

# COURSE SYLLABUS



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

CLASS SECTION: 001

TERM: Fall 2021

COURSE CREDITS: 3

DELIVERY METHOD(S): In-person

Camosun College campuses are located on the traditional territories of the Lək̓ʷəŋən 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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For COVID-19 information please visit <https://camosun.ca/about/covid-19-updates>

*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 explanation in advance, you will be removed from the course and the space offered to the next waitlisted student.*

## INSTRUCTOR DETAILS

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NAME: Isabelle Gingras

EMAIL: [GingrasI@camosun.bc.ca](mailto:GingrasI@camosun.bc.ca)

OFFICE: Young-323

HOURS: Thursday 11:00 am - 1: 00 pm from online sessions, or by appointment

*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.*

## 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

## 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.

## REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

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### Required materials

1. Online Textbook: The free online textbook consists of four 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.
2. Bilingual dictionary, as 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.
3. Computer or tablet with microphone and webcam. Office 365 will be useful. For a free Office 365 subscription, go to: <http://camosun.ca/services/its/other-services.html>

You can borrow a bilingual dictionary from the library or purchase one at the college bookstore, both at Lansdowne campus.

### Recommended materials

#### Paper Version

1. Grammar of verb conjugation, *CONSTANT / BESCHERELLE: Complete Guide to Conjugating 12, 000 French Verbs*.
2. Rosenthal, Saul H. *French Faux Amis : The Combined Book : Learn why Frenchmen Wear Slips, and Why You'll Never Find Préservatifs in French food, 2009*.

#### Online Version

- Bilingual and unilingual dictionaries:
  - Larousse: online dictionary: <https://www.larousse.fr/> (audio included)
  - WordReference: <https://www.wordreference.com/> (audio included)
  - More online resources available on D2L FREN 105-001 and French Library Guide of Camosun: <https://camosun.libguides.com/french-language-learning/books-articles-media>

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

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### Course Schedule

Wednesdays: 10:30 am – 12:20 pm, Young 209

Fridays: 10:30 am – 12:20 pm, Young 209

### Weekly schedule

A detailed weekly plan will be provided every week on the content of each class on D2L FREN 105-001.

There is also a detailed calendar (day by day) on the D2L home page of FREN 105-001.

### Course Content (specific outcomes)

#### Communication

- Spelling names and nouns
- Introducing yourself
- Getting acquainted with someone
- Introducing families
- Expressing preferences
- Asking and answering questions about
  - Families
  - friends
  - time
  - weather
- Describing details of your life, and someone else's life.
- Making grocery lists
- Asking for information at the grocery store, public market, and restaurant

#### Vocabulary

- Alphabet
- Syllabification
- 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
- Weather
- Activities and preferences

- Food
- Expressions of quantity

### 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)

### Syntax

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

The calendar is subject to change. A detailed calendar (day by day) is on the D2L home page of FREN 105-001

WEEK or DATE RANGE	ACTIVITY or TOPIC	Evaluations
Semaine 1: 8 septembre	Chapitre 1: Salut! Bonjour! Faire connaissance! Plan de cours (course outline) et/and D2L	
10	Chapitre 1: Salut! Bonjour! Faire connaissance!	
Semaine 2: 15	Chapitre 1: Salut! Bonjour! Faire connaissance! <a href="#">Listening and Reading Projects 1: explication (explanation)</a>	
17	Chapitre 1: Salut! Bonjour! Faire connaissance!	
Semaine 3: 22	Chapitre 1: Salut! Bonjour! Faire connaissance! <a href="#">Listening and Reading Projects 1: rappel / reminder</a> <a href="#">Oral Project 1: explication / explanation</a> <a href="#">Writing Project 2 : explication (explanation)</a>	
24	Chapitre 1: Salut! Bonjour! Faire connaissance!	
Semaine 4: 29	Chapitre 1: Salut! Bonjour! Faire connaissance!	<a href="#">Listening and Reading Projects #1 Submission</a>
1 <sup>er</sup> octobre	<a href="#">Oral and Writing Projects 1: rappel / reminder</a> Chapitre 2: Qui es-tu? Parler de soi, de sa famille et de ses amis.	
Semaine 5: 6	Chapitre 2: Qui es-tu? Parler de soi, de sa famille et de ses amis.	

