



**CAMOSUN COLLEGE**  
**School of Arts & Science**  
**Department of Humanities**

**FREN-106-001**  
**Parlez-vous français ? 2**  
**Winter 2020**

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## **COURSE OUTLINE**

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The course description is online @ <http://camosun.ca/learn/calendar/current/web/fren.html>

Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.

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### **1. Instructor Information**

(a) Instructor	Isabelle Gingras		
(b) Office hours	Monday:9:30 – 10 :30 am / Wednesday: 11:30 am - 12:30 pm, or by appointment		
(c) Location	Young 323		
(d) Phone	250-370-3347	Alternative:	N/A
(e) E-mail	GingrasI@camosun.bc.ca		
(f) Website	D2L (FREN 106-001)		

### **2. Intended Learning Outcomes**

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

1. Demonstrate speaking and listening 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.

### **3. Required Materials**

**Note: FREN 105 is a prerequisite for FREN 106.**

- (a) Online Course Pack: The online course pack consists of three chapters and is available on D2L (FREN 106-001). Students should print the entire course pack; alternatively, students may print each chapter as required throughout the semester.
- (b) Other: Bilingual dictionary, paper version, as *Le Robert & Collins*, maxi anglais, 2016, A paper version dictionary will be used for tests (reading and writing parts).

## 4. Course Content and Schedule

### 4.1 Schedule

Mondays: 12:30 pm – 2:20 pm Young 316  
Wednesdays: 12:30 pm – 2:20 pm Ewing 112 (lab)

#### Please note:

The class is in the lab Ewing 102 every Wednesday, starting on January 8<sup>th</sup>. See the calendar on the home page of FREN-106-001 D2L and below.

#### Dates for lab class, Ewing 112:

Janvier / January	Février / February	Mars / March	Avril / April
<b>Semaines / Weeks</b> 1,2,3,4	<b>Semaines / Weeks</b> 5, 6, 7, 8	<b>Semaine / Weeks</b> 9, 10, 11, 12	<b>Semaines / Weeks</b> 13, 14
8, 15, 22, 29	5, 12, 19, 26	4, 11, 18, 25	1 <sup>st</sup> , 8

#### Weekly schedule

A detailed weekly plan will be provided every week on D2L.

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

#### Field Trip

There is a field trip on **Monday February 10** at the French community radio of Victoria: Radio Victoria 107.9 FM. The radio studios are located at Victor-Brodeur French school in Esquimalt. Studio tour begins at 1:15 pm. Please note that this field trip is not evaluated. In case of bad weather, the trip will be postponed or cancelled.

#### Calendar (Evaluations)

*The calendar is subject to change.*

#### Due dates for evaluations and field trip:

##### Janvier / January

##### Semaine / Week 4

27. Activity #1 (5 % on 10%)

29: First step of mini-conference or podcast: subject and plan (5 % on 25%)

##### Février / February

##### Semaine / Week 5

3. Assignment #1(10% on 20%)

##### Semaine / Week 6

10. Field trip at the French community radio of Victoria: Radio Victoria 107.9. FM (not evaluated)

##### Semaine / Week 8

24. Test #1 (15% on 35%)

##### Mars / March

##### Semaine / Week 9

4. Second step of mini-conference or podcast: 1<sup>st</sup> version and questions for another team. (5 % on 25%)

4. Oral

##### Semaine / Week 10

9. Activity #2 (5 % on 10%)

##### Semaine / Week 12

23. Assignment #2 (10% on 20%)

25.Podcast to be sent at Radio Victoria, 107.9FM (date subject to change)

##### Avril / April

##### Semaine / Week 14

6. and 8 Mini-Conférence or podcasting (presentation) (15 % on 25%)

**Test #2 (20% on 35%): TBA: during the examination period**

## 4.2 Course Content

Learning language is over all to interact with one another, to learn cultures. Active participation and active learning are very important to students' own learning and intercultural knowledge. Learning French offers opportunities, professional as personal ones. As the second language in Canada, French would give you access to federal and provincial employment or any other areas where bilingualism is required in or outside the country, as international organizations (e.g. UN).

French represents 300 million of francophones on five continents and used as a daily life language, mostly in Africa, or as a second or foreigner language. It is the second language learned each year by over 125 million of people after English. French is an international language that is also largely used on Internet.

