

# COURSE SYLLABUS



COURSE TITLE: FREN-106: Parlez-vous francais? 2

CLASS SECTION: 001

TERM: Winter 2024

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

NAME: Isabelle Gingras

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

OFFICE: Young-323

HOURS: In-person: Mondays 1:20-2:20 pm and Wednesdays: 10:15 am -11:15 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.*

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## CALENDAR DESCRIPTION

In this course, students will further their proficiency in oral expression, listening comprehension, reading and writing. Students will build on their knowledge of grammatical structures and vocabulary and will develop the ability to communicate in simple and predictable situations. Students will engage directly with the language through exposure to authentic French-language materials using a variety of media. Students will deepen their knowledge of francophone cultures through examination of text, discussion, video and music.

### PREREQUISITE(S):

All of:

- C in FREN 105

### CO-REQUISITE(S):

Not Applicable

### EXCLUSION(S):

Not Applicable

## COURSE LEARNING OUTCOMES / OBJECTIVES

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

1. Demonstrate speaking and listening and writing comprehension by communicating needs and intentions in simple phone calls and emails or conversations.
2. Read simple texts, and answer orally and in writing, questions about the texts.
3. Express, orally and in writing, thoughts and ideas in a variety of tenses, including present and future.
4. Describe select aspects of the cultural context for the French language.

## REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

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### Required materials in class

1. Textbook: The free online textbook consists of three chapters and is available on D2L (FREN 106-001). 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. Also, the use of computers in the Ewing 112 lab during class time is strictly reserved for course activities.

**Note:** Use of phones is not permitted in class for any reason, including for consulting documents and completing exercises on D2L. You can use a laptop or tablet to view documents and resources on D2L or on the Internet. In addition, class time cannot be used for completing work for other courses.

*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\**. (translated from French by the teacher)

\*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.

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 some part of 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>.

**Note:** Students can bring a computer or tablet on Monday class in Young 325. Students don't need to bring computer or tablet as classes will be in a laboratory, Ewing 112. However, Students are required to bring their own headphones for listening activities.

## Recommended materials

### Paper Version

1. Grammar of verb conjugation. Bescherville, L.-N (2012). *L'art de conjuguer: dictionnaire de 12 000 verbes*. Hurtubise. (copies 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. Sussel, Anne & Al. (2012). *Bled: vocabulaire anglais*. Hachette Éducation. There are also versions for Spanish, Italian, German and French.

### Online Version

Bilingual and unilingual dictionaries:

1. Larousse: online dictionary: <https://www.larousse.fr/> (audio included)
2. WordReference: <https://www.wordreference.com/> (audio included)
3. More online resources available on D2L FREN 106-001 and French Library Guide of Camosun: <https://camosun.libguides.com/frenchlanguagelearning>

## COURSE SCHEDULE, TOPICS, AND ASSOCIATED PREPARATION / ACTIVITY / EVALUATION

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

### Course Schedule

Mondays: 2:30 – 4:20 pm, Wilna Thomas 202

Wednesdays: 2:30 – 4:20 pm, Ewing 112, laboratory

### Weekly schedule

A detailed weekly plan will be provided every week on the content of each class on D2L FREN 106-001.

There is also a detailed calendar (day by day) on the D2L home page of FREN 106-001.

## Course Content (specific outcomes)

Chapitre 1 : Tu prépares ton voyage? Demander des informations pour la préparation de son voyage.

Chapitre 2 : Tu pars en voyage? Raconter et décrire son voyage. Parler de la météo.

Chapitre 3 : Le voyage. Demander des informations en voyage. Faire des achats.

