

**FRENCH 1002B, French Intensive**  
**SECTION B Winter 2021**

Course Schedule: Monday, Tuesday and Thursday 11:30am- 1:25pm (**Ottawa time**)  
Date: January 11 – April 14, 2021  
Classroom: Online course (synchronous)  
Instructor: Nabila Djafer  
Office Hours: Online via Zoom, Monday from 7:00 p.m. - 8:00 p.m. (**Ottawa time**) & by appointment  
Communication: CU-learn or [nabila.djafer@carleton.ca](mailto:nabila.djafer@carleton.ca) using Carleton email accounts only (emails from person email accounts will not be responded to)

Instructor Email: [nabila.djafer@carleton.ca](mailto:nabila.djafer@carleton.ca)  
Course coordinator: [francine.benny@carleton.ca](mailto:francine.benny@carleton.ca)

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

**PLEASE NOTE: PREREQUISITE, LANGUAGE PLACEMENT, REGISTRATION**

**PREREQUISITE**

Grade of C or higher in [FREN 1001](#) or [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 class 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 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 submitted by the instructor to the French Department Office within 24 hours. Enrolment permitting, recommended changes will be considered by the French Department Office until January 22nd, 2021.
- 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 who are complete beginners may take FREN 1001 in spring and Summer 2021.

## REGISTRATION

As per official regulations in the Undergraduate Calendar, January 25 is the "Last day for registration and course changes in Fall and Fall/Winter courses."

## ONLINE COURSE DETAILS

### Computer and Internet Recommendations:

- A laptop or desktop computer with (at least) 2G of memory and a 1Ghz processor (any computer bought in the last five years should be fine).
- Use either built-in or external camera or external camera with a headset or earbuds to reduce ambient noise.
- High-bandwidth Internet connection (DSL/cable, or wireless) to ensure a reliable connection

### Definitions:

You will hear the following terms often in the coming weeks. Here are their definitions

- **Synchronous:** synchronous learning means that all students and the instructor participate in the course simultaneously. Participation may occur at the same time and at the same location, or at the same time at multiple locations. In this class we will be using Zoom and Big Blue Button (on CuLearn).
- **Asynchronous:** asynchronous learning means that learning is self-paced. Participation occurs at different times and at different locations. You will have required weekly asynchronous assignments and activities.

### Course proceedings:

- This course will use a both synchronous (*synchrone*) and asynchronous (*asynchrone*) components.
- Asynchronous content will be posted to cuLearn with instructions to guide you and you will be responsible for your learning.
- You will be required to attend synchronous meetings and you must come prepared (having completed the assigned work prior to the class). These meetings will give you the opportunity to practice your oral French and should be attended to the best of your ability. If you have any issues with the synchronous component, contact your instructor as soon as possible.
- Please note that the online format of the course does not change the learning outcomes.

### Tips for online learning:

- On cuLearn, you will find links to resources to assist you in the process of online learning. We recommend that you consult these and complete the "Online Student Success Module" available on cuLearn prior to starting the class.

## 1. COURSE DESCRIPTION, COURSE EXPECTATIONS, AND LEARNING OUTCOMES

### 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 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.

### EXPANDED DESCRIPTION

- The course targets the acquisition of oral competence (listening and speaking). Reading, writing, and **interactions with peers is mandatory**. Formal grammar are secondary goals and will be introduced as the need arises.
- Students will learn to listen, repeat, understand, and use the language in its spoken context without recourse to notes, dictionaries, written text, or English
- This is an online course with synchronous and asynchronous components. Synchronous (virtual) group meeting. **Exact frequency and times of synchronous components will be confirmed by the instructor at the beginning of the course.**
  
- **Synchronous component (virtual meetings):**  
The focus will be on 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.
  
- **Asynchronous component**  
The focus will be on introducing the vocabulary and the grammatical structures required to successfully converse during the synchronous component of the course. These mini lessons are to be completed outside synchronous class hours and before the scheduled synchronous portion (more details about the asynchronous component of the course will be provided by your instructor).