In French 106, students will discover different aspects of *la francophonie*. They will practice the four proficiencies: writing, reading, speaking, and listening by developing strategies for writing, editing/reviewing and reading texts, and oral communication. It is important that students question themselves on strategies they use in order to reach their objectives with more effectiveness.

### Communication

- Commenter la météo
- Comprendre les prévisions météorologiques
- Faire des achats
- Demander des informations pour la planification d'un voyage par téléphone, par courriel, sur Internet.
- Demander des informations sur un lieu
- Raconter et décrire son voyage

### Structure et grammaire

- La syntaxe des phrases :
  - déclaratives
  - interrogatives
  - exclamatives
- les phrases interrogatives directes et indirectes
- les déterminants interrogatifs, exclamatifs et démonstratifs
- les pronoms démonstratifs et interrogatifs
- le futur proche
- le conditionnel présent
- le futur simple
- les auxiliaires modaux au présent de l'indicatif et au conditionnel présent: *vouloir, pouvoir, devoir*
- Le présent de l'indicatif versus le présent historique
- La syntaxe de la phrase
  - le groupe nominal :
    - o l'accord et la place de l'adjectif
  - le groupe verbal :
    - o les compléments directs et indirects
    - o les pronoms compléments *le, la, les, lui, leur, en, y*
    - o les pronoms toniques compléments *moi, toi, lui, elle, nous, vous, eux, elles*
- La formation de l'adverbe
- Le blogue de voyage :
  - la structure du texte.

## Vocabulaire

- les désastres naturels et autres
- des expressions et des phrases pour commenter la météo
- les achats
- des expressions pour des communications téléphoniques
- des expressions de lieu
- les verbes *revenir*, *retourner*
- le vocabulaire descriptif pour les lieux et événements: adjectifs et adverbes
- les étages d'un immeuble
- des compagnies de transport et leurs acronymes

## Phonétique

- la voyelle -e muette et les consonnes muettes
- les liaisons obligatoires et interdites
- rythme et sons en poème
- des onomatopées

## Francophonie

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

## 5. Basis of Student Assessment (Weighting)

### Activities (5%+5%) and Assignments (10%+10%)

Many scheduled activities will be performed in class, both in pairs and in small groups. While some of these activities will be practice work, other activities are based on student participation (i.e. preparedness and attendance) Thus, it is very important to attend class regularly. There are also assignments that will be subject to evaluation.

The two evaluated activities have been already scheduled (see the calendar above or on the home page of D2L) and they will be announced on the D2L weekly plan the week before the due date. Students will receive feedback and marks on these activities. Students who do not prepare these activities out of class **and** not attend the class during these activities will not receive marks. In addition, students will be asked to complete out of class two assignments. Students will have to write **their own texts** with language analysis (grammar, syntax, vocabulary). These assignments **must be completed** by the due date at the beginning of each class. **Late assignments, including after class, will lose 5% per day unless accompanied by medical documentation of illness or other legitimate reason (see below)**. Assignments more than five days late (including weekends) will no longer be accepted. On weekends, students can send a copy (e.g.: a picture) by email but only paper submissions will be graded. Please note that these assignments are based on self-learning and self-evaluation (e.g. correction): students will have access to the answer keys, except for the reading and writing. These assignments will help students prepare for the tests. Teacher will give marks on the self-learning / evaluation (e.g.: correction), the reading, and the writing.

### Oral (10%)

Students will be asked to summarize their mini-conference or podcast in person and answer questions, asked by the teacher, on the theme of travel and *la francophonie*. The questions are not announced in advance. The purpose of this exercise is to speak in a more natural context without the help of external resources. The evaluation is based on the overall understanding of the message stated by the teacher and students. The aim of this oral is also to learn that communicating in another language does not require perfect pronunciation, perfect performance, but to be able to transmit one's ideas and opinions on a given subject despite language errors while specifying that the message must be understood.

## **PodCast\* or mini-conference (5%+5%+15%)**

**\*Podcast is “balado” in French.**

### Podcast / Balado

Students will prepare alone or in a group of two a “balado” (podcast) of one aspect of *la francophonie* that will be presented at the French community radio of Victoria: Radio Victoria 107.9FM. The participation to the podcasting\* requires a minimum of students, otherwise this oral evaluation will be cancelled, and students instead will have to present a mini-conference.

\*Podcasting is “baladodiffusion” in French.