### Communication

#### Chapitre 1 :

- Demander des informations pour la préparation d'un voyage
  - S'informer par courriel
  - S'informer par téléphone
- Compréhension de lecture

#### Chapitre 2 :

- Raconter et décrire son voyage
- Comprendre et commenter des bulletins de météo
- Compréhension de lecture

#### Chapitre 3 :

- Demander des informations en voyage
- Faire des achats
- Compréhension de lecture

### Structure et grammaire

#### Chapitre 1 :

- Le futur simple versus le conditionnel présent
- Le futur proche (immédiat) versus le futur simple
- Les auxiliaires modaux : vouloir, pouvoir, devoir
- La structure du récit : le blogue de voyage

#### Chapitre 2 :

- Les déterminants interrogatifs, exclamatifs et démonstratifs
- Le présent historique versus le présent de l'indicatif
- Le groupe nominal le complément du nom; l'accord de l'adjectif; la place de l'adjectif
- La météo: des phrases de base; des phrases déclaratives et des phrases interrogatives
- Le groupe verbal: la formation de l'adverbe; les compléments directs et indirects

#### Chapitre 3 :

- Les pronoms démonstratifs et interrogatifs
- Les phrases interrogatives directes et indirectes
- Le groupe verbal : les pronoms personnels (pronoms compléments): compléments directs et indirects
- Les adverbes de quantité et les expressions de quantité de *de*
- La phrase négative et les déterminants partitifs
- Faire des achats : les phrases interrogatives

## Vocabulaire

### Chapitre 1 :

- Les conversations téléphoniques
- Les courriels

### Chapitre 2 :

- La pluie, le soleil, la neige, le vent, les nuages, les désastres naturels, autre
- Des expressions idiomatiques sur la météo
- Des expressions idiomatiques dans la vie de tous les jours
- Des expressions pour se plaindre ou se réjouir du temps
- Les étages d'un immeuble
- La description de lieux et d'évènements : les compagnies de transport et les acronymes; les lieux : adjectifs; les évènements : adjectifs

### Chapitre 3 :

- Les expressions de lieux et les verbes
- Les achats
- La nourriture

## Phonétique

### Chapitre 1 :

- La voyelle -e muette et les consonnes muettes
- La musique de la langue : les groupes rythmiques; l'accentuation; l'intonation

### Chapitre 2 :

- Les liaisons obligatoires et interdites.

### Chapitre 3 :

- Allez! On s'amuse! Les virelangues et la nourriture; les onomatopées: les animaux, les émotions, les bruits; Batman, télé-série 1960; les bandes dessinées

## Francophonie

### Chapitres 1-2-3

- Des créateurs de la francophonie : musique, cinéma, télé-série, etc.

The calendar is subject to change. A detailed calendar (day by day) is on the D2L home page of FREN 106-001.

WEEK or DATE RANGE	ACTIVITY or TOPIC	Evaluations
<b>Semaine 1</b> 8 janvier	Présentation du syllabus et de D2L  Chapitre 1 : Tu prépares ton voyage? Demander des informations pour la préparation de son voyage.	
10 janvier	Chapitre 1 : Tu prépares ton voyage? Demander des informations pour la préparation de son voyage.	
<b>Semaine 2</b> 15 janvier	Chapitre 1 : Tu prépares ton voyage? Demander des informations pour la préparation de son voyage.	

