



McGill

Faculté des arts
Centre d'enseignement du français

Intermediate French: Grammar 02 (Winter 2021)

Instructor: Kevin Papin

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Virtual office hours: Thursday: 1pm-3pm

Communication plan: updates about the course will be posted on myCourses Announcements

Course coordinator: Kevin Papin

MESSAGE REGARDING REMOTE DELIVERY

Given the exceptional circumstances imposed by the COVID-19 situation, all Winter 2021 courses offered at the French Language Centre will be delivered remotely. In the context of remote delivery, the usual logic of three credits equaling 39 “contact” hours does not apply. Instead, the guideline per the [University's Credit System](#) that one credit equals about 45 hours of student work should be used. Thus, in the remote teaching context students should work on a three-credit course for a total of about 135 hours. Those hours include all contact time for a course, as well as the time students spend doing assignments, and preparing and reviewing for that course.

Teaching principles:

In accordance with University and Faculty of Arts' guidelines, teaching and learning will consist of both synchronous and asynchronous activities. Synchronous activities will occur on Zoom during regular course hours as scheduled on Minerva. Although session recordings will be posted on myCourses, students are strongly encouraged to attend all synchronous sessions since active participation in synchronous interaction with the instructor and peers, and between peers is essential to effective second language acquisition. Communication with instructors, and online office hours will take place during regular working hours (Montreal time zone). For more information on remote learning, please visit Teaching and Learning Services' [Remote Learning Resources](#).

Required equipment:

Each student enrolled in an FRSL course is required to have access to a computer webcam and headphones equipped with a microphone. Instructors can require students to turn their video 'on' for oral exams and presentations. Eligible students may request financial aid from SSAO (see <https://www.mcgill.ca/studentaid/faq/covid-19-faq>). Note that some interactive activities cannot be accessed on a cellphone.

Academic integrity:

Evaluations in FRSL courses are designed to assess progress and give feedback on students' proficiency throughout the course, so they will fully benefit from their learning experience. In these times of remote delivery, academic integrity remains of vital importance to any higher education institution with rigorous standards. Admittedly, learning conditions are currently affected by pandemic constraints, which can cause some confusion regarding students' responsibilities. Students are encouraged to familiarize themselves with [McGill policies on plagiarism](#) and to consult with their instructor should they have any doubt regarding what is or is not permitted.

For the latest updates on the Winter semester, please visit the [COVID 19 Help and Information for Students page](#).



1. COURSE DESCRIPTION

French as a Second Language : Second part of FRSL 332 (French as a Second Language: Grammar review, using both a theoretical and a practical approach. Reading materials, in addition to their cultural interest, are selected to illustrate grammatical usage, provide models of writing techniques and aid in vocabulary development).

2. LEARNING OUTCOMES

The objective of this course is to help students develop the necessary skills and declarative knowledge that will allow them to exercise control when speaking or writing so that they can correct themselves, especially in relation to grammar.

During the term, the student should develop the following skills:

| | |
|------------------------------|--|
| <i>Strategic</i> | - Develop work and learning strategies enabling them to continue to progress on their own after the course; - Develop strategies for anticipating errors and self-correction. |
| <i>Metalinguistic</i> | - Acquire a good knowledge of grammatical terminology; - Be able to analyze texts to understand the relationship between overall structure, grammatical forms and meaning. |
| <i>Writing</i> | - Write descriptive, narrative, directive, expressive and argumentative texts thanks to an increased control of grammar and an enriched vocabulary. |
| <i>Reading</i> | - Understand a greater number of authentic documents, of various genres and subjects, as well as certain subtleties of meaning transmitted by grammar. |
| <i>Speaking</i> | - Use a richer vocabulary; - Be able to understand their mistakes when corrected and be able to rely on their new knowledge to control the form in which they express their messages. |
| <i>Listening</i> | - Understand more sophisticated types of speech in terms of vocabulary and syntax. |
| <i>Cultural</i> | - Better understand journalistic culture and the daily interests of Francophones as perceived through newspapers. |

3. INSTRUCTIONAL METHOD

Learning will occur through communicative and collaborative tasks, practices and assignments, the development of autonomous learning skills and strategies (e.g. proofreading), and reflective practice about the functioning of the language.

A flipped classroom approach is adopted in the course: it's a learner-centred model in which time in the classroom is used to explore topics in greater depth and create meaningful learning opportunities while students are initially introduced to new topics outside of the classroom. Thus, as a homework, students will watch video lectures, read any materials relevant to the synchronous class beforehand, and complete exercises, in order to maximize oral and written practice and interactions during fixed sessions.

Technologies used are Zoom, myCourses, Bongo, Learning Branch, different types of polling.

