

## COURSE SYLLABUS

COURSE TITLE: FREN-105: Parlez-vous francais? 1

CLASS SECTION: 001

TERM: 2024F

COURSE CREDITS: 3

DELIVERY METHOD(S): In-person



Camosun College campuses are located on the traditional territories of the Ləkʷəŋən and W̱SÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here.

Learn more about Camosun's [Territorial Acknowledgement](#).

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### INSTRUCTOR DETAILS

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NAME: Isabelle Gingras (elle, she, her)

EMAIL: [gingrasi@camosun.ca](mailto:gingrasi@camosun.ca)

OFFICE: Young-323

HOURS: In-person: Tuesdays: 12:20-1:20 pm and Thursdays: 9:20- 10:20 am. Online meeting upon request.

*As your course instructor, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me. Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.*

#### Indigenization

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##### Welcome to the family community of learning.

By accepting to take the French course FREN-105-001, you accept that you are joining a community based on Métis values, First Peoples Principles of Learning and Haudenosaunee (Iroquois) Seventh Generation Values. These values and principles are, quite naturally, based on human values that are rooted in a supportive and caring community. As a student, you are at the center of this learning process, and as a learner, you are also the main actor.

I, your teacher and learner, want to include in French courses these principles and values in your class. Indeed, the First People Principles of Learning, the 12 Core Métis Values and the Seventh Generation Principle of Iroquois people include the well-being of itself, and for the family and the following seven generations. Learning is linked to a responsibility we have towards ourselves and others.

(For full text, see the *À lire en premier (Read First)* module in D2L Content.)

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#### Inclusive language

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To counter sexism, homophobia and transphobia, the course will apply certain rules of inclusive writing in French. In fact, French is based on the grammatical rules of masculine and feminine gender, among others, and there is no neutral gender.

(For full text, see the *À lire en premier (Read First)* module in D2L Content.)

## CALENDAR DESCRIPTION

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This is an introductory course for students with little or no knowledge of French who would like to gain foundational skills in grammar and vocabulary. Students will develop basic proficiency in oral expression, listening comprehension, reading and writing. This course is highly experiential; students interact directly with the French language using a variety of authentic materials and media. Students will begin to contextualize the French language through exposure to diverse aspects of francophone cultures.

### PREREQUISITE(S):

Not Applicable

### CO-REQUISITE(S):

Not Applicable

### EXCLUSION(S):

Not Applicable

**Note:** The FREN 105 course corresponds to the Common European Framework of Reference for Languages (CEFR), level A1, beginner level. Students whose first language is French or who have completed high school French immersion should not enrol. Students may consult with the French instructor for more information.

CEFR, Global Scale <https://www.coe.int/en/web/common-european-framework-reference-languages/table-1-cefr-3.3-common-reference-levels-global-scale>

## COURSE LEARNING OUTCOMES / OBJECTIVES

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Upon completion of this course a student will be able to:

1. Demonstrate speaking and listening comprehension by engaging in basic conversations about daily life.
2. Read simple paragraphs and answer written comprehension questions related to the content.
3. Express thoughts and ideas in the present tense, orally and in writing, using foundational grammatical structures and vocabulary.
4. Recognize and discuss the cultural context for the French language.

### Course Content & Specific Outcomes

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#### Communication

- Spelling names and nouns
- Introducing yourself
- Getting acquainted with someone
- Introducing families
- Expressing preferences
- Asking and answering questions about
  - Families
  - friends
  - time
- Describing details of your life, and someone else's life.

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#### Vocabulary

- Alphabet
- Syllabification

## Course Content & Specific Outcomes

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- Diacritic marks
- Classroom vocabulary
- Expressions to interact with people
- Expressions with verbs *avoir* and *être*
- Numbers: 1 to 100
- Family
- Description of someone's life: activities, preferences, marital status, etc.
- Physical characteristics
- Personality
- Basic time expressions
- Days, months, and dates
- Activities and preferences

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### Grammar

- Pronouns
- Pronoun *tu* versus *pronoun vous*, polite form
- Present time
  - Verbs *avoir*, *être*, *s'appeler*
  - Verbs in "er", and "ir"
  - Irregular verbs
  - Reflexive verbs (verbes pronominaux)
- Gender
  - Countries and territories
  - Nationalities
- Definite, indefinite, etc., articles (in French: déterminants définis, indéfinis, partitifs, etc.)
- Possessive adjectives (in French: déterminants possessifs)

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### Syntax

- Affirmative and negative sentences with *ne...pas*, *ne pas de...*
- Interrogative sentences
- Phrasal verbs: *aller*, *venir*, *habiter*, *être* and prepositions