WEEK or DATE RANGE	ACTIVITY or TOPIC	Evaluations
17 janvier	<b>Blog. First step: topic and plan (5 % out of 30%): explanation</b> Chapitre 1 : Tu prépares ton voyage? Demander des informations pour la préparation de son voyage.	
<b>Semaine 3</b> 22 janvier	<b>Oral Presentation. First meeting: plan and partner (5 % out of 25%): explanation</b> Chapitre 1 : Tu prépares ton voyage? Demander des informations pour la préparation de son voyage.	
24 janvier	Chapitre 1 : Tu prépares ton voyage? Demander des informations pour la préparation de son voyage.	<b>Blog-First Step: topic and plan (5 % out of 30%) (paper version, IC)</b>
<b>Semaine 4</b> 29 janvier e	<b>Short Oral Dialogue 1 with a partner, (5% out of 15%): explanation</b> Chapitre 1 : Tu prépares ton voyage? Demander des informations pour la préparation de son voyage.	
31 janvier	Chapitre 1 : Tu prépares ton voyage? Demander des informations pour la préparation de son voyage.	<b>Oral Presentation. First meeting: plan and partner (5 % on 25%), (paper version, IC)</b>
<b>Semaine 5</b> 5 février	Chapitre 2 : Tu pars en voyage? Raconter et décrire son voyage. Parler de la météo.	<b>Short Oral Dialogue 1 with a partner: (5% out of 15%) (IC)</b>
7 février	<b>Second step: correction or your plan, writing the 1<sup>st</sup> version of your blog. Submission of the plan (2<sup>nd</sup> version) and the blog (1<sup>st</sup> version). (10 % out of 30%): explanation</b> Chapitre 2 : Tu pars en voyage? Raconter et décrire son voyage. Parler de la météo.	
<b>Semaine 6</b> 12 février	Chapitre 2 : Tu pars en voyage? Raconter et décrire son voyage. Parler de la météo.	

WEEK or DATE RANGE	ACTIVITY or TOPIC	Evaluations
14 février	<p><b>Oral Presentation. Second meeting:</b> correction or your plan, writing the 1<sup>st</sup> version of your transcript, (5 % out of 25%): explanation</p> <p>Chapitre 2 : Tu pars en voyage? Raconter et décrire son voyage. Parler de la météo.</p>	<p><b>Blog Second step:</b> correction or your plan, writing the 1<sup>st</sup> version of your blog. Submission of the plan (2<sup>nd</sup> version) and the blog (1<sup>st</sup> version). (10 % out of 30%), (paper version IC)</p>
<b>Semaine 7</b> 19 février	<p>Family day (February 19) and Reading Break : February 20 to 23</p> <p>23: College Conversations Day - College closed</p>	
21 février	<p>Reading Break : February 21 to 24</p> <p>24: College Conversations Day - College closed</p>	
<b>Semaine 8</b> 26 février	<p>Short Oral Dialogue 2 with a partner: (5% out of 15%): explanation</p> <p>Chapitre 2 : Tu pars en voyage? Raconter et décrire son voyage. Parler de la météo.</p>	
28 février	<p><b>Test 1: révision / review (10% out of 30%)</b></p> <p>Chapitre 2 : Tu pars en voyage? Raconter et décrire son voyage. Parler de la météo.</p>	<p><b>Oral Presentation. Second meeting:</b> correction or your plan, writing the 1<sup>st</sup> version of your transcript (5 % out of 25%), (paper version, IC)</p>
<b>Semaine 9</b> 4 mars	<p>Chapitre 2 : Tu pars en voyage? Raconter et décrire son voyage. Parler de la météo.</p>	
6 mars	<p><b>Blog-Third Step:</b> correction of your 1<sup>st</sup> version of your blog. Submission of the 2<sup>nd</sup> version of your blog. (5 % out of 30%): explanation</p> <p><b>Oral Presentation. Third meeting:</b> correction of your 1<sup>st</sup> version of your transcript. (5 % out of 25%): explanation</p> <p>Chapitre 2 : Tu pars en voyage? Raconter et décrire son voyage. Parler de la météo.</p>	<p>Short Oral Dialogue 2 with a partner: (5% out of 15%) (IC)</p>