Instructions or tutorials:

- McGill's [Remote Learning Resources](#), which include information about using Zoom.
- Arts Multimedia Language Facility – Tutorials for students: <https://www.mcgill.ca/amlf/knowledge-base/tutorials-students>



4. EXPECTATIONS FOR STUDENT PARTICIPATION

- Students may be encouraged to download the myCourses [Pulse mobile app](#) to stay connected/on track.
- Students are strongly encouraged to attend all synchronous sessions since active participation in synchronous interaction with the instructor and peers, and between peers is essential to effective second language acquisition. Video, audio and chat may be used during fixed sessions (Learning with Zoom & 10 tips for students using Zoom: <https://www.mcgill.ca/tls/students/remote-learning-resources/learning-zoom>).
- Students must arrive prepared for each fixed (synchronous) session: autonomous work, such as homework, conversation groups and assignment, is expected in preparation for and after every synchronous class. In order to keep track of the course work, students are responsible for checking their McGill e-mail account and myCourses (announcements, new content, etc.) regularly and before each course.
- During Zoom sessions, students will be expected to participate actively in group discussions (e.g. in breakout rooms) and to type answers in the chat (chat discussions may be consulted by the instructor for participation purposes and to ensure respectful communication).
- Emails will be sent at name.lastname@mail.mcgill.ca. According to McGill policies, an email sent to a student's McGill account is considered read. Instructor will answer e-mail from students within 48hrs (or 2 business days during regular working hours (Montreal time zone). It is students' responsibility to plan ahead in order to avoid last-minute issues.
- The instructor may be consulted during his office hours or by appointment (individually or in small groups). Students are encouraged to book a consultation if they feel they need to clarify some notions. As asynchronous activities will be offered, office hours are not an alternative to synchronous activities and students should come prepare with their questions.

5. RECORDINGS OF SESSIONS

The instructor will make class video recordings available in myCourses so that students who log off will be able to later watch the recording.

Students will be notified through a 'pop-up' box in Zoom if a lecture or portion of a class is being recorded. By remaining in sessions that are recorded, you agree to the recording, and you understand that your image, voice, and name may be disclosed to classmates. You also understand that recordings will be made available in myCourses to students registered in the course.

Please read the [Guidelines for Students on Remote Teaching and Learning](#)

6. REQUIRED COURSE MATERIAL

There is **no required material** for this course. Instead, the instructor will post relevant resources on myCourses to help students prepare for the course and review.

**Technological requirement:**

Each student enrolled in an FRSL course is required to have access to a computer webcam and headphones equipped with a microphone. Instructors can require students to turn their video 'on' for oral exams and presentations. Note that some interactive activities cannot be accessed on a cellphone.

Eligible students may request financial aid from SSAO (see <https://www.mcgill.ca/studentaid/faq/covid-19-faq>).

7. OPTIONAL COURSE MATERIAL

- Conjugation: *L'art de conjuguer*, Bescherelle [€]
- In-context translation tool: <http://www.linguee.fr> [free]
- Bilingual dictionary: <http://www.wordreference.com> (app version available) [free]
- Conjugation tool: <http://vatefaireconjuguer.com> (app version available) [free]
- Bourmayan, A.; Loiseau, Y.; Rimbart, O. et Taillandier, I. (2017). *Grammaire essentielle du français B2*. Les Éditions Didier. ISBN: 9782278087327 [Book and CD*]

Available for purchase from:

Librairie Paragraphe Bookstore. 2220 McGill College Ave, Montreal, Quebec H3A 3P9 (limited stocks – call beforehand to check availability: 514 845-5811)

* Instead of using the CD, the mp3 audio tracks can be downloaded for free here:

<https://www.centpourcentfle.fr>

8. COURSE CONTENT

In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change.

A) COURSE STRUCTURE

Chapitre 6 : Révisions et renforcement du 332 (temps, modes, stratégies, etc.)

Chapitre 7 : Les pronoms personnels et relatifs

Chapitre 8 : Les prépositions

Chapitre 9 : La place des mots dans la phrase

Chapitre 10 : La négation

The course unfolds as follows:**1) At-home preparation BEFORE the class:**

- Read the grammar theory (e.g. myCourses documents and links).
- Complete the assigned homework
- If applicable, complete any reading or listening preparation activity posted on myCourses.

Always refer to the "HOMEWORK" document on myCourses to know what to prepare.

2) Fixed activities performed SYNCHRONOUSLY on Zoom DURING the first half of the scheduled class time:

- Q&A period about homework and grammar, if students have questions.
- Review of the theory (short interactive lecture) followed by mechanical exercises, live polls, breakout room discussions, etc.

Zoom recording of the main room will be made available on myCourses for later consultation.