WEEK or DATE RANGE	ACTIVITY or TOPIC	Evaluations
8	Chapitre 2: Qui es-tu? Parler de soi, de sa famille et de ses amis.  Writing Project 1, in class. Bring you bilingual dictionary, paper version.	Listening and Reading Projects #1 Submission with correction  Oral Project 1 Submission  Writing Project 1, in class.
Semaine 6: 13	Chapitre 2: Qui es-tu? Parler de soi, de sa famille et de ses amis.	
15	Chapitre 2: Qui es-tu? Parler de soi, de sa famille et de ses amis.	
Semaine 7: 20	Chapitre 2: Qui es-tu? Parler de soi, de sa famille et de ses amis. Listening and Reading Projects 2 : explanation	
22 octobre	Chapitre 2: Qui es-tu? Parler de soi, de sa famille et de ses amis.	
Semaine 8: 27	Chapitre 2: Qui es-tu? Parler de soi, de sa famille et de ses amis. Listening and Reading Projects 2 : rappel / reminder Oral Project 2 : explanation Writing Project 2 : explanation	
29	Chapitre 3 : Que fais-tu? Parler de sa vie quotidienne.	
Semaine 9: 3 novembre	Chapitre 3 : Que fais-tu? Parler de sa vie quotidienne.	Listening and Reading Projects #2 Submission
5	Chapitre 3 : Que fais-tu? Parler de sa vie quotidienne. Oral and Writing Projects 2: rappel / reminder	
Semaine 10: 10	Chapitre 3 : Que fais-tu? Parler de sa vie quotidienne. Listening and Reading Projects 3 : explanation	
12	Chapitre 3 : Que fais-tu? Parler de sa vie quotidienne.  Writing Project 2, in class. Bring you bilingual dictionary, paper version.	Listening and Reading Projects #2 Submission with correction  Oral Project 2 Submission  Writing Project 2, in class.
Semaine 11: 17	Chapitre 3 : Que fais-tu? Parler de sa vie quotidienne. Oral Project 3: explanation	
19	Chapitre 3 : Que fais-tu? Parler de sa vie quotidienne.	

WEEK or DATE RANGE	ACTIVITY or TOPIC	Evaluations
Semaine 12: 24	Chapitre 4 : Tu as faim? Faire une liste d'épicerie et demander des informations à l'épicerie, au marché et au restaurant	Listening and Reading Projects #3 Submission
26	Chapitre 4 : Tu as faim? Faire une liste d'épicerie et demander des informations à l'épicerie, au marché et au restaurant	
Semaine 13: 1er décembre	Chapitre 4 : Tu as faim? Faire une liste d'épicerie et demander des informations à l'épicerie, au marché et au restaurant	
3	Chapitre 4 : Tu as faim? Faire une liste d'épicerie et demander des informations à l'épicerie, au marché et au restaurant	Listening and Reading Projects #3 Submission with correction  Oral Project 3 Submission
Semaine 14: 8	Chapitre 4 : Tu as faim? Faire une liste d'épicerie et demander des informations à l'épicerie, au marché et au restaurant	
10	Writing Project 3, in class. Bring you bilingual dictionary, paper version.	Writing Project 3, in class.

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:

#### Legend:

Online Submission (OS)

In class (IC)

#### Septembre / September

##### Semaine / Week 4

29. Listening and Reading , OS

#### Octobre / October

##### Semaine / Week 5

8. Listening and Reading 1 with correction, OS

8. Oral 1: monologue (mp3 file), OS

8. Writing 1, IC

#### Novembre / November

##### Semaine / Week 9

3. Listening and Reading 2, OS

##### Semaine / Week 10

12. Listening and Reading 2 with correction, OS

12. Oral 2: reading text (mp3 file), OS

12: Writing 2, IC

**Semaine / Week 12**

24. Listening and Reading 3, OS

**Décembre / December****Semaine / Week 13**

3: Listening and Reading 3 with correction, OS

3. Oral 3: monologue (mp3 file), OS

**Semaine / Week 14**

10. Writing 3, IC

**Important Dates**<https://camosun.ca/events/important-dates/2021-22>**Septembre / September**

6. Labour Day. College closed

7. Courses begin

20. Fee Deadline Fall'21

30. **National day for Truth and Reconciliation-Closure****Octobre / October**11. **Thanksgiving Day. College closed**