WEEK or DATE RANGE	ACTIVITY or TOPIC	Evaluations
<b>Semaine 10</b> 11 mars	Test 1: chapters 1 and 2: listening, reading, writing with vocabulary, grammar, and syntax (10% out of 30%) (IC).	Test 1: chapters 1 and 2: listening, reading, writing with vocabulary, grammar, and syntax (10% out of 30%) (IC).
13 mars	Chapitre 2 : Tu pars en voyage? Raconter et décrire son voyage. Parler de la météo.  Chapitre3 : Le voyage. Demander des informations en voyage. Faire des achats.	<b>Blog-Third Step:</b> correction of your 1 <sup>st</sup> version of your blog. Submission of the 2 <sup>nd</sup> version of your blog. (5 % out of 30%), (paper version, IC)
<b>Semaine 11</b> 18 mars	Chapitre3 : Le voyage. Demander des informations en voyage. Faire des achats.	<b>Oral Presentation. Third meeting:</b> correction of your 1 <sup>st</sup> version of your transcript, (5 % out of 25%), (paper version, IC)
20 mars	<b>Blog-Fourth Step:</b> Final correction of your blog and questions. Submission of your 3 <sup>rd</sup> and final version of your blog. (10% out of 30%): explanation  Chapitre3 : Le voyage. Demander des informations en voyage. Faire des achats.	
<b>Semaine 12</b> 25 mars	Short Oral Dialogue(s) 3 with a partner: explanation, (5% out of 15%) <b>Final Oral Presentation.</b> Final correction of your 3 <sup>rd</sup> version of your transcript. (10 % out of 30%): explanation  Chapitre3 : Le voyage. Demander des informations en voyage. Faire des achats.	
27 mars	Chapitre3 : Le voyage. Demander des informations en voyage. Faire des achats.	<b>Blog-Fourth Step:</b> Final correction of your blog. Submission of your 3 <sup>rd</sup> and final version of your blog. (10% out of 30%), (paper version, IC)



WEEK or DATE RANGE	ACTIVITY or TOPIC	Evaluations
<b>Semaine 13</b> 1 <sup>er</sup> avril	Lundi de Pâques. / Easter Monday.  Le collège est fermé. / College is closed	
3 avril	<b>Révision test 2 (20% out of 30%)</b>  Chapitre3 : Le voyage. Demander des informations en voyage. Faire des achats.	Short Oral Dialogue 3 with a partner:: (5% out of 15%) (IC)
<b>Semaine 14</b> 8 avril	Chapitre3 : Le voyage. Demander des informations en voyage. Faire des achats.	
10 avril	Chapitre3 : Le voyage. Demander des informations en voyage. Faire des achats.	Final Oral Presentation (10 % out of 25%) (IC)  TBA: <b>The Test 2, 20%, is during the exam period, April 15 to 23.</b>

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>

**Due dates for evaluations:**

**See also the due dates on D2L:**

- Course home: FREN-106-001-Detailed Calendar-Winter2024 and Course Outline FREN-106-001-Syllabus-Winter2024 (PDF files)
- My Tools: Assignments, Calendar, Checklist
- My Tools-Content: Module and sub-modules “Les évaluations”; module “Planification hebdomadaire / Weekly Plan”.

**Legend:**

Online Submission (OS)

In class (IC)

**Janvier / January**

**Semaine / Week 3**

24. **Written Blog-First Step:** topic and plan (5 % out of 30%) (paper version, IC)

**Semaine / Week 4**

31. **Oral Presentation. First meeting:** plan and partner (5 % out of 25%), (paper version, IC)

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**Février / February**

**Semaine / Week 5**

5. **Short Oral Dialogue 1** with a partner. (5% out of 15%) (IC)

**Semaine / Week 6**

14. **Written Blog-Second Step:** correction of your plan, writing the 1<sup>st</sup> version of your blog. Submission of the plan (2<sup>nd</sup> version) and the blog (1<sup>st</sup> version). (10 % out of 30%), (paper version, IC)

**Semaine / Week 8**

28. **Oral Presentation. Second meeting:** correction of your plan, writing the 1<sup>st</sup> version of your transcript. (5 % out of 25%), (paper version, IC)

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**Mars / March**

**Semaine / Week 9**

6. **Short Oral Dialogue 2** with a partner: (5% out of 15%) (IC)

**Mars / March**

**Semaine / Week 10**

11. **Test 1, chapters 1 and 2:** listening, reading, and writing with vocabulary, grammar, and syntax 10% (IC).