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## REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

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1. Textbook: The free online textbook consists of three chapters and is available on D2L (FREN 105-001). Students could print the entire course pack or download it; alternatively, students may print/download each chapter as required throughout the semester. **However, the textbook was created to be read in paper format, therefore it is strongly suggested to print the textbook to complete the exercises.**

**Note: To better integrate the topics to be learned and practiced, it is preferable to complete the exercises in the printed version of the textbook. However, you can use a laptop or tablet to view the theory on D2L along with the exercises... in paper version.**

2. Bilingual dictionary, like LE ROBERT & COLLINS / MAXI ANGLAIS: ANGLAIS-FRANCAIS, FRANCAIS-ANGLAIS. The dictionary will be used for evaluation in class. Students will use the paper version bilingual dictionary to write short texts during the two tests. You can borrow a bilingual dictionary from the library or purchase one at the college bookstore, both at Lansdowne campus.

**Note: Only the paper version of the bilingual dictionary is allowed during the tests.**

3. Computer or tablet with microphone and camera. Office 365 will be useful. For a free Office 365 subscription, go to: <http://camosun.ca/services/its/other-services.html>

Use of phones is not permitted in class for any reason, including for consulting documents and completing exercises on D2L. In addition, class time cannot be used for completing work for other courses. Using phones or completing work from other courses distract your attention and the one of your colleagues:

*It is wrong to think that we are multitasking. It is physiologically impossible to do two tasks at once when they are not deeply integrated\**. (free translation of French)

\*Pasquinelli, Elena. *Mon cerveau, ce héros. Mythes et réalité. Le Pommier 2015* cited in *Les Neurosciences de l'éducation. De la théorie à la pratique en classe, 2<sup>nd</sup> ed. Chronique sociale, 2017*, dir. Francis Eustache & Franck. Devière.

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## Recommended materials

### Paper Version

1. Grammar of verb conjugation. Bescherelle, L.-N (2012). *L'art de conjuguer: dictionnaire de 12 000 verbes*. Hurtubise. (9 copies, and one on hold, available at Camosun Library, Lansdowne campus)
2. Morton, Jacqueline. (2002). *English Grammar for Students of French. The Study Guide for those Learning French*. The Olivia and Hill Press. (2 copies available, and one on hold, at Camosun Library, Lansdowne campus)
3. Dorion, Leah. *The Giving Tree. A Retelling of a Traditional Métis Story*. Gabriel Dumont Institute, 2009. Illustrated by Leah Dorion. Michif translation by Norman Fleury.

### Online Version

Bilingual and unilingual dictionaries:

1. Larousse: <https://www.larousse.fr/> (audio included)
2. Collins: <https://www.collinsdictionary.com/>
3. Wordreference: <https://www.wordreference.com/> (audio included)
4. More online resources available on D2L FREN 105-001 and French Library Guide of Camosun: <https://camosun.libguides.com/frenchlanguagelearning>
5. Values of *The Giving Tree Story*: <https://www.metismuseum.ca/media/document.php/04992.The%20Giving%20Tree%20Values.%20Circle%20Book%20of%20Metis%20Values.PDF>
6. First People Principles of Learning. <https://www.fnesc.ca/first-peoples-principles-of-learning/>
7. Haudenosaunee\* Confederacy. Values. The Seventh Generation Values of Iroquois. <https://www.haudenosauneeconfederacy.com/values/>

The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor.

**Class Schedule:**

- Tuesdays: 1:30 pm – 3:20 pm, Young 211
- Thursdays: 1:30 pm – 3:20 pm, Young 211

**Weekly Plans:**

A detailed weekly plan will be provided every week on the content of each class on D2L FREN 105-001. Weekly plans will be uploaded to D2L Contents in the “**Planifications hebdomadaires (Weekly Plans)**” module.

**Due dates for evaluations:**

You will also find the due dates posted on D2L, including:

- **Course home:** FREN-105-001-Fall 2024-Isabelle Gingras (PDF file)
- **Mes outils/My Tools:** Assignments, Calendar
- **Mes outils/My Tools:** Content:
  - “Les évaluations (Evaluations)” module
  - “Planifications hebdomadaires (Weekly Plans)” module (PDF files).

