

**FREN 1002, LOW INTERMEDIATE FRENCH
SECTION B, SUMMER 2019 (JULY AND AUGUST)**

INSTRUCTOR: THERESE GAGNON

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OFFICE AND OFFICE HOURS: BEFORE AND AFTER CLASS IN 204 TORY OR UPON REQUEST.

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.
- Students who are francophone or who have score more than 85 (16-85) in their self-assessment result will not be permitted in this course.
- Students who are complete beginners should take FINS 2105 or FREN 1001.
- Students cannot go backwards in a sequence of levels in language courses.

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 may or may not be reassessed for placement, depending on the instructor's availability.

REGISTRATION

- As per official regulations in the Undergraduate Calendar, the "Last day for registration and course changes for the late summer courses is July 9 and the last day to withdraw from late summer courses with a full fee adjustment is July 22. Withdrawals after this date will result in a permanent notation of WDN on the official transcript."

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

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 is 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.

Prerequisite(s): placement test on Carleton Central before registering. Lecture 12 hours a week.

COURSE EXPECTATIONS

- 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.

At home

Grammar and reading exercises related to subject matters seen in class will be completed at home. Furthermore, students should practice their oral skills via conversation, website activities, movies, radio, television, interaction with native speakers (French monitor), web site, etc.

Study time

In order to increase progress, students will need to engage independently in language learning activities outside the official class hours. For success in the course, we expect students to spend at least twelve hours a week studying the material out-of-class.

Cell phones and laptops

Cell phones and laptops must be closed at all times unless you have the teacher's permission to use them.

2. EVALUATION

Participation and attendance

A student must attend a minimum of 80% of the classes in order to be considered for a passing grade for that semester. Failure to meet this requirement could result in a failing grade. Students are expected to participate actively, in FRENCH ONLY, with other students and with the instructor. Students who use any other languages while in the classroom and do not actively engage in oral exercises or prepare materials assigned for class will lose participation marks. If there is minimal participation, the student may not develop the necessary skills for French communication, which will result in a low grade.

Requirements for written and oral work

The grade for any assignment that is not completed or handed in on the due date will be reduced by 10% per day. Work that is not well presented will be refused by the professor and subject to the penalty mentioned above. All homework must be typed.

Term work, tests and examinations

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/>

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).

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.

GRADE DISTRIBUTION : FOR THE IMPORTANT DATES (ASSIGNMENTS AND EXAMS) SEE THE CULEARN PAGE / POUR LES DATES DES TRAVAUX ET EXAMENS : VOIR LA PAGE CULEARN DANS 'DATES IMPORTANTES À RETENIR'

	100 %
End of term interview	30 %
Writing (16 %) and Comprehension tests (10%)	26%
Home assignments and projects	4 %
Cultural report (oral)	5 %
Oral presentation	15 %
Final written exam	15 %
Attendance and participation (use of the French language)	5 %

3. COURSE MATERIAL

COMPULSORY TEXT BOOKS

- Benny, Francine. *Excursion*, Second Edition, Nelson, 2013, Ontario. (**Carleton bookstore**)
- Grégoire, Maïa. *La grammaire progressive du français et le corrigé* (Niveau débutant), CLE International, 1977, Paris. (**Carleton bookstore**)
- Dictionnaire anglais-français au choix

SUGGESTED BOOKS

- Bescherelle, L'art de conjuguer*, HMH (or any verb book)

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).

5. LEARNING OBJECTIVES

At the end of the course students should be able to (without textual or dictionary support)

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);
- 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;
- write short dictations.

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.

6. DIFFERENT WAYS TO REACH THE LEARNING OBJECTIVES OF THE COURSE/ DIVERSES FAÇONS D'ATTEINDRE LES OBJECTIFS DU COURS

Grammaire

- | | |
|--|--|
| 1. Le présent de l'indicatif : verbes réguliers et irréguliers ainsi que les pronominaux en « er » | 8. Articles indéfinis, définis et partitifs |
| 2. Être + adjectifs | 9. La négation et ses contractions normales |
| 3. Expressions avec AVOIR | 10. Il est + heure; compter (1 à 100) |
| 4. La notion du masculin et du féminin | 11. Initiation à l'impératif |
| 5. Habiter à + nom de ville; au/en + nom de pays | 12. Le futur proche et simple |
| 6. Expressions avec FAIRE | 13. Les trois formes de questions : intonation, inversion, avec « est-ce que » |
| 7. Qui est-ce? C'est... et qu'est-ce que?... C'est... | 14. Les prépositions |
| | 15. Adverbes de temps et de quantités |
| | 16. Les adjectifs possessifs |

17. Les adjectifs démonstratifs
18. Interroger (comment, où, pourquoi, quand)
19. Interroger avec l'adjectif interrogatif quel.
20. Les comparaisons simples
21. Le passé composé (verbes en « er », verbes irréguliers de la grammaire)
22. Le conditionnel de politesse
23. Initiation à l'imparfait (verbes réguliers et irréguliers les plus fréquents)
24. Les pronoms compléments en et y.

□ Phonétique

1. Alphabet
2. Le son [ou] opposé au son [u] et au son [o]
3. Le son [an] opposé au son [on].
4. Le son [è] opposé au son [é] et [e].
5. Le son [un] opposé au son [une].
6. Le son [in] opposé au son [an].
7. Le son [oua].
8. Le son [gne].
9. Le son / ille/
10. Les liquides /l/ et /r/
11. L'absence de 'ne' dans la négation
12. Intonation dans l'interrogation simple.
13. Intonation dans la négation.
14. Liaison avec le pluriel

□ □ Communication orale

1. Présenter – présenter quelqu'un
2. Décrire et se décrire
3. S'excuser
4. Épeler un mot. Comment ça s'épelle?
Comment ça s'écrit?
5. S'informer sur le sens d'un mot. Comment dit-on?
6. Demander poliment
7. Saluer- prendre congé
8. Remercier
9. Identifier des objets
10. Demander un renseignement
11. Exprimer son accord et son désaccord
12. Exprimer ses sentiments (l'inquiétude, la peur, la joie et ses goûts (aimer, adorer, détester, préférer))
13. Accepter et refuser
14. Demander et donner les directions
15. Demander et donner des conseils
16. Dialoguer (sujet de tous les jours : le temps, la famille, le travail, etc.)
17. Parler de soi aisément (au présent)
18. Décrire comment on était par rapport à aujourd'hui (imparfait/présent)
19. Raconter un événement du passé (passé composé)
20. Exprimer des souhaits et demander poliment (conditionnel)
21. Entretenir une conversation en utilisant différents temps de verbes

☐☐ **Communication écrite**

1. Se présenter par écrit
2. Décrire quelqu'un au présent et à l'imparfait
3. Compléter des exercices de renforcement
4. Décrire un événement ou un projet au présent, au passé, au futur
5. Écrire un texte aux différents temps vus en classe
6. Écrire plusieurs paragraphes en relation avec la matière

7. OTHER FACULTY REGULATIONS

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.

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 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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