13. **Written Blog-Third Step:** correction of your 1<sup>st</sup> version of your blog. Submission of the 2<sup>nd</sup> version of your blog. (5 % out of 30%), (paper version, IC)

**Semaine / Week 11**

18. **Oral Presentation. Third meeting:** correction of your 1<sup>st</sup> version of your transcript. (5 % out of 25%), (paper version, IC)

**Semaine / Week 12**

27. **Written Blog-Fourth Step:** Final correction of your blog. Submission of your 3<sup>rd</sup> and final version of your blog. (10% out of 30%), (paper version IC, and OS mp3 file if podcast)

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**Avril / April**

**Semaine / Week 13**

3. **Short Oral Dialogue 3** with a partner. (5% out of 15%) (IC)

**Semaine / Week 14**

10. **Oral Presentation in class.** (10 % out of 25%)

**TBA: The Test 2, 20%, chapters 1-2-3, is during the exam period, April 15 to 23. (IC)**

## Important Dates

For more details, please go to: <https://camosun.ca/dates#9078>

### Janvier/ January

- 2. College reopens
- 7. 100% Refund Deadline
- 8. Courses begin
- 14. Course Add / Drop Deadline. 80% Refund Deadline

### Février / February

- 16. Final Exam Scheduled posted
- 19. Family Day. College closed
- 20-23: Reading Break
- 23: College Conversation Day. College closed

### Mars / March

- 29. Good Friday. College closed

### Avril / April

- 1. Easter Monday. College closed
- 13. Last day of instruction for most courses. Last Day to Withdraw without Academic Penalty.
- 15-23: Exam period

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## EVALUATION OF LEARNING

### Short Oral Dialogues, Oral Presentation with a partner, Written Blog, Tests

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 106-001 aims above all to give students the chance to practice and improve their 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, but also on feedback from the teacher on students' projects. For this reason, the four competencies (speaking, listening, reading, and writing) will be assessed through two projects, one oral with a partner and one written, three short oral dialogues, and two tests. Self-learning, self-evaluation and feedback from the teacher are essential to achieve the course objectives but more importantly to be able to communicate in French in real-life situations.

The two projects, the three short oral dialogues, and exercises from the textbook help to practice the content of both tests through self-teaching/learning and feedback within students and with the teacher. Thus, it is very important to attend classes, otherwise the group activities and practice may be challenging for students who are absent and for class discussion for practice, projects, and short dialogues.

The projects submissions have been already scheduled (see the calendar above or on the detailed calendar on the home page of D2L) and they will be announced and reminded on the D2L weekly plans. The due dates are also on D2L: Calendar, Checklist, etc. (See page 9 for the list).

DESCRIPTION		WEIGHTING
<b>Short Oral Dialogues (3) with a partner based on course outcomes</b>	1. 5 pts 2. 5 pts 3. 5 pts	15%
<b>Written Blog:</b> evaluation based on writing: structure, vocabulary, grammar, and contents. Choice of real podcast with Radio Victoria. <b>Note:</b> the podcast is not evaluated.	<b>4 steps:</b> 1. 5 % 2. 10 % 3. 5 % 4. 10 %	30%
<b>Meetings (3) and oral presentation with a partner in class.</b> : evaluation based on written and oral competencies: language skills, oral expression, structure, and contents	<b>4 steps:</b> 1. 5 % (meeting) 2. 5 % (meeting) 3. 5 % (meeting) 4. 10 % (oral presentation)	25%
Tests: listening, reading, and writing with vocabulary, grammar, and syntax.	1. 10 % 2. 20 %	30%
	<b>TOTAL</b>	100%

If 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](http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf) policy for more information.  
<http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf>

### Short Oral Dialogues (3) based on course outcomes (10%)

Students in groups of two will present three dialogues during the semester based on the learning oral objectives of chapters 1-2-3. The aim of these orals is also to learn that communicating in another language does not require perfect pronunciation, perfect performance, but to be able to transmit one's requests, information, ideas, and opinions on a given subject despite language errors while specifying that the message must be orally understood. A short, improvised discussion with the teacher based on the contents practiced in and out of class will conclude each of the three dialogues.