Semaine (Week)	Class Dates	Topic(s)	Evaluation Due OS = Online Submission; IC = In class
1	3 septembre	<b>Chapitre 1: Salut! Bonjour! Faire connaissance!</b>	
	5 septembre	Chapitre 1: Salut! Bonjour! Faire connaissance!	
2	10 septembre	Chapitre 1: Salut! Bonjour! Faire connaissance!	
	12 septembre	Chapitre 1: Salut! Bonjour! Faire connaissance!	
3	17 septembre	Chapitre 1: Salut! Bonjour! Faire connaissance!	
	19 septembre	Chapitre 1: Salut! Bonjour! Faire connaissance!	<b>Participation.</b> Discussion Topic 1 released on D2L. (OS)
4	24 septembre	Chapitre 1: Salut! Bonjour! Faire connaissance!	<b>Self-Assessments 1, version 1, 5% (OS: Word file)</b>
	26 septembre	<b>Chapitre 2: Qui es-tu? Parler de soi, de sa famille et de ses amis.</b>	<b>Oral Project 1, monologue, 5% (OS: mp3 file)</b>
5	1 octobre	Chapitre 2: Qui es-tu? Parler de soi, de sa famille et de ses amis.	
	3 octobre	<b>Test 1, 5% (IC)</b>  Chapitre 2: Qui es-tu? Parler de soi, de sa famille et de ses amis.	<b>Test 1, 5% (IC)</b>  <b>Self-Assessment 1 with correction, version 2, 5% (IC: paper version)</b>  <b>Participation.</b> Discussion Topic 2 released on D2L. (OS)

Semaine (Week)	Class Dates	Topic(s)	Evaluation Due OS = Online Submission; IC = In class
6	8 octobre	Chapitre 2: Qui es-tu? Parler de soi, de sa famille et de ses amis.	
	10 octobre	Chapitre 2: Qui es-tu? Parler de soi, de sa famille et de ses amis.	
7	15 octobre	Chapitre 2: Qui es-tu? Parler de soi, de sa famille et de ses amis.	
	17 octobre	Chapitre 2: Qui es-tu? Parler de soi, de sa famille et de ses amis.	<b>Participation.</b> Discussion Topic 3 released on D2L. (OS)
8	22 octobre	Chapitre 2: Qui es-tu? Parler de soi, de sa famille et de ses amis.	
	24 octobre	<b>Chapitre 3 : Que fais-tu? Parler de sa vie quotidienne.</b>	
9	29 octobre	Chapitre 3 : Que fais-tu? Parler de sa vie quotidienne.	<b>Self-Assessment 2, version 1, 5%</b> (OS: Word file)
	31 octobre	Chapitre 3 : Que fais-tu? Parler de sa vie quotidienne.	<b>Oral Project 2, reading, phonics, 10%:</b> (OS: mp3 file) <b>Participation.</b> Discussion Topic 4 released on D2L. (OS)
10	5 novembre	Chapitre 3 : Que fais-tu? Parler de sa vie quotidienne.	
	7 novembre	Chapitre 3 : Que fais-tu? Parler de sa vie quotidienne.	
11	12 novembre	Chapitre 3 : Que fais-tu? Parler de sa vie quotidienne.	
	14 novembre	<b>Test 2, 10% (IC)</b>	<b>Self-Assessment 2 with correction, version 2, 5%</b> (IC: paper version) <b>Test 2, 10% (IC)</b> <b>Participation.</b> Discussion Topic 5 released on D2L. (OS)
12	19 novembre	Chapitre 3 : Que fais-tu? Parler de sa vie quotidienne.	
	21 novembre	Chapitre 3 : Que fais-tu? Parler de sa vie quotidienne.	
13	26 novembre	Chapitre 3 : Que fais-tu? Parler de sa vie quotidienne.	<b>Self-Assessments 3, version 1, 10%</b> (OS: Word file)
	28 novembre	Chapitre 3 : Que fais-tu? Parler de sa vie quotidienne.	<b>Oral Project 3, dialogue, 10%, (OS: mp3 file)</b> <b>Participation.</b> Discussion Topic 6 released on D2L. (OS)
14	3 décembre	Chapitre 3 : Que fais-tu? Parler de sa vie quotidienne.	

Semaine (Week)	Class Dates	Topic(s)	Evaluation Due OS = Online Submission; IC = In class
	5 décembre	Oral Project 4	Oral Project 4, family gathering : writing, reading, conversation, 15%: (OS: mp3 file)
	TBA	Test 3, 15% (IC) During the exam period, Dec.9-17	Self-Assessment 3 with correction, version 2, 10% (IC: paper version) Due the day of Test 3 Test 3, 15% (IC) During the exam period, Dec.9-17

Students registered with the Centre for Accessible Learning (CAL) who complete quizzes, tests, and exams with academic accommodations have booking procedures and deadlines with CAL where advanced noticed is required. Deadlines scan be reviewed on the [CAL exams page](http://camosun.ca/services/accessible-learning/exams.html). <http://camosun.ca/services/accessible-learning/exams.html>