15. Final Examination Schedule for Fall'21 posted.

21: Shake Out- BC provincial preparedness

**Novembre / November**11. **Remembrance Day. College closed**

Nov 15-Dec. 31: Fall' 2021. Application to Graduate Open.

**Décembre / December**

11. Last day of instruction for most Fall'21 course

13. Exam period begins for Fall'21 courses

13-21: Exams

Dec. 25 – Jan. 3 Holiday Break. College closed:

31: last day for Fall'21 Application to Graduate.

**EVALUATION OF LEARNING****Listening, Reading, Writing, and Oral Projects****Attendance**

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 students the chance to practice and improve their skills. The course therefore focuses on self-learning and self-assessment, but also on feedback from the teacher. For this reason, the four competencies will be assessed through cumulative projects. Each new project contains some of the topics from the previous project because the final objective is to be able to understand and communicate in French on subjects of everyday life. 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.

For each competency, there are three projects:

Listening Projects (5%+5%+5%), Reading Projects (5%+5%+5%),  
Oral Projects (10%+10%+15%), Writing Projects (5%+10%+15%),

The projects submissions have been already scheduled (see the calendar above or on the Calendar on the home page of D2L) and they will be announced and reminded on the D2L weekly plans. The due dates for projects submissions are also on D2L: 1) Calendar and 2) Checklist (both under My Tools), and also 3) under the module “Les évaluations”. You have a total of six different places where the submission dates are listed.

DESCRIPTION		WEIGHTING
Listening Projects (LP)	LP 1: 5% LP 2: 5% LP 3: 5 %	15%
Reading Projects (RP) (include vocabulary, grammar, and syntax)	RP 1: 5 % RP 2: 5 % RP 3: 5 %	15%
Oral Projects (OP) (listening included)	OP 1: 10% OP 2: 10% OP 3: 15%	35%
Writing Projects (WP) (texts)	WP 1: 5 % WP 2: 10% WP 3: 15%	30%
Attendance	Each class from week 3 to week 14.	5%
	<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>

### Listening Projects (15%)

- Listening 1: introducing someone, chapter 1 (self-evaluation), **5%**
- Listening 2: talk about family and describing someone’s life, chapters 1, 2, and 3 (self-evaluation), **5%**
- Listening 3: talk about family and describing someone’s life, going to the market or restaurant, chapters 1, 2, 3, and 4 (partly self-evaluation), **5 %**

### Reading Projects (with vocabulary, grammar, and syntax exercises) (15%)

- Reading 1: introducing someone chapter 1 (self-evaluation), **5%,**
- Reading 2: talk about family and describing someone’s life, chapters 1, 2, and 3 (self-evaluation), **5%**
- Reading 3: talk about family and describing someone’s life, going to the market or restaurant, chapters 1,2,3, and 4 (partly self-evaluation), **5%**

These projects (listening and reading) **must be completed, out of class**, by the due date at the beginning of each class. Projects must be entirely completed and submitted online in D2L *Assignments*. The Listening and Reading projects will be found in D2L-*Projects Listening and Readings* in one Word document. Therefore, you will only need to upload one Word document to D2L-Assignments.



**Incomplete projects but submitted will be penalized. Late submissions, including during and after class, will lose 5% per day unless accompanied by a legitimate reason (see below on page 11).** Projects more than five days late (including weekends) will no longer be accepted, and then no marked, but at your request, the teacher can give you feedback. Please note, again, that these projects are based on self-learning and self-evaluation (e.g. correction, personal feedback): students will have access to the answer keys for the projects few days after the submission (see the calendar above or on the Calendar on the home page of D2L). Teacher will give marks on the quality of the self-evaluation/correction. For instance, did the students forget some of their mistakes even when checking with the answer keys? Did they make mistakes in the correction even with the answer key? How is the personal feedback? etc.

