

Department of French, Carleton University
French 1002Y intensive, Fall 2024

**FRENCH 1002, French 2
SECTION Y - Fall 2024**

Course Schedule: Monday, Tuesday et Thursday 11:35 am – 13:25 pm
 Date: September 05, 2024 – December 06, 2024
 Classroom: see Brightspace
 Instructor: Nabila Djafer
 Office Hours: Tuesday and Thursday 6:00pm to 7:00 pm &/or by appointment
 Bureau: Office 1607
 Phone number: 613-520-2600 Ext: 2170
 Communication: **Email via Carleton Account only.** . **I will not reply to any external emails.** I will do my best to reply within 48 hours of receiving your message.
Please note that no correspondence will occur on weekends.
 Email: nabiladjafer@cunet.carleton.ca
 Course coordinator: Francinebenny@cunet.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.
- o 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.
- o 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, 2024**.
- 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 or FINS 2105.

Registration

As per official regulations in the Undergraduate Calendar, **Sept 17th 2024** is the "Last day for registration and course changes in Fall and Fall/Winter courses."

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 six hours a week.

EXPANDED DESCRIPTION

- The course targets the acquisition of oral competence (listening and speaking). Reading, writing, and oral **interactions with peers is 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 EXPECTATIONS

Students are expected to read material and professors are not required information already provided and discussed.

- **General:**
 This is a language course and requires memorization and the ability to produce oral language at as natural a pace as possible 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 10 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**, 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.** Points will be assigned based on both attendance and participation. There will be some activities *during class hours and outside class hours* that will go towards the participation marks.
- If a student misses class, it is the **student's responsibility** to inquire with a classmate what material they missed. It is **not** the instructor's responsibility to repeat information to students who did not attend class. The instructor will repeat the information missed **only** if a justified reason is provided for the absence.

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- **Language of instructions**

Students and instructors are expected to speak in French. English can be used occasionally for clarification purposes. 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 are to be corrected within 10 days after the due date. Feedback will be available after that time frame.

- **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).

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). (see the list of the learning outcomes below)

2. EVALUATION

Grade distribution: *Evaluation dates are subject to change up to the first week of classes*

Oral and written	Date	100%
Oral test in class Description of a photo	September 23-24	5%
Oral comprehension tests in class (2X 5 %)	October 10 & November 7	10 %
Mid-semester oral test in class Description of a photo	October 15-29	10 %
Oral presentation in pair on French Canadian culture	November 14, 19, 21, 26 and 28	10 %
End of semester interviews in pair (online)	December 11- 12 The instructor will schedule the groups distribution in October and post it on Brightspace.	15%
Written/ dictation tests ¹ (4X 5%)	Sept 26, October 17 November 7- December 5	20 %
End of semester exam (comprehension test, dictation, writing)	Exam in December <u>during</u> exam period – date posted online by Carleton in October	15%
Homework In Excursion Read and listen to mandatory texts in Excursion and show your comprehension of those texts	10% throughout de term	10%
Attendance & Participation ²		5%

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¹Writing and dictations tests

For a sake of impartiality and organization, dictation/ written tests may not be differed under any circumstances. However, one test may be missed without penalty. A second missed test will receive a grade of zero.

²Attendance & Participation

Participation includes active and regular in class participation

A full 5% mark will only be given if a student comes to and participates in ALL classes, and completes ALL assignments diligently.

5% will be deducted for speaking English (or any other language other than French), for speaking without permission, for use of a cell phone/laptop in class without permission, and for speaking while the professor or another student is presenting.

- **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' 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 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**

If a student arrives late for an examination, they will not be given extra time to make up for the time they missed. Specifically, if a student misses a section of an oral exam, they will not be given permission to go back and complete that section. A **grade of zero** will be given for any section that is missed.

Students who are unable to attend written test\examinations, presentations or oral examinations must give prior notice or complete the [self-declaration form](#) available on the Registrar's Office website to request academic accommodation.

- 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).**End of Semester Oral Examination:**

- The end of semester oral exam is **cumulative**.
- Students must complete their end of semester oral exam at the scheduled date/time (a schedule will be provided in the month prior to the oral interview).
- If a student misses the 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 a missed end of semester oral exam as **oral exam is compulsory**.
- If a student is to miss the end of semester oral exam for a religious reason, an email must be sent to the instructor **at least one week in advance** and the exam must be re-scheduled before the written exam.

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- **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).
- **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 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

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

Carleton Bookstore:

- Benny, Francine. *Excursion*, Third Edition, Course pack, 2007, Ontario
 - Can be purchased in person

La Librairie du Soleil

- Grégoire, Maïa. *La grammaire progressive du français*, niveau débutant, last Edition, CLE International, Paris.
- Grégoire, Maïa. *La grammaire progressive du français, niveau débutant – Corrigé*, last Edition, CLE international, Paris.
 - Books can be purchased in person or on the website
 - 33 rue George, Ottawa,
Ottawa (ON) Canada K1N 8W5
(613) 241-6999
<https://dusoleil.leslibraires.ca/thematique/fren1002-septembre-2020-livres-requis-3166/>.

Other Material

- Students will require access to a bilingual dictionary, a conjugation book, and a computer. You will need a paper version of the dictionary and conjugation book since you will only be allowed to use paper books for the composition portion of the written exam (no electronics will be permitted).

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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 & 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 basic level*) utterances 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 basic level*) utterances 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 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.

(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;

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- 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.

OTHER FACULTY REGULATIONS

Statement on Academic Integrity

Plagiarism

“The University Academic Integrity Policy defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This includes 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. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT);
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own; and
- failing to acknowledge sources through the use of proper citations when using another’s work and/or failing to use quotations marks.

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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Statement on Student Mental Health

As a University student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. For more information, please consult <https://wellness.carleton.ca/>

Emergency Resources (on and off campus):

- Suicide Crisis Helpline: call or text 9-8-8, 24 hours a day, 7 days a week.
- For immediate danger or urgent medical support: call 9-1-1

Carleton Resources

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off Campus Resources:

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

Requests for Academic Accommodations

<https://students.carleton.ca/course-outline/>

ACADEMIC ACCOMMODATION

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Academic consideration for medical or other extenuating circumstances: Students must contact the instructor(s) as soon as possible, and normally no later than 24 hours after the submission deadline for course deliverables. Carleton is committed to providing academic accessibility for all individuals. You

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may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances, are outlined on the Academic Accommodations website: students.carleton.ca/course-outline.

Students should also consult the [Course Outline Information on Academic Accommodations](#) for more information. Detailed information about the procedure for requesting academic consideration can be found [here](#).

Pregnancy and Family-Status Related Accommodation: Please write to me with any requests for academic accommodation during the first few weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details about the accommodation policy, visit the Equity and Inclusive Communities (EIC) website.

Religious obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details [click here](#).

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, please request your accommodations for this course through the [Ventus Student Portal](#) at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). Requests made within two weeks will be reviewed on a case-by-case basis. For final exams, the deadlines to request accommodations are published in the [University Academic Calendars](#). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

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 where 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: <https://carleton.ca/equity/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.

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Reasonable accommodation will be provided to students who compete or perform at the national or international level. Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist.

<https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>