### Important College Dates

For more details, please go to:

<https://camosun.ca/registration-records/registration/important-dates-and-deadlines/upcoming-dates-deadlines-2024/25>

Month	Date	Event
September	2	<ul style="list-style-type: none"> <li>Labour Day. College closed</li> <li>100% Refund Deadline</li> </ul>
	3	<ul style="list-style-type: none"> <li>Courses begin</li> </ul>
	9	<ul style="list-style-type: none"> <li>Course Add / Drop Deadline.</li> <li>80% Refund Deadline</li> </ul>
	30	<ul style="list-style-type: none"> <li>National Day for Truth and Reconciliation. College closed.</li> </ul>
October	14	<ul style="list-style-type: none"> <li>Thanksgiving. College closed</li> </ul>
	18	<ul style="list-style-type: none"> <li>Final Exam Scheduled posted</li> </ul>
November	11	<ul style="list-style-type: none"> <li>Remembrance Day. College closed</li> </ul>
December	7	<ul style="list-style-type: none"> <li>Last day of instruction.</li> <li>Last Day to Withdraw without Academic Penalty.</li> </ul>
	9-17	<ul style="list-style-type: none"> <li>Exam period</li> </ul>
	25 – January 1	<ul style="list-style-type: none"> <li>Holiday Break. College closed.</li> </ul>

## EVALUATION OF LEARNING

### Listening, Reading-Writing Self-Assessments, Oral Projects, Tests and Quiz

Learning a language is based on practice, which means on repetition of the subjects learned and learning new subjects and so on. The French course FREN 105-001 aims above all to give you, students, the chance to practice and improve your skills. It is strongly suggested to practice the four competencies using the textbook for 3 to 4 hours per week, which makes a big difference in learning a language. The course therefore focuses on **self-learning, responsibility, honesty within all of you and with others through experiential learning** but also on feedback from your members-classmates and your teacher-learner, Isabelle. For this reason, the four competencies will be assessed through three cumulative self-assessments, four oral projects, three tests, and participation based on **tolerance, respect, kindness, sharing, balance, caring, courage, honesty, patience**.

1. **Self-Assessments (x3) with listening, reading, writing with vocabulary, grammar, and syntax** (5%+5%+10%),
2. **Oral Projects (x4)** (5%+10%+10%+15%).
3. **Participation** (10%)
4. **Tests (x3)** (5%+ 10%+15%)

The projects submissions have been already scheduled (see the calendar above) and they will be announced on the D2L weekly plans. The due dates are also on D2L.

DESCRIPTION	WEIGHTING
<p><b>Self-Assessments (x3):</b> listening, reading, writing with vocabulary, grammar, and syntax.</p> <p><b>Note:</b> There are two submissions for each self-assessment. The first with no correction, and the second with correction and personal feedback.</p> <p><i>Purpose: Self-learning, responsibility, honesty within us and with others through experiential learning</i></p>	<p>Total Weight: 20%</p> <ol style="list-style-type: none"> <li>1. 5%</li> <li>2. 5%</li> <li>3. 10%</li> </ol>
<p><b>Oral Projects (x4).</b> In groups of six</p> <p><i>Purpose: Family-Community Gathering. Learning through oral transmission with respect, kindness, caring, patience</i></p>	<p>Total Weight: 40%</p> <ol style="list-style-type: none"> <li>1. 5%</li> <li>2. 10%</li> <li>3. 10%</li> <li>4. 15%</li> </ol>
<p><b>Participation.</b> Different activities through the semester. D2L, every second week, and in-class, the entire semester. Group of six.</p> <p><i>Purpose: Family-Community Gathering. Community of spirit. Community responsibility and self-regulation, tolerance, respect, kindness, sharing, balance, caring, courage, honesty, patience</i></p>	<p>Total Weight: 10%</p>



DESCRIPTION	WEIGHTING
<b>Tests (x3)</b> <b>listening, reading, and writing with vocabulary, grammar, and syntax.</b> <i>Purpose:</i> Self-learning, responsibility, honesty	Total Weight: 30%  1. 5% 2. 10% 3. 15%
	100%

556577If you have a concern about a grade you have received for an evaluation, please come and see me as soon as possible. Refer to the [Grade Review and Appeals](#) policy for more information.