Here are the steps to follow to submit your Listening and Reading projects.

1. Submit your completed project in *D2L-Assignments*.
2. Few days after, correct your projects using the answer key found in *D2L-Projects*. For the correction method, read the instructions in *D2L-Projects Listening and Readings*.
3. Finally, resubmit your projects, this time corrected. You will have few days to complete the correction.

#### Orals (10%+10%+15%)

- Oral 1: introducing yourself or someone: listening audio files and create a recorded monologue in a mp3 file, chapter 1, **10%**
- Oral 2: talk about family and describing someone's life: mp3 recording: read a text, chapters 1, 2, and 3, **10%**. This project is aimed at practicing and applying phonetic rules.
- Oral 3: talk about family and describing someone's life, going to the market or restaurant: dialogue with a partner, chapters 1-2-3-4, listening audio files and create a recorded monologue in a mp3 file, **15%**

**For the first (10%) and third oral (15%),** you will have to listen to questions. You will then have to answer the questions by creating a monologue. In your monologue, you must 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.

Students will be divided into three groups. 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 second oral (10%)** is a reading of text(s) based on the content of Chapters 1, 2 and 3. Students have to submit their recordings (one mp3 file) in *Assignments* (formerly Dropbox) under *Oral 2*.

**The Orals 1-2-3 must be completed, out of class,** by the due date at the beginning of each class. **Late submissions, including during and after online class, will lose 5% per day unless accompanied by a legitimate reason (see**

**below page 11).** The Orals more than five days late (including weekends) will no longer be accepted, and then not marked, but at your request, the teacher can give you feedback.

The objective of these orals is to encourage student learning while expressing creativity through conversation and also by applying basic rules in French phonetics (pronunciation, links, intonation, rhythm) by reading aloud text(s). Students are also welcomed to meet the teacher during office hours on Blackboard Collaborate (BBCU) in order to practice their oral expression (pronunciation, rhythm, and intonation).

To submit recordings in *Assignments*, students may refer to the following tutorials: [Uploading Media \(Video or Audio Files\) to My Media \(Kaltura\)](#) and [Adding a Kaltura Video to an Assignment](#). These tutorials are at: <https://elearningtutorialscamosun.opened.ca/kaltura-tutorials/kaltura-for-students/>

**Note:** Due to the covid-19 pandemic, evaluations cannot be done in class, otherwise students would have to wait in line in the hallway where several students are coming and going. Evaluations cannot be done online during French class time either; logistics can be complicated if students have a class before or after French class.

### Writing Projects (texts) ( 30%)

- Writing 1: , chapter 1 (self-evaluation), **5%**
- Writing 2: different writing exercises, chapters 1,2, and 3 (self-evaluation), **10%**
- Writing 3: different writing exercises (partly self-evaluation), chapters 1, 2, 3, and 4 **15%**

The writing projects are completed in class. They consist of writing short texts that correspond to the objectives of the chapter-s (see above). Teacher will give the list of topics to cover for each project. 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 written projects and to refuse a dictionary. 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 a written project in class, they will be required to retake the written project. This written project will be done online on Blackboard Collaborate with the teacher present. Students will need to have a webcam (including sound) for the duration of the project. To avoid the use of resources other than the paper version dictionary, the format of the written project will be different; it will consist of texts with mix words per sentence that student will have to put in order. Students will also be asked to correct spelling and grammatical errors if so. They will also have to conjugate verbs. Note that the level of difficulty increases from Writing Project 1 to Writing Project 3 in class or online. Here some examples of sentences that students will have to write in class or online.

Writing 1 : je / Isabelle / **bonjour** / **m'appel** / parle / et / le français / je / **le** anglais. (There is no capital for the first word of this sentence, there are spelling and grammar mistakes.)

Bon**jour**, je m'**appelle** Isabelle. Je parle le français et l'**anglais**. /  
Hi, my name is Isabelle. I speak French and English.

