

FRENCH 1002, French 2
SECTION D Fall/Winter 2021-2022

Course Schedule:	Wednesday and Friday 1:05 to 2:25 pm (<u>Ottawa time</u>)
Date:	September 08, 2021 – April 12, 2022 (full year course) (must be registered in the same section for BOTH the Fall & Winter semester)
Classroom:	Blended course via Brightspace (synchronous and asynchronous components)
Instructor:	Dr. Marla Arbach
Office Hours:	online by appointment
Communication:	Carleton email <u>ONLY --- I will not reply to any external emails</u>
Email:	marla.arbach@carleton.ca
Course coordinator:	francine.benny@carleton.ca

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

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 two classes for the purpose of confirming placement.**
 - Students who fail to attend the first two classes 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 September 17th.
- 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.

REGISTRATION

As per official regulations in the Undergraduate Calendar, Sept 22st is the "Last day for registration and course changes in Fall and Fall/Winter courses."

ONLINE COURSE DETAILS

STUDENTS ARE EXPECTED TO READ MATERIAL AND PROFESSORS ARE NOT REQUIRED TO REPEAT INFORMATION ALREADY PROVIDED AND DISCUSSED.

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.
- **Asynchronous:** asynchronous learning means that learning is self-paced. Participation occurs at different times and at different locations.

Course proceedings:

- This course will use a both synchronous (*synchrone*) and asynchronous (*asynchrone*) components.
- Asynchronous content will be posted to cuLearn 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 Carleton's website you will find resources to assist you with online learning (<https://carleton.ca/online/online-learning-resources/>). We recommend that you consult these resources before and during the semester.

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. Oral interaction required. Lecture three hours a week.

EXPANDED DESCRIPTION

- The course targets the acquisition of oral competence (listening and speaking). Reading, writing, and **oral interactions with peers are mandatory**. Formal grammar points 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.

COURSE STRUCTURE

- This is an online course with synchronous and asynchronous components. Synchronous (virtual) group meeting. Exact frequency and times of synchronous components to be confirmed by the instructor at the beginning of the course. **Students are expected to be available during the days and times indicated upon registration for 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.

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 6-8 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 & Participation**
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 on a near-daily basis to ensure a good grasp of vocabulary, structures, grammar, and oral expression (pronunciation and fluidity).
 - Attendance and participation are highly recommended, because this course is practical in nature and missing classes or not participating during class correlates to losing valuable French-speaking practice hours.
 - Students who do not come to class nor actively participate on a regular basis can be expected to struggle to master the material which can result in either a low or failing grade.

- The student can only benefit from this course if they consistently attend, actively participate during class hours, and invest time outside class hours to review and practice the learned content.
 - **Attendance does not mean participation.** Someone can attend a class without participating. No points are assigned for attendance. However, points are assigned for participation. There will be some activities *during class hours and outside class hours* that will go towards the participation marks.
 - Students are ***expected to attend every virtual meeting*** (synchronous classes). If a student misses class, is their responsibility to contact a classmate for information about any material presented in class. Students must also attempt to complete any assigned material and homework on their own. If after speaking to classmates and going through the material on their own, the student still has questions, they may contact the professor for clarification.
- **Emails**
As per university policies, students must **only** communicate (send emails) to professors via **their Carleton account**.
 - **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.
 - **Feedback and assessments**
Feedback on assignments can be provided to students within two weeks after the due date. As per university policies, the oral & written exams in December and April are to be corrected within 10 days after the due date. Feedback will be available after that time frame.

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 :

Oral 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 aspirations for the future;
- understand questions relating to familiar subject matters (current events, recently shared experiences, etc.);
- understand native and non-native speakers at a simple level without too much difficulty;
- identify the main thrust and some details of more complex conversations and presentations;
- identify the main thrust of simple song lyrics.

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

- provide everyday information when asked or when required;

- ask for information on common subjects;
- ask for clarification or help in order to maintain communication;
- talk about themselves, (their families, their friends, their interests, their past activities, their aspirations) using short, simple, correct sentences;
- ask others about themselves (their families, their friends, their interests, their past activities, their aspirations) using short, simple, correct questions;
- communicate about activities or objects and corresponding times, dates, amounts, prices;
- make utterances with intonation and pronunciation that is comprehensible to native speakers;
- manage a conversation on more complex ideas with some pauses for reflection, reformulation;
- use an active vocabulary of 1000 words;
- provide times or dates of daily or other common activities, to state dates and years relevant to one's life
- compare activities, events, etc.;
- paraphrase, mime, or use other strategies to compensate for vocabulary or grammar gaps, without breaking off the conversation for long periods or switching to English;
- state an opinion on a variety of topics.

Reading comprehension

- read simple texts, short factual articles, and dialogues (150-200 words), along with giving a general summary of the main ideas in writing or orally;
- read a text out loud in appropriately pronounced French with good intonation.