3) Flexible activities performed autonomously on myCourses or Learning Branch DURING the scheduled class time OR ASYNCHRONOUSLY on a different time zone. These activities will consist of short listening and speaking tasks; short written tasks; collaborative writing; grammar exercises; reflexive exercises (short paragraph correction, rephrasing, error identification, metalanguage), etc. **Students are encouraged to complete these activities during the second half of the scheduled class time if their time zone permits.**

Note: Non-graded activities have a **24hr** completion window. Tests have a **48hr** completion window.



B) CALENDAR

Note: all exams will take place during the 26 scheduled days of class.

| MONDAY | WEDNESDAY | Written tasks deadlines (due on Friday at noon, Montreal time) |
|--|--|--|
| Class #1 : January 11 Word of welcome; information about the course; non-graded assessment | Class #2 : January 13 Chapter 6 : <i>la concordance des temps</i> | |
| Class #3 : January 18 Chapter 6 (cont.) | Class #4 : January 20 Chapter 6 (cont.) | (add-drop: January 22) |
| Class #5 : January 25 Chapter 6 (cont./review) | Class #6 : January 27 Quiz 1 (chap. 1) (opens at 1pm on January 27, due at 1pm on January 29) | |
| Class #7 : February 1 Chapter 7 : <i>les pronoms</i> | Class #8 : February 3 Chapter 7 (cont.) | |
| Class #9 : February 8 Chapter 7 (cont.) | Class #10 : February 10 Chapter 7 (cont./review) | Task 1: February 12: at noon |
| Class #11 : February 15 Chapter 8 : <i>les prépositions</i> | Class #12 : February 17 Summative test 1 (chap. 6-7) (opens at 1pm on February 17, due at 1pm on February 19) | |
| Class #13 : February 22 Chapter 8 (cont.) | Class #14 : February 24 Chapter 8 (cont.) | |
| Study break: March 1-5, 2021 | | |
| Class #15 : March 8 Chapter 8 (cont./review) | Cours #16 : March 10 Quiz 2 (chap. 7-8) (opens at 1pm on March 10, due at 1pm on March 12) | |
| Class #17 : March 15 Chapter 9 : <i>la place des mots dans la phrase</i> | Class #18 : March 17 Chapter 9 (cont.) | |
| Class #19 : March 22 Chapter 9 (cont.) | Class #20 : March 24 Chapter 9 (cont./review) | Task 2: March 26, at noon |
| Class #21 : March 29 Chapter 10 : <i>la négation</i> | Class #22 : March 31 Chapter 10 (cont.) | |
| Easter Monday: April 5, 2021 No class | Class #23 : April 7 Chapter 10 (cont./review) | |
| Class #24 : April 12 Quiz 3 (chap. 9-10) (opens at 1pm on April 12, due at 1pm on April 14) | Class #25 : April 14 Review | |
| Class #26 : THURSDAY April 15 (this day will follow a Monday schedule) Summative test 2 (chap. 7-8-9) (opens at 1pm on April 15, due at 1pm on April 17 / no late penalty if submitted <u>before</u> Monday April 19) | | |

Dates for assignments are not flexible. No late assignment will be accepted.

This schedule is given for information only. The teacher reserves the right to make changes based on the group's progress.



C) EVALUATION

| Evaluation | % | Description |
|---|-----|--|
| <p>Written tasks (x2)</p> <ul style="list-style-type: none"> - Task 1 (15%) - Task 2 (15%) | 30% | <p>Word (review/track changes): individual or group written assignments targeting the grammatical and syntactic structures studied.</p> |
| <p>Formative quizzes (x3)</p> <ul style="list-style-type: none"> - Quiz 1 (10%) - Quiz 2 (10%) - Quiz 3 (10%) | 35% | <p>myCourses (Quizzes), Learning Branch: Graded reviews of grammar and structures (written questions). These quizzes act as milestones to ensure students progressively acquire all the grammatical and syntactic skills.</p> |
| <p>Summative tests (x2)</p> <ul style="list-style-type: none"> - Test 1 (15%) - Test 2 (15%) | 30% | <p>Learning Branch: Summative written and oral assessments targeting the grammatical and syntactic elements studied during the term.</p> |
| <p>Involvement and autonomous learning</p> | 10% | <p>Involvement or autonomy is a key element of success in this course. Grade for this evaluation item will be based on: non-graded activities completion (24hr window); labs completion (24hr window); involvement in synchronous and/or asynchronous course activities (e.g. speaking French at all time); speech's linguistic quality and student's progress. See detailed criteria on myCourses > Information Générale.</p> |

9. MCGILL POLICIES AND ADDITIONAL STATEMENTS

- Add/drop period: Students registering for language courses during the add/drop period (after classes have commenced) are required to make up missed assignments and assessments. It is the student's responsibility to catch up on work missed during the add/drop period. Any request for make-up regarding assignments and exams due/held during the add-drop period should be made to the instructor within 10 days of course registration.
- Academic integrity: Evaluations in FRSL courses are designed to assess progress and give feedback on students' proficiency throughout the course, so they will fully benefit from their learning experience. In these times of remote delivery, academic integrity remains of vital importance to any higher education institution with rigorous standards. Admittedly, learning conditions are currently affected by pandemic constraints, which can cause some confusion regarding students' responsibilities. Students are encouraged to familiarize themselves with [McGill policies on plagiarism](#) and to consult with their instructor should they have any doubt regarding what is or is not permitted. All students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary procedures. (<http://www.mcgill.ca/students/srr/honest>).