Writing 2 : 27 / **au** France / Patrick / avoir / habiter / **an** / ils / et / et Sophie (no capital except names; verbs are not conjugated, grammar mistakes. )

Patrick et Sophie ont 27 **ans** et ils habitent **en** France. /

Patrick and Sophie are 27 years old et they live in France.

Writing 3 : et Sophie/ le / faire / Patrick / au / **samdi** / avec leurs **ami** / aimer / **le** tennis / (no capital except names; verbs are not conjugated; article as « le » is not with his noun).

Le **samēdi**, Patrick et Sophie aiment faire **du** tennis avec leurs **amis**. /

On Saturdays, Patrick and Sophie enjoy playing tennis with their friends.

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

Illness, accident, and family affliction **are the only legitimate reasons** to miss a due date or an evaluated project in class. Students who are absent the day a writing project (WP 1-2-3) is given are expected to contact the teacher **prior to the writing project in class.**

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. Students can meet at anytime on the “French Meet-Up” on-going session located on the home page of FREN-105-001.

The projects, except the writing ones, **must be completed, out of class**, by the due date at the beginning of each class. **Late submissions, including during and after online class, will lose 5% per day unless accompanied by a legitimate reason.** Projects more than five days late (including weekends) will no longer be accepted, and then not marked. The writing projects (WP) will be completed in class.

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

**All the projects 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**.

Students have access to online resources in the D2L module “Ressources / Resources” . They can use it to check the meaning, spelling, and pronunciation of words, but using resources to translate sentences or even full text is **cheating**. Asking to someone to help write their texts (e.g., the ones for orals) is also **cheating**.

Copying an entire project or representing specific passages as if they are students own words is **plagiarism**. See the Camosun webpage on <https://camosun.ca/about/camosun-college-policies-and-directives> and the PDF document <https://camosun.ca/sites/default/files/2021-05/e-1.13.pdf> , or on D2L homepage of FREN-105-001.

Students can also download the document “Policy- Informed Practice: A Guide to Academic Misconduct and How to Address it” : <https://camosun.ca/sites/default/files/2021-05/e-1.13.5.pdf>

## Attendance (5%)

It is important to attend in-person class to ensure continuous learning and progress. Regular attendance at the course also ensures social interaction between students. Class attendance is from 10:30 am to 12:20 pm and counts for 5% of the final grade. The first two weeks of the course are not evaluated. From the third week on, the evaluation will be done as follows for the courses from week 3 to week 14 (24 courses):

- |                           |                 |                        |
|---------------------------|-----------------|------------------------|
| ▪ 0 à 2 absents: 5 points | ▪ 4 absents: 3  | 6 absents: 1           |
| ▪ 3 absents : 4 points    | ▪ 5 absents : 2 | 7 absents and more : 0 |

GRADING SYSTEMS <https://camosun.ca/sites/default/files/2021-05/e-1.5.pdf>

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. 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.
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## COURSE GUIDELINES & EXPECTATIONS

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Students will practice the four proficiencies in French: writing, reading, speaking, and listening. Active participation during class time and active learning outside class will enhance the individual learning experience. Because many learning activities will be conducted in small groups or in large group, active participation will also help other members of the class with their French language development. Students will be expected to prepare for and practice these activities.

### 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 4 hours per week.

The French course, FREN-105-001 *Parlez-vous français? 1*, corresponds to the beginner level which is internationally recognized. Students can consult the Common European Framework of Reference for Language (CEFR):

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

or the following webpage for the “Levels of French”: <https://stay.fl-france.com/french-levels/>

Both links are in D2L module “Ressources/ Resources” of FREN-105-001.

## SCHOOL OR DEPARTMENTAL INFORMATION

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Contact information:

- Janice Shewey, Chair of the Humanities Department  
Email: [sheweyj@camosun.ca](mailto:sheweyj@camosun.ca)  
Phone: 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.

## 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.

COLLEGE-WIDE POLICIES, PROCEDURES, REQUIREMENTS, AND STANDARDS

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**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.