Writing

- write short, simple texts about oneself or a familiar person in grammatically correct French;
- write commonly used words and short structured paragraphs in correct spelling with and without support (dictionary or references);
- write short dictations.

Grammar

- see the contents of *Grammaire Progressive du Français* niveau débutant.

Language learning skills and strategies

- use a bilingual dictionary for both oral and written communication;
- use alternative means of communicating without falling back on English (mime, draw, request vocabulary, ...);
- develop strategies for memorizing vocabulary and grammar (flashcards, repetition, self-recording, etc...);
- develop the ability to communicate quickly without too much hesitation;
- develop listening and self-correcting skills;
- overcome the fear of making mistakes (mistakes are normal and necessary in language learning) ;
- highlight, take notes, and make lists;
- pay attention

Transferable skills

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

2. EVALUATION

Grade distribution:

	1st term (50%)	2nd term (50%)
Oral	65 %	65 %
Oral comprehension tests (details provided in Brightspace) (2x5%=10%)	10% Friday, October 1 Friday, November 5	10% t.b.d.
Participation	5%	5%
Oral Cultural Report (video)	5% Wednesday, October 20	5% t.b.d.
Oral Presentation in pair (in class via BBB)	15 % Wednesday, November 17 Friday, November 19 Wednesday, November 24	15% t.b.d.
End of semester interviews in pair (by appointment via BBB)	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 %
Dictations (details provided in Brightspace) (4 x 5%)	20% Friday, September 24 Wednesday, October 13 Friday, November 12 Wednesday, December 1	20% t.b.d.

End of semester exams	15% Exam in December <u>during</u> exam period – date posted online by Carleton in October	15% Exam in April <u>during</u> exam period – date posted online by Carleton in February
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- **No extra credit policy**

For reasons of impartiality and fairness to all students, **no extra-credit work** is possible in this course. Students will be graded according to the section of ‘Grade distribution’ outlined in this syllabus.

- **Passing the course**

In order to pass the course, students must be able to meet at least basic expectations detailed in the Learning outcomes above.

- **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 must complete all timed quizzes and tests online on the dates indicated on the schedule and must submit all other assignments to Brightspace by the due date indicated on the schedule. No assignments will be accepted through alternate methods of delivery, unless expressly approved by the professor in advance.

In the case of late or missed assignments, students must contact the professor as soon as they know that they will be late or miss the assignment, and they must provide a justification, including documentation, if applicable.

If the late submission or absence is justified, it may be possible to allow an extension or a retake or to excuse the student from the assignment and adjust the other marks accordingly. Each case will be considered according to the circumstances.

If the student does not contact the professor within a reasonable timeframe, or if the late submission or absence is not justified, a mark of zero will be given.

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
Buy the textbook here: <https://campusebookstore.com/EBooks/Book.aspx?ID=9688451>.
- 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/>

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 & ACADEMIC INTEGRITY

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

Carleton is committed to providing academic accessibility for all individuals. Please review the processes for academic accommodation request.

Academic accommodation refers to educational practices, systems and support mechanisms designed to accommodate diversity and difference. The purpose of accommodation is to enable students to perform the essential requirements of their academic programs. At no time does academic accommodation undermine or compromise the learning objectives that are established by the academic authorities of the University.

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, see the Student Guide to Academic Accommodation.
- **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, see the Student Guide to Academic Accommodation.
- **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. For more information visit the 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 its 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 Sexual Assault Support Services.
- **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. For more information visit Accommodation for Student with Activities Policy.

SPECIAL INFORMATION PANDEMIC MEASURES

- All members of the Carleton community are required to follow COVID-19 prevention measures and all mandatory public health requirements (e.g., wearing a mask, physical distancing, hand hygiene, respiratory and cough etiquette) and mandatory self-screening prior to coming to campus daily.
- If you feel ill or exhibit COVID-19 symptoms while on campus or in class, please leave campus immediately, self-isolate, and complete the mandatory symptom reporting tool. For purposes of contact tracing, attendance will be taken in all classes and labs. Participants can check in using posted QR codes through the cuScreen platform where provided. Students who do not have a smartphone will be required to complete a paper process as indicated on the COVID-19 website.

- All members of the Carleton community are required to follow guidelines regarding safe movement and seating on campus (e.g., directional arrows, designated entrances and exits, designated seats that maintain physical distancing). In order to avoid congestion, allow all previous occupants to fully vacate a classroom before entering. No food or drinks are permitted in any classrooms or labs.
- For the most recent information about Carleton's COVID-19 response and required measures, please see the University's COVID-19 webpage, and review the Frequently Asked Questions (FAQs). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca
- Please note that failure to comply with University policies and mandatory public health requirements and endangering the safety of others are considered misconduct under the Student Rights and Responsibilities Policy. Failure to comply with Carleton's COVID-19 procedures may lead to supplementary action involving Campus Safety and/or Student Affairs.