<http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf>

## COURSE GUIDELINES & EXPECTATIONS

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### Self-Assessments with listening, reading, writing with vocabulary, grammar, and syntax exercises (20%)

Self-learning, responsibility, honesty within us and with others through experiential learning

- Self-Assessment 1 (SA1), 5%:  
- Chapter 1: Salut! Bonjour! Faire connaissance!
- Self-Assessment 2 (SA2), 5%:  
- Chapter 1: Salut! Bonjour! Faire connaissance!  
- Chapter 2: Qui es-tu? Parler de soi, de sa famille et de ses amis.
- Self-Assessment 3 (SA3), 10%:  
- Chapter 1: Salut! Bonjour! Faire connaissance!  
- Chapter 2: Qui es-tu? Parler de soi, de sa famille et de ses amis.  
- Chapter 3 : Que fais-tu? Parler de sa vie quotidienne.

It is critical that your **first submission for each self-assessment** be submitted before the answer key is posted two days after. This means a late submission can only be received for two days. There is a penalty of 5% for submitting late, after 1:30 PM on the due date. After the answer key is posted, your first submission will not be accepted and the entire assignment will receive a 0.

Your **second submission, handed in on paper**, is due at 1:30 PM on the due date. If you are unable to turn in your second submission in paper due to illness, submit it to the digital dropbox on D2L on time and bring a paper copy to me when you are feeling better. Otherwise, a 5% per day late penalty applies. **Self-Assessments, version 2, more than five days late (including weekends) will no longer be accepted, and then no marked**, but at your request, the teacher-learner can give you feedback.

The second and third self-assessments, projects and tests contain some of the topics from the previous self-assessment-s, project-s, and test-s because the final objective is to be able to understand and communicate in French on subjects of everyday life. Self-learning and feedback are essential to achieve the course objectives but more importantly to be able to communicate in French in real-life situations.

For each competency, there are three self-assessments with personal feedback based on your learning experience, three tests, and four oral projects. Self-assessments and oral projects help to practice the content of tests through self-learning-teaching.

## Submissions

### Self-Assessments with listening, reading, writing with vocabulary, grammar, and syntax exercises (20%)

Self-learning, responsibility, honesty within us and with others through experiential learning

Here are the steps to follow to submit your Listening, Reading-Writing self-assessments.

1. Submit your completed first version self-assessment in *D2L-Assignments*.
2. Two days after, correct your self-assessments using the answer keys, PDF file, found in *D2L Contents: Evaluations > Self-Assessments > Answer Keys* module. For the correction method, read the instructions in *D2L Contents: Evaluations > Self-Assessments*.
3. Finally, resubmit your self-assessments, this time corrected, **in paper version in class**. See above the due dates

### Oral Projects (5%+10%+10%+15%)

Family-Community Gathering. Learning through oral transmission with respect, kindness, caring, patience

- **Oral Project 1 (5%): audio: Listening, speaking: Individual**  
- chapter 1: introducing yourself.

**You as a learner:** listen, record, submit.

Steps:

1. Listen the questions (audio tracks) in D2L.
2. Answer to the questions with full sentences.
3. Record your monologue in a mp3 file and submit the audio file in *D2L-Assignments*. The submission is due at 1:30 pm by the due date.

**You as a teacher:** review one of your family-community member oral monologue. Give her/him/they feedback between the week before the submission or one week after the due date of submission. Not marked.

Steps:

1. Review the oral of one your family-community member monologue.  
Give him / they / her general feedback between the week before due date and one week after the due date submission. **The more you take responsibility for your own learning, the more you can help your family-community member, for example, by giving better feedback.**

### Note:

- A. You do not have to share any personal information. You can create your own character, use a fictional character.
- B. You have to respect the order of the questions and the topics contained. For example:
  1. Comment t'appelles-tu? / What is your name?
  2. D'où viens-tu? / Where do you come from?

Your monologue is:

Je m'appelle Isabelle. Je viens du Canada. / My name is Isabelle . I come from Canada.

You will be divided into four groups: six learners-teachers, or so. Each group will have to listen to the questions, on D2L, that are assigned to their group. If you get the wrong group and therefore the wrong questions, you will have to start over. Note that the questions and topics in each group are at the same level, i.e., beginner, and respect the topics in the associated chapters, including grammar, vocabulary, and syntax. The submission is due at 1:30 pm by the due date.

- **Oral Project 2 (10%): audio: reading, phonics: Individual**

- chapters 1 and 2: reading of two different texts: a short descriptive text and a dialogue.

**You as a learner:** listen, record, submit.

Steps:

1. Prepare your oral reading by applying some phonetic rules. An example will be explained in class and available on D2L.
2. Read aloud the two texts, one monologue and one dialogue, and record them on a single mp3 file. Submit the audio file in D2L-Assignments.

This exercise is aimed at practicing and applying phonetic rules, and all of you will have the same texts. The submission is due at 1:30 pm by the due date.

**You as a teacher:** Review one of your family-community member readings. Give her/him/they feedback between the week before the submission or one week after the due date of submission. Not marked.