**Note: Students don't need to submit their transcripts. The dialogues will be recorded, but not filmed, for better feedback.**

### Written travel blog (potential real podcast at Radio Victoria) (30%)

Students will prepare alone during the semester a written travel blog of one aspect of *la francophonie*. This project is the place for student creativity. Since this project lasts the entire semester, it is best for students to create a project they enjoy. Also, the topic about *la francophonie* can be based on real events, locations, etc., or can be fictive, or a mix of both. The blog may be presented at the French community radio of Victoria: Radio Victoria 107.9FM. The optional participation to the podcasting\* requires a minimum of students, otherwise this activity might be cancelled. Students who want to participate to the podcasting have to record their podcast on

a mp3 file and submit it in D2L, under Assignments. Due date will be announced later but usually the podcast is due at the end of March.

\*Podcasting is “baladodiffusion” in French.

There are **four submissions** to help students to apply the structure of a blog and language rules they learn through the semester. Each submission is evaluated as follows:

1. **First step:** topic and plan (5 % out of 30%)
2. **Second step:** correction of your plan, writing the 1<sup>st</sup> version of your blog. Submission of the plan (2<sup>nd</sup> version) and the blog (1<sup>st</sup> version). (10 % out of 30%)
3. **Third step:** correction of your 1<sup>st</sup> version of your blog. Submission of the 2<sup>nd</sup> version of your blog. (5 % out of 30%)
4. **Fourth step:** Final correction of your blog and questions. Submission of your 3<sup>rd</sup> and final version of your blog. (10% out of 30%).

**Note: All submission are in paper version and are due at the beginning of the class. Late submissions, starting right after the beginning of the class (2:30 pm), will lose 5% per day unless accompanied by a legitimate reason.**

**Oral presentation with a partner in class. Mix of oral presentation with presentation on screen, video, etc. (25%)**

Students will prepare in group of two a live-in-class dialogue in which they discuss about their blogs and contents. This project is the place for student creativity. Students can with the dialogue use other formats like video, Power Point , Word, or other formats of presentation. For example, some students have already created a puppet show; others have created a children's book, etc. Note that the different presentation formats must respect the objectives of the FREN-106 course and the project: the capacity to deliver and organize a presentation, linguistic skills, and oral expression. This is an oral presentation and not a reading text. Students are not allowed to read their presentation/dialogue. However, students are allowed to use contents of their own blogs for the dialogue and if so their podcasts.

This work is based on self-learning. As a result, the more pro-active students are in their learning, the more they are likely to learn. The teacher's role is that of a guide, a consultant. Consequently, during the session, the teacher will meet the teams three times. A week before the meeting, each team is asked to submit a version of their plan and/or dialogue, and to prepare questions and comments for the meeting. The questions can be about language, structure, ideas, etc. The evaluation of the three meetings is based on the progress of the work from one meeting to the next, on the preparation of the meetings (questions, comments) and above all on personal responsibility and towards the partner. Each student is responsible for preparing and communicating regularly with his or her partner. It's a teamwork. The goals are to improve mastery of the French language and practice skills that are transferable to the workplace. Finally, this dialogue will be presented in class during the last class.