- Work submitted for evaluation as part of this course may be checked with text matching software within myCourses.
- ©Instructor generated course materials (e.g., handouts, notes, ppt presentations, recorded classes, summaries, exam questions, etc.) are protected by law and may not be copied or distributed in any form or in any medium without explicit permission of the instructors. Note that infringements of copyright can be subject to follow up by the University under the Code of Student Conduct and Disciplinary Procedures.
- Graduate students are expected to obtain a minimum final grade of B- (65%).
- Attending lectures without a placement test or auditing without formal registration is not permitted.
- Students are required to consult the calendar for assessment dates and to read about the policies related to this course in the syllabus.
- Consult <https://www.mcgill.ca/students/srr/> for more information about Student Rights and Responsibilities and <https://www.mcgill.ca/secretariat/node/94> for University Policies and Regulations.
- Students are responsible for informing themselves about the university rules and regulations regarding to **Methods of course evaluation and grading procedures.** <https://www.mcgill.ca/oasis/programs/exams-evaluations>
- Students have the right to **reasonable accommodation for religious commitments** in accordance to religious Holy Days listed in *McGill important dates Holy days* (<http://www.mcgill.ca/importantdates/holy-days-0>). Students who need such arrangement have to inform their instructor at the beginning of the term.
- As the instructor of this course 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 and the [Office for Students with Disabilities](#), 514-398-6009
- Students who need **special arrangements** under the [Office for Students with Disabilities](#) specifications have to **inform their instructor at the beginning of the term** in order to organize appropriate lab testing sessions.
- No **special permission** or treatment will be given for not fulfilling a requirement (such as missing a quiz, a deadline, etc.) unless it falls into one of the categories mentioned above. Grades are granted according to actual performance and calculated based on objective data. **No pressure for grade change will be accepted.**
- The department reserves the right to transfer a student to a higher-level language course if it is deemed that the course for which the student has registered is not appropriate for the extent of his or her knowledge of the language.
- The [University Student Assessment Policy](#) exists to ensure fair and equitable academic assessment for all students and to protect students from excessive workloads. All students and instructors are encouraged to review this Policy, which addresses multiple aspects and methods of student assessment, e.g. the timing of evaluation due dates and weighting of final examinations.

IMPORTANT REMINDERS

MERCURY EVALUATIONS

End-of-course evaluations are one of the ways that McGill works towards maintaining and improving the quality of courses and the student's learning experience. You will be notified by e-mail when the evaluations are available on Mercury, the online course evaluation system. Please note that a minimum number of responses must be received for results to be available to students.

PLAGIARISM IN ACADEMIC WORK

McGILL UNIVERSITY VALUES ACADEMIC INTEGRITY. THEREFORE, ALL STUDENTS MUST UNDERSTAND THE



**MEANING AND CONSEQUENCES OF CHEATING, PLAGIARISM AND OTHER ACADEMIC OFFENCES UNDER
THE CODE OF STUDENT CONDUCT AND DISCIPLINARY PROCEDURES.**

In oral or written assignments, dictations, translations, essays, oral or written presentations, summaries, projects, thesis, research reports, etc.:

What is not accepted?

- Copying or submitting any academic work that has been produced by another student or another person (all or in part). Allowing another student or any another person to provide answers or correct your work.
- Allowing a resource person (native speaker, language teacher, monitor, tutor, advanced student) to produce or correct your work, translate written texts to or from the target language or interpret/explain oral comprehension exercises for you.
- Handing in written work or preparing oral work largely inspired by or copied from somebody else's work without clearly acknowledging sources (books, articles, essays, course notes, films, radio programs, audio documents, Web, etc.) and showing the extent of the borrowing.
- Presenting for grading any academic work (oral or written) for which you have already received academic credit or presenting the same work for grading more than once.

What is acceptable or recommended?

- Consulting resource persons for explanations but without receiving answers or corrections for the work to be submitted.
- Practising language skills with qualified resource persons.
- Studying intelligently with fellow students.
- Sharing information within team members working on a group project.
- Using your own words, making up your own sentences and using quotation marks when borrowing from someone's work.
- Identifying sources and documenting information and ideas even when material is not directly quoted.

(see <http://www.mcgill.ca/students/srr/honest/> for more information)

The use of Google Translate is prohibited. Its suspected use might be brought for investigation to the
Disciplinary officer of the Faculty of arts.