Steps:

1. Review the oral of one your family-community member oral readings.
2. Give they/ her / him general feedback between the week before due date and one week after the due date submission. **The more you take responsibility for your own learning, the more you can help your family-community member, for example, by giving better feedback.**

- **Oral Project 3 (10%): Conversation with a family community member. Two members of family community as learners-teachers:**

Steps:

**You as a learner:** listen, create with your member a dialogue, record, submit.

**Two members of family community as learners:**

- chapters 1, 2 and 3: talk about family and describing your life or someone's life:

1. Meet one of your family community members.
2. Listen the questions or the answers (audio tracks) in D2L.
3. Create the dialogue with your family member.
4. Submit the audio file in D2L-Assignments under your names, both of you.

**Please note:** Some questions or answers are missing. You must complete the dialogue by creating questions that go with answers or creating answers that go with questions.

**You as a teacher:** Review two of your family-community members dialogue. Give them feedback between the week before the submission or one week after the due date of submission. Not marked.

**The more you take responsibility for your own learning, the more you can help your family-community member, for example, by giving better feedback.**

👉 **Note:** Learners-teachers who don't have a member with whom to create a dialogue due to non-attendance, or lack of attendance, and without legitimate reason will receive the mark of 0 /10.

- **Oral Project 4 (15%): Family Community Gathering. The entire family community: 6 members or so.**

Steps:

**You as a learner:** write, create, share by reading your story, care about others by listening, asking questions and answer to questions.

1. Write your identity story in your greeting cards. Use extra sheet if needed.
2. Read aloud your story at the family community gathering.
3. Ask questions to your members who will answer.
4. Teacher-Learner will also ask questions by random to your members.
5. At the end of the family gathering, each of you will thank the members in its own way using French, any other language if so, and English for comprehension. You can ask as to the teacher-learner to review the French version.

👉 **Note:** Learners-teachers who don't attend the family community gathering due to non-attendance, or lack of attendance, and without legitimate reason will receive the mark of 0 /15.

### Late submissions

Late submissions, starting at 1:30 pm on the due date, will lose 5% per day unless accompanied by a legitimate reason. Oral Projects more than five days late (including weekends) will no longer be accepted, and then no marked, but at your request, the teacher-learner can give you feedback.

The objective of these orals is to encourage student learning while expressing creativity through conversation and by applying basic rules in French phonetics (pronunciation, links, intonation, rhythm) by reading aloud texts. Students are also welcomed to meet the teacher during office hours at her office or on request online meeting to practice their oral expression (pronunciation, rhythm, and intonation).

To submit recordings or videos in *Assignments*, students may refer to the following tutorial, PDF file, that is on D2L FREN-105-001 Course Home: "Media Assignments including File Submissions\_2022". There are also the tutorials [Uploading Media \(Video or Audio Files\) to My Media \(Kaltura\)](#) and [Adding a Kaltura Video to an Assignment](#) at : <https://elearningtutorialscamosun.opened.ca/kaltura-tutorials/kaltura-for-students/>

### Participation (10%)

Community responsibility and self-regulation, tolerance, respect, kindness, sharing, balance, caring, courage, honesty, patience.

You will meet your six, or so, family community members in class during the semester, and online at D2L. Every second week, a topic will be released on D2L Discussion Family-Community Gathering between week 3 and week 13. Your participation consists in expressing your impressions, thoughts and knowledge in a spirit of mutual help and sharing. You can communicate in English and in French when your teacher-learner asks you to.

### Tests (5 %+10%+15%)

Self-learning, responsibilities, caring, sharing

- Test 1 (5%): chapter 1: listening, reading, and writing with vocabulary, grammar, and syntax

- Test 2 (10%): chapters 1 and 2 : listening, reading, and writing with vocabulary, grammar, and syntax
- Test 3 (15%): chapters 1, 2 and 3: listening, reading, and writing with vocabulary, grammar, and syntax

Tests 1, 2 and 3 correspond but not identical to the content and exercises of self-assessments 1, 2 and 3 and oral projects 1, 2, 3 and 4. Tests are completed in class alone.

### The tests are divided into three parts.

- Parts 1 and 2: Listening, Reading, and Comprehensive Reading. Individual. Using a dictionary is not permitted.
- Part 3: Writing. Please bring a bilingual dictionary, French and any other language for the part 3, writing. **You will not be allowed to share your dictionary in class with another learner-teacher.**

The teacher-learner reserves the right to check your dictionary before and during the tests. Please check with your teacher-learner to make sure your dictionary meets the requirements. You can borrow a bilingual dictionary from the library or purchase one at the college bookstore, both at Lansdowne campus.