### COURSE EXPECTATIONS

- **General:**  
**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 and for success in this course, students will need to**
  - **actively participate in pairs or larger groups orally both *during and outside class hours* and**
  - **engage independently in language learning by spending a minimum of 12 hours a week studying the material provided in the lessons *outside class hours* and ***before*** the *in-class lessons*.**

Furthermore, students should practice their oral skills via conversations, website activities, movies, radio, television, interaction with native speakers (French monitors at the Soutien Oral).

- **Attendance**  
Since dates, days, and hours of classes have been made available to students upon registration, **students are expected to be available for each class** (virtual lessons), and for the duration of the course. In oral language classes, informal assessments and feedback on the student’s in-class

performance are conducted regularly to ensure a good grasp of vocabulary, structures, grammar, and oral expression (pronunciation and fluidity).

- **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 virtual 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 French 3).

### **By the end of this course the student 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 & talk about their family.
- 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 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 and describe familiar places.
- to situate familiar places in space.
- to ask directions (*how to get to 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 low-intermediate level*) utterance about (1) themselves & their everyday life, (2) someone (*friend, family*) & someone's everyday life, (3) familiar object and (4) familiar places.

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

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

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

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

**(6) Grammar:** *students will be introduced to the following skills at a 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 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) 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.

**2. EVALUATION**

• **Grade distribution and tentative dates:**

<b>Oral comprehension tests (5)</b>	<b>20 %</b> January 21 <sup>st</sup> , January 28 <sup>th</sup> , February 2 <sup>nd</sup> , February 9 <sup>th</sup> , February 26 <sup>th</sup> .
<b>Written tests (5)</b> 3 dictations 2 grammar midterms	<b>15%</b> Dictations: January 25 <sup>th</sup> , February 4 <sup>th</sup> , February 11 <sup>th</sup> Grammar midterms: February 25 <sup>th</sup> , March 2 <sup>nd</sup>

<p><b>Porte-folio (Weekly oral and Writing assignments)</b></p>	<p><b>20%</b>          Portfolio 1: February 12<sup>th</sup> (before reading week)          Portfolio 2: March 26<sup>th</sup></p>
<p><b>Oral presentation (in pairs)</b></p>	<p><b>10 %</b>          March 16<sup>th</sup>, 17<sup>th</sup> and 19<sup>th</sup></p>
<p><b>End of semester interviews</b></p>	<p><b>15%</b>          Tentative date: April 14<sup>th</sup></p>
<p><b>Attendance synchronous (5%):</b>          Determined by presence and participation in group discussions throughout every class and doing in class activities</p> <p><b>Participation (5%):</b>          Actively participating by responding to questions in front of the group, not using English (or any language other than French), etc.</p>	<p><b>10 %</b>          Every class</p>
<p><b>End of semester written exam</b></p>	<p><b>10%</b>          April during exam period – TBD date posted online on the Carleton website in March</p>

- **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' 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 Learning outcomes below.
- **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 written test\examinations or oral examinations must give prior notice 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 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. All written work must be submitted following all stated guidelines. Work that is poorly presented may be refused by the professor and subject to the same penalty as late assignments

### **3. COURSE MATERIAL**

**\*Please do not purchase the book before you are assessed on the first day of the course (attendance to the first class is mandatory for evaluation)**

#### **COMPULSORY MANUALS**

- Benny, Francine. *Excursion*, Third Edition, eBook, Top Hat, 2020, Ontario (information on electronic copies will be provided on the first day of classes)
- Grégoire, Maïa. *La grammaire progressive du français*, niveau débutant, last Edition, CLE International, Paris. Librairie du Soleil, 33 rue George, Ottawa, Ottawa (ON) Canada K1N 8W5  
Téléphone: (613) 241-6999
- Grégoire, Maïa. *La grammaire progressive du français*, niveau débutant – **Corrigé**, last Edition, CLE international, Paris. **(Librairie du Soleil, Ottawa)**  
**Order books here:**

<https://dusoleil.leslibraires.ca/thematique/fren1002-septembre-2020-livres-requis-3166/>

#### **OTHER REQUIRED MATERIAL**

- Students will require **access to a bilingual dictionary, a conjugation book and a computer.**

#### **4. 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.

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 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](http://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](http://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](mailto: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](http://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](https://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](https://students.carleton.ca/course-outline)