's everyday life;
- to understand simple (*open & closed*) questions about someone else & someone's everyday life;
- to understand simple information provided about familiar objects & places;
- to understand (*open & closed*) questions relating to familiar objects & places;
- to understand simple information provided about current interests, past events and future aspirations;
- to understand (*open & closed*) questions relating to current interests, past events and future aspirations;
- to understand (*open & closed*) questions relating to familiar subject matters (current events, recently shared experiences, etc.);
- to accurately identify times, dates, numbers and prices;
- to accurately write a word that is spelled;

- to understand short & simple instructions (*classroom instruction, how to get from point A to point B, etc.*) and know what to do.

(3) Oral expression: to develop the following:

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

(a) generic skills:

- to use short, simple, grammatically correct sentences on subjects that familiar & studied;
- to use a pronunciation, intonation and stress patterns that are comprehensible to native and non-native speakers;
- to make utterances with intonation and pronunciation that is comprehensible to native and non-native speakers.
- to 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;
- to ask for clarification or help in order to maintain communication (*how is a word written, what a word means*);
- to ask for information on common subjects;
- to formulate open & closed questions on topics learned;
- to formulate answers from questions on topics learned;
- to manage a conversation on more complex ideas with some pauses for reflection and reformulation.

(b) pragmatic skills:

- to use high frequency verbs, nouns, adjectives and expressions to talk about (1) themselves & their everyday life, (2) someone & their everyday life, (3) familiar objects, and (4) familiar places.
- to talk about themselves & their everyday life when required or asked;
- to answer (*open & closed*) questions relating to themselves & their everyday life;
- to talk about someone else & someone's everyday life when required or asked;
- to answer (*open & closed*) questions relating to someone else & someone's everyday life;
- to ask others about themselves & their everyday life;
- to talk about familiar objects & places when required or asked;
- to answer (*open & closed*) questions about familiar objects & places;
- to talk about current interests, past events and future aspirations;
- to answer (*open & closed*) questions relating to current interests, past events and future aspirations;
- to compare activities and events;
- to state an opinion on a variety of topics;
- to communicate about activities, objects or places with their corresponding times, dates, amounts and prices;
- to provide the times and/or dates of activities as well as state dates and years relevant to one's daily life;
- to accurately spell a word;
- to provide short & simple instructions (*classroom instruction*) when required or asked.

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

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

- to 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;
- to read short dialogues and short texts out loud in appropriately pronounced French with good intonation;
- to identify cognate words and use them to understand a text;
- to understand short, simple texts about (1) yourself & your everyday life, (2) someone & their everyday life, (3) a familiar object, and (4) a familiar place.

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

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

- to reproduce a short dialogue or text without error;
- to perform "dictées" (*to write short dictations*) on previously studied words and sentences.
- to write commonly used words and short structured paragraphs in correct spelling with and without support (dictionary or references);
- to write short, simple texts (*using correct spelling and grammar*) about (1) yourself & your everyday life, (2) someone (*friend, family*) & their everyday life, (3) a familiar object and (4) a familiar place. For example,
 - Introducing yourself (*in the present*);
 - Introducing someone else (*in the present*);
 - Describing yourself in the present & past;
 - Describing someone in the present & past;
 - Describing an event or project in the present, past & future.

(6) Grammar: *to develop the following skills at an low-intermediate level:*

(a) tenses:

- to use the *Présent (de l'Indicatif)*, *Conditionnel Présent*, *Passé Composé*, and *Futur Proche* for regular, irregular & pronominal verbs as well as an introduction to the *Impératif* & *Imparfait*.
- to 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.

(b) types of sentences:

- to identify & use the different types of sentences;
- to use/formulate simple affirmative/declaratives sentences;
- to use/formulate simple imperative/command sentences;
- to use/formulate simple interrogative sentences (*intonation, inversion, est-ce que/qu'*) by using common interrogative words (*and to know the difference between "qu'est-ce que" & "est-ce que"*);
- to use/formulate informal & formal questions;
- to use/compose simple negative sentences by using the simple common negatives (*ne ... pas*) and the particular negatives (*ne ... rien, ne ... jamais, ne ... personne, ne ... plus*).

(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 & pronominal*);
- to know the subject-verb, noun-determinant, noun-preposition, and noun-adjective agreement;
- to know how to use complement pronouns (*en, y, le, la, les, lui, leur*);
- 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 basic conjunctions.

(d) generic:

- to actively use the vocabulary related to the conversational topics
- to understand the concept of gender (*masculine & feminine*) and number (*singular, plural*);
- to place words into a sentence using the correct word order (*function of a sentence*);
- to perform simple comparisons;
- to use expression with “avoir”, “être”, “faire + temps”, “Il est + heure”;
- to know when to capitalize or not;
- to not translate from English to French.

(7) Phonetics

- alphabet;
- the sound (ou) vs (u) vs (o);
- the sound (an) vs (on);
- the sound (è) vs (é) vs (e);
- the sound (un) vs (une);
- the sound (l) vs (r);
- intonation in the simple interrogation (turning a statement into a question);
- intonation in the negation;
- the liaison & 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 without too much hesitation;
- 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 highlight, take notes and make lists;
- to pay attention;
- 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

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