If you are absent during the tests, you will be required to retake the test within a week. **To retake a test, you need to provide a legitimate reason for not taking the test in class.** If you are unable to complete the tests within one week, the percent for Test 1 will be transferred to Test 2, and the Test 2 to Test 3. For Test 3, unless there is a valid reason, the mark will be 0.

### Communication by emails

Writing an email is not writing a text message. Be specific in your email. Here are the recommendations:

- The subject: be specific
- The beginning of the message: you can use : Bonjour / Bonjour Isabelle / Bonjour, [Madame Gingras](#) as I sign in [my Camosun emails](#) with "elle, she, her, hers" .
- The paragraph: write your email clearly. If you refer to an exercise, specify the exercise number, the textbook page, the self-assessment page, the web page...
- Sign with your first and last name and the section of your French course. Example: John Smith, 001

**Note:** You can use "dear" in English, but "cher, chère", the French version of "dear" , is only for someone who is part of your private social circle such as family, friends...

If you book a time for a meeting with the teacher during the office hours and you cannot attend the appointment, please, if it is possible, send an email saying that you cancel the appointment. In that way, you will give another student the chance to come at the time of the cancel meeting. Thank you ! Merci! (French) Kw' (Lekwungen), Marsee! (Métis: Michif), Nyá:wen! (Iroquois: Mohawk), Tavvauvutit (Inuit: Inuktitut).

### SCHOOL OR DEPARTMENTAL INFORMATION

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Contact information:

- Frank Jankunis, Chair of the Humanities Department  
Email: [jankunisf@camosun.ca](mailto:jankunisf@camosun.ca)  
Phone: [250-370-3360](tel:250-370-3360)  
Office: Young 319
- School of Arts and Science (SAS):

Email: [artsci@camosun.ca](mailto:artsci@camosun.ca)

Phone: 250-370-3298

Office: Fisher 104

## STUDENT RESPONSIBILITY

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Enrolment at Camosun assumes that the student will become a responsible member of the College community. As such, each student will display a positive work ethic, assist in the preservation of College property, and assume responsibility for their education by researching academic requirements and policies; demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

### **Note: Missing an evaluation, late assignments, cheating and plagiarism**

Emergency circumstances **are the only legitimate reasons** to miss a due date or a test in class. Students who are absent the day of a test are expected to contact the teacher **prior to the tests.**

Remember: It is your responsibility to find out from colleagues what class work, announcements, or assignments you have missed while absent, as well as to check the D2L for this course periodically.

### **IMPORTANT: Cheating and Plagiarism**

**All the evaluations must be completed without any translators or proofreading (speaking) by anyone else.** Project that suggests the use of external help will not be accepted and will be marked 0. Using AI, translator programs or having another person do your project constitutes **cheating**.

Camosun College Policy E-1.13: "Academic integrity is the commitment to and demonstration of honest and ethical behaviour in an academic setting. It is the performance of all academic work without cheating, plagiarizing, lying, stealing, inappropriately collaborating, falsifying information, or receiving unauthorized assistance from any other person or using any source of information not appropriately authorized or attributed."

It is the students' responsibility to read *E-1.13 Academic Integrity* document. Students may also consult the library pages "Academic Integrity Course" and register to the Academic-Integrity: Online library session.

What happens if a student does not follow the Academic Integrity policies? The professor will contact the student and request a meeting. If so, a letter will then be sent to the student, to the chair of the Humanities Department and the dean of School of Arts and Science (SAS) in which the academic misconduct will be explained.

Students can also consult the document *Process for Documenting and Addressing Academic Misconduct (E-1.13.1)* and the webpage "Academic regulations & Standards", link "Academic Integrity"

## SUPPORTS AND SERVICES FOR STUDENTS

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Camosun College offers a number of services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit <http://camosun.ca/students/>.