### Mini-conférence

Students will prepare in group of three a mini-conference on one aspect of *la francophonie* (art, culture, places, etc.). The presentation must be entirely created by the student(s) without the help of software or other persons.

There are two submissions for the podcast and the mini-conference in order to help students to be ready for the final presentation. Each submission is evaluated as follows: 5 points for each step based on the criteria for each submission posted on D2L and explained in class. The final presentation counts for 15 points. The final evaluation includes also questions asked by the audience (students) to the conference-speakers/ podcasters. Both the audience and the conference-speakers/ podcasters will be evaluated.

### Objectives:

The objective of these two different activities is to encourage students’ learning while expressing ideas, thoughts and preferences, and prepare them to speak in public (in class or on radio). Audience (students and teacher only) will interact with the podcasters and conference speakers (students) by asking them questions. Students will be asked to show their progress to the instructor during the term in order 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 in order to receive the maximum of feedback.

The assignments must be completed without any translators or proofreading (speaking) by anyone else. Work that suggests the use of external help will not be accepted. USING TRANSLATOR PROGRAMS OR HAVING ANOTHER PERSON DO YOUR HOMEWORK OR CREATE YOUR ORAL PRESENTATION CONSTITUTES CHEATING.

## **Tests (15%+20%)**

Students will have to complete two tests that include listening, writing, reading, and grammar. Each test will contain subjects from the beginning of the semester to one week prior to the test. The final test will be completed during the examination period.

Illness, accident and family affliction **are the only legitimate reasons** to miss an evaluated activity in class or an exam (tests and dialogues). The teacher reserves the right to require a doctor’s note if a student is absent due to illness. Students who are absent the day a test is given are expected to contact the teacher **prior to the exam.**

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.

### **Note: Cheating and plagiarism**

The assessments, orals, and tests must be completed without any translators or proofreading (speaking) by anyone else. Work that suggests the use of external help will not be accepted. Using translator programs or having another person do your assignments, your tests, or create your oral dialogues constitutes **cheating**.

Also, copying an entire assignments (including dialogues) or representing specific passages as if they are students own words is **plagiarism**.

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.

<b>Title</b>	<b>Description</b>	<b>Weighting</b>
Activities in class (grammar included) (2)	<b>In group:</b> activities in class in small group. Evaluation based on the quality of preparedness and participation.	10%
Assignments (grammar included) (2)	<b>Individual:</b> assignments out of class.	20%
Oral	<b>Individual or in group:</b> summarize the mini-conference or podcast, and answers to questions.	10%
PodCast or mini-conference (language skills and oral expression )	<b>Project: individual (podcast) or in group (podcast and mini-conference):</b> on one aspect of <i>la francophonie</i> .	25 %
Tests (2)	<b>Test 1:</b> 15%; <b>Test 2:</b> 20 %	35 %

## 6. Grading System

Standard Grading System (GPA) (see page 5)

Competency Based Grading System

## 7. Recommended Materials to Assist Students to Succeed Throughout the Course

### Paper materials

- Conjugation dictionaries:
  - *Complete guide to conjugating 12 000 French verbs*
  - Le Bescherelle, *L'Art de conjuguer*.

### Online materials

- Le Grand Larousse,
- WordReference,
- Le Bescherelle
- French Language Library Guide

**Note:** Different resources, paper or electronic versions, will be suggested through the semester.

## 8. College Supports, Services and Policies



### Immediate, Urgent, or Emergency Support

If you or someone you know requires immediate, urgent, or emergency support (e.g. illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts @

<http://camosun.ca/about/mental-health/emergency.html> or <http://camosun.ca/services/sexual-violence/get-support.html#urgent>

### College Services

Camosun offers a variety of health and academic support services, including counselling, dental, disability resource centre, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit the **STUDENT SERVICES** link on the College website at <http://camosun.ca/>

### College Policies

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies. Policies are available on the College website at <http://camosun.ca/about/policies/>. Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Standards for Awarding Credentials, Involuntary Health and Safety Leave of Absence, Prior Learning Assessment, Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, Student Appeals, Student Conduct, and Student Penalties and Fines.

### A. GRADING SYSTEMS <http://camosun.ca/about/policies/index.html>

The following two grading systems are used at Camosun College:

#### 1. Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

#### 2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.

DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

## B. Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at <http://camosun.ca/about/policies/index.html> for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.