There are **four submissions** to help students to be ready for the final presentation. The first three submissions, paper version, are evaluated as follows:

1. **First meeting:** a) plan and first draft, paper version, submitted one week prior to the meeting. At the meeting, the teacher will return the first version with correction and suggestions. (5 % on 25%); b) preparation for the meeting.
2. **Second meeting:** a) second corrected and modified version, submitted one week prior to the meeting. **Note:** You submit the second version with the first version. The teacher needs to see progress. At the meeting, the teacher will return the first version, and the second one with correction and suggestions. b) preparation for the meeting. (5 % on 25%)

3. **Third meeting:** a) third corrected and modified version, submitted one week prior to the meeting. **Note:** You submit the second version with the third version. The teacher needs to see progress. At the meeting, the teacher will return the second version, and the third one with correction and suggestions. b) preparation for the meeting (5 % of 25%)

The fourth and the last version has to be submitted online on D2L-Assignments, but only the oral presentation will be evaluated

4. **A. Final oral presentation in class.** Online Submission on D2L-Assignments of your 4<sup>rd</sup> and final version of your and any documents: Word, video, Power Point... (10% of 25%). Note: Only the oral dialogue will be evaluated, and there is room to reformulate some parts of the dialogue if students forget. The oral presentation will be recorded, but not filmed.

**Note: All submission are in paper version and are due at the beginning of the class. Late submissions, starting right after the beginning of the class ( 2:30 pm), will lose 5% per day unless accompanied by a legitimate reason.** The fourth step is submitted online on D2L by the due date and time otherwise is 5% penalty per day. Please note, if students are not present in class on the day the corrected version is due, students have to submit the corrected version in D2L-Assignments no later than 2:30 pm on the day of submission, otherwise a penalty will apply (see above). If a student is absent from a meeting, unless there is a legitimate reason, the grade is 0. Meetings are evaluations. **If a student is absent from a meeting, unless there is a legitimate reason, the grade is 0. Meetings are evaluations.**

Both the audience and the speakers will be evaluated. The final presentation will be recorded, but not filmed, for better feedback.

To submit recordings or videos in *Assignments*, students may refer to the following tutorial, PDF file, that is on D2L FREN-106-001 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/>

### Objectives:

The objective of the two projects is to encourage students' learning while expressing ideas, thoughts, and preferences, and prepare them to speak in public (in class). Audience (students and teacher only) will interact with the bloggers by asking them questions. Students will be asked to show their progress to the instructor during the term to receive marks and feedback on how to improve their language skills (grammar, syntax, and vocabulary) and their oral expression (pronunciation, rhythm, and intonation). It is thus important to start the preparation as early as possible to receive the maximum of feedback.

### Tests ( 10%+20%)

- Test 1: chapters 1 and 2: listening, reading, and writing with vocabulary, grammar, and syntax
  - Chapitre 1: Tu prépares ton voyage? Demander des informations pour la préparation de son voyage.
  - Chapitre 2 : Tu pars en voyage? Raconter et décrire son voyage. Parler de la météo.
- Test 2: chapters 1, 2 and 3: listening, reading, and writing with vocabulary, grammar, and syntax.
  - Chapitre 1: Tu prépares ton voyage? Demander des informations pour la préparation de son voyage.
  - Chapitre 2 : Tu pars en voyage? Raconter et décrire son voyage. Parler de la météo.
  - Chapitre 3 : Le voyage. Demander des informations en voyage. Faire des achats.

Tests 1 and 2 correspond to the content and exercises of the textbook . Tests are completed in class, before and during the exam period.

Please bring a bilingual dictionary, French and any other language. **You will not be allowed to share your dictionary in class with another student.** The teacher reserves the right to check the students' dictionary before and during the tests. Please check with your professor 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 students are absent during the Test 1 in class, they will be required to retake the test within a week. **To retake a test, students needs to provide a legitimate reason for not taking the test in class.** If students are unable to complete Test 1 within one week, the percent for Test 1 will be transferred to Test 2, which will then count for 30%. If students are absent during the Test 2 during the exam period, they “may be required to provide verification of the emergency circumstance” (<https://camosun.ca/registration-records/policies-and-procedures-students/academic-policies-and-procedures-students> ).

## COURSE GUIDELINES & EXPECTATIONS

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### Course Structure

Students will have to prepare one week in advance the topics that will be discussed and practiced the following week in class. They will have to read the documents before class, summarize their reading in class, and prepare their questions to ask the teacher and colleagues. In this way, the more students are prepared, the more attention can be given to practice and understanding of the content for each and everyone.