Support Service	Website
Academic Advising	<a href="https://camosun.ca/services/academic-supports/academic-advising">camosun.ca/services/academic-supports/academic-advising</a>
Accessible Learning	<a href="https://camosun.ca/services/academic-supports/accessible-learning">camosun.ca/services/academic-supports/accessible-learning</a>
Counselling	<a href="https://camosun.ca/services/health-and-wellness/counselling-centre">camosun.ca/services/health-and-wellness/counselling-centre</a>
Career Services	<a href="https://camosun.ca/services/co-operative-education-and-career-services">camosun.ca/services/co-operative-education-and-career-services</a>
Financial Aid and Awards	<a href="https://camosun.ca/registration-records/financial-aid-awards">camosun.ca/registration-records/financial-aid-awards</a>
Help Centres (Math/English/Science)	<a href="https://camosun.ca/services/academic-supports/help-centres">camosun.ca/services/academic-supports/help-centres</a>
Indigenous Student Support	<a href="https://camosun.ca/programs-courses/iecc/indigenous-student-services">camosun.ca/programs-courses/iecc/indigenous-student-services</a>
International Student Support	<a href="https://camosun.ca/international">camosun.ca/international</a>
Learning Skills	<a href="https://camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills">camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills</a>
Library	<a href="https://camosun.ca/services/library">camosun.ca/services/library</a>
Office of Student Support	<a href="https://camosun.ca/services/office-student-support">camosun.ca/services/office-student-support</a>
Ombudsperson	<a href="https://camosun.ca/services/ombudsperson">camosun.ca/services/ombudsperson</a>
Registration	<a href="https://camosun.ca/registration-records/registration">camosun.ca/registration-records/registration</a>
Technology Support	<a href="https://camosun.ca/services/its">camosun.ca/services/its</a>
Writing Centre	<a href="https://camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills">camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills</a>

If you have a mental health concern, please contact Counselling to arrange an appointment as soon as possible. Counselling sessions are available at both campuses during business hours. If you need urgent support after-hours, please contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

## COLLEGE-WIDE POLICIES, PROCEDURES, REQUIREMENTS, AND STANDARDS

### Academic Integrity

Students are expected to comply with all College policy regarding academic integrity; which is about honest and ethical behaviour in your education journey. The following guide is designed to help you understand your responsibilities: <https://camosun.libguides.com/academicintegrity/welcome>

Please visit <https://camosun.ca/sites/default/files/2021-05/e-1.13.pdf> for Camosun's Academic Integrity policy and details for addressing and resolving matters of academic misconduct.

### Academic Accommodations for Students with Disabilities

Camosun College is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging appropriate academic accommodations for students with disabilities

to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a documented disability and think you may need accommodations, you are strongly encouraged to contact the Centre for Accessible Learning (CAL) and register as early as possible. Please visit the CAL website for more information about the process of registering with CAL, including important deadlines: <https://camosun.ca/cal>

### Academic Progress

Please visit <https://camosun.ca/sites/default/files/2023-02/e-1.1.pdf> for further details on how Camosun College monitors students' academic progress and what steps can be taken if a student is at risk of not meeting the College's academic progress standards.

### Course Withdrawals Policy

Please visit <https://camosun.ca/sites/default/files/2021-05/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <https://camosun.ca/registration-records/tuition-fees#deadlines>.

### Grading Policy

Please visit <https://camosun.ca/sites/default/files/2021-05/e-1.5.pdf> for further details about grading.

### Grade Review and Appeals

Please visit <https://camosun.ca/sites/default/files/2021-05/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

### Medical / Compassionate Withdrawals

Students who are incapacitated and unable to complete or succeed in their studies by virtue of serious and demonstrated exceptional circumstances may be eligible for a medical/compassionate withdrawal (see [Medical/Compassionate Withdrawals policy](#)). Please visit <https://camosun.ca/services/forms#medical> to learn more about the process involved in a medical/compassionate withdrawal.

### Sexual Violence

Camosun is committed to creating a campus culture of safety, respect, and consent. Camosun's Office of Student Support is responsible for offering support to students impacted by sexual violence. Regardless of when or where the sexual violence occurred, students can access support at Camosun. The Office of Student Support will make sure students have a safe and private place to talk and will help them understand what supports are available and their options for next steps. The Office of Student Support respects a student's right to choose what is right for them. For more information see Camosun's Sexualized Violence Policy: <https://camosun.ca/sites/default/files/2021-05/e-2.9.pdf> and [camosun.ca/services/sexual-violence-support-and-education](https://camosun.ca/services/sexual-violence-support-and-education).

To contact the Office of Student Support: [oss@camosun.ca](mailto:oss@camosun.ca) or by phone: 250-370-3046 or 250-370-3841



### Student Misconduct (Non-Academic)

Camosun College is committed to building the academic competency of all students, seeks to empower students to become agents of their own learning, and promotes academic belonging for everyone. Camosun also expects that all students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Please review Camosun College's Student Misconduct Policy at <https://camosun.ca/sites/default/files/2021-05/e-2.5.pdf> to understand the College's expectations of academic integrity and student behavioural conduct.

### Looking for other policies?

The full suite of College policies and directives can be found here:

<https://camosun.ca/about/camosun-college-policies-and-directives>

**Changes to this Syllabus:** Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. The College reserves the right to change courses if it becomes necessary so that course content remains relevant. In such cases, the instructor will give the students clear and timely notice of the changes