It is strongly advised to practice also outside of class hours the four proficiencies. Reading theory and practice of oral exercises (listening and speaking) and written exercises (reading and writing) are very important in learning a language. It is strongly advised to study an average of 3 to 4 hours per week.

### 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.

**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.

## 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**

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 for Students" and "CREDO InfoLit modules", section "Academic Integrity and Plagiarism" and view the videos and complete the short quiz.

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* and the webpage "Academic regulations & Standards", link "Academic Integrity"



Then, 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 translator programs or having another person do your project constitutes **cheating**.

## 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/>.

Academic Advising	<a href="http://camosun.ca/advising">http://camosun.ca/advising</a>
Accessible Learning	<a href="http://camosun.ca/accessible-learning">http://camosun.ca/accessible-learning</a>
Counselling	<a href="http://camosun.ca/counselling">http://camosun.ca/counselling</a>
Career Services	<a href="http://camosun.ca/coop">http://camosun.ca/coop</a>
Financial Aid and Awards	<a href="http://camosun.ca/financialaid">http://camosun.ca/financialaid</a>
Help Centres (Math/English/Science)	<a href="http://camosun.ca/help-centres">http://camosun.ca/help-centres</a>
Indigenous Student Support	<a href="http://camosun.ca/indigenous">http://camosun.ca/indigenous</a>
International Student Support	<a href="http://camosun.ca/international/">http://camosun.ca/international/</a>
Learning Skills	<a href="http://camosun.ca/learningskills">http://camosun.ca/learningskills</a>
Library	<a href="http://camosun.ca/services/library/">http://camosun.ca/services/library/</a>
Office of Student Support	<a href="http://camosun.ca/oss">http://camosun.ca/oss</a>
Ombudsperson	<a href="http://camosun.ca/ombuds">http://camosun.ca/ombuds</a>
Registration	<a href="http://camosun.ca/registration">http://camosun.ca/registration</a>
Technology Support	<a href="http://camosun.ca/its">http://camosun.ca/its</a>
Writing Centre	<a href="http://camosun.ca/writing-centre">http://camosun.ca/writing-centre</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.

### Academic Accommodations for Students with Disabilities

The College is committed to providing appropriate and reasonable academic accommodations to students with disabilities (i.e. physical, depression, learning, etc). If you have a disability, the [Centre for Accessible Learning](#) (CAL) can help you document your needs, and where disability-related barriers to access in your courses exist, create an accommodation plan. By making a plan through CAL, you can ensure you have the appropriate academic accommodations you need without disclosing your diagnosis or condition to course instructors. Please visit the CAL website for contacts and to learn how to get started:

<http://camosun.ca/services/accessible-learning/>

### Academic Integrity

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.13.pdf> for policy regarding academic expectations and details for addressing and resolving matters of academic misconduct.

### Academic Progress

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/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 <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <http://camosun.ca/learn/fees/#deadlines>.

### Grading Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf> for further details about grading.

### Grade Review and Appeals

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

### Mandatory Attendance for First Class Meeting of Each Course

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable reason in advance, you will be removed from the course and the space offered to the next waitlisted student. For more information, please see the "Attendance" section under "Registration Policies and Procedures"

(<http://camosun.ca/learn/calendar/current/procedures.html>) and the Grading Policy at <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf>.

### 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. Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.8.pdf> to learn more about the process involved in a medical/compassionate withdrawal.

### Sexual Violence and Misconduct

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 or misconduct 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 and Misconduct Policy: <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.9.pdf> and [camosun.ca/sexual-violence](http://camosun.ca/sexual-violence). To contact the Office of Student Support: [oss@camosun.ca](mailto:oss@camosun.ca) or by phone: 250-370-3046 or 250-3703841

### 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 <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf> to understand the College's expectations of academic integrity and student behavioural conduct.

**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.