

FSL 220F – INTERMEDIATE FRENCH I

SECTION: L0201 WEDNESDAY 10 AM - 12 PM

Course Instructor: Josiane Loui

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Course Description: This is the first of a two-course series intended for those who have some knowledge of French, this course is the first in a proficiency-sequenced series that provides students with the opportunity to become proficient, focused, autonomous French language learners. The course's main objective is to provide a communicative learning environment through activities based in real-world, everyday contexts.

Required texts (available at the U of T Bookstore, Koffler Student Centre*)

Vercollier, Vercollier & Kay, *Difficultés expliquées du français - for English speakers* (Intermediate Advanced Level). Paris, CLE International, 2004.

Recommended reference books: Le petit Robert (monolingual dictionary); Le Robert-Collins (French-English dictionary); Bescherelle 1 – L'art de conjuguer (Verb conjugation guide); Le petit Grevisse (Reference grammar).

Assignments and evaluation: 1 Reading Comprehension Test (15%); 1 Written Composition (20%); 1 Listening Comprehension Test (15%); 1 Oral Production Test (15%); 1 Grammar Test (20%); Asynchronous Quizzes 7%; Overall Assessment (8%). **There is no final examination for this course.**

Prerequisite: FSL121Y1/ FSL122H1. Students may also fulfill this prerequisite requirement based on the results of their French Placement Test.

Exclusion: FSL221Y1, FSL222H1, FSL224H1, FSL225H1, FSL226H1, FSL271H1, FSL 300+ level courses

***This course is not open to native speakers of French.**

TUTORIAL

The class will be divided into different Tutorial sections, and if you haven't already done, please register for one of the Tutorials listed below.

Tutorial Section	Time	Room	Instructor	
TUT 0501	Wednesday 11:00-12:00	TF 101	J. Maririmba	Tutorial #1: September 14
TUT 0101	Thursday 10:00-11:00	SS 581	E. Bengizi	Tutorial #1: September 15
TUT 0201	Thursday 11:00-12:00	SS 1086	E. Bengizi	Tutorial #1: September 15
TUT 0301	Friday 10:00-11:00	VC 211	N. Bernier-Wong	Tutorial #1: September 16
TUT 0401	Friday 11:00-12:00	VC 211	N. Bernier-Wong	Tutorial #1: September 16

READING AND LISTENING ACTIVITIES (Online Available on Quercus – 1 hour)

Mandatory reading and listening activities to be completed before coming to class (cf. course plan & online announcements, posted weekly.) For most asynchronous activities, students will have to complete short online quizzes based on the documents & questions.

INDEPENDENT STUDY (Online Activities and Homework):

Students are expected to set aside time to work independently on course activities and homework in the course “Modules”, as well as additional activities that will be posted online. Independent engagement includes, but is not limited to, watching online videos posted by the instructor in the Quercus course Web page, completing additional grammar and vocabulary activities. Completion of activities will be checked regularly by the TA during Tutorials.

C. GRADING AND ASSESSMENT:

Please ensure that you consult the Plan de Cours available on Quercus to take note of the test dates and times. Additional details for each course test and assignment will be provided prior to course deadlines in the form of test and assignment guides or instructions under the “Tests and Assignments: Guides and Instructions” Module of our Quercus course website.

There is no final examination in this course.

The **FINAL MARK** is divided as follows:

1 Reading Comprehension Test (15%): various types of questions (comprehension, multiple choice, etc.) on a text/documents based on contemporary themes and similar to themes seen in class (duration: 50 minutes, completed during the lecture).

1 Written Composition (20%): a written exercise for which students have to write a short text (200 words) about a specific subject (duration: 50 minutes, completed the tutorials).

1 Listening Comprehension Test (15%): various questions on short audio/video documents based on contemporary themes and similar to themes seen in class (duration: 50 minutes, completed during the lecture).

1 Oral Production Test (15%): students will have to produce a short recording in which they discuss a subject or respond to a specific question (duration: 50 minutes for the preparation & recording, to be completed during the tutorials, possibly online/synchronous).

1 Grammar Test (20%): fairly typical series of grammar exercises similar to exercises done in class and in the textbook.

Asynchronous Quizzes 7%: These are random, short quizzes (based in material seen in class or at home) to check if students have prepared the material before coming to class. These quizzes can be a short grammar exercise students had to prepare for the lecture, questions on a document they were supposed to read or listen to, etc.

Overall Assessment (8%): A discretionary mark based on in-class presence in lectures and tutorials, group & in-class participation, completion of exercises, progression during the year, etc.

Note # 1: Active engagement in the course, as well as overall progress in the course (oral and written) will all be reflected in the “overall assessment” portion of your final grade.

Note # 2: Absences and lack of participation/engagement will necessarily result in a lower mark. In accordance with Section 10.9 of the Faculty of Arts and Science's *Academic Handbook for Instructors*, this grade cannot be released to students before the final grade has been officially posted on ACORN.

REMARKING & GRADES

A student who believes an individual item of work has been incorrectly or unfairly marked may ask the instructor for a re-evaluation. Students should make such requests as soon as reasonably possible after receiving the work back, but no later than two weeks after it is returned. If a remarking is granted, the student must accept the resulting mark as the new mark, whether it goes up or down or remains the same. Continuing with the remark means the student accepts this condition.

Missed and late assignments :

- **Every late assignment will be penalized by a -5% penalty per day of lateness.**
Note: If you feel overwhelmed with the material of this course (and/or other courses) just reach out to me beforehand if you can, so that we can figure out ways to better organize your time.
- **Every missed test will receive a grade of 0 unless you provide the necessary documentation.** This can be the Absence Declaration in Acorn, an email from your Registrar or, in other cases, a note from an Accessibility Services Advisor. In all cases, make sure you contact me within an appropriate amount of time (within a week). Letting me know of a situation in advance can also help (if possible).
- **In accordance to the French Department policy:** grades are not negotiable (unless a calculation or correction mistake is made) and there are no extra assignments possible to get extra grades for a test or at the end of the semester. So if you have worries or objectives in this course, let me know!
- **The basic advice, then, is communicate with us!** Often, discussing your concerns, objectives and situations ahead of time can really help and make the course more comfortable and (relatively) stress-free!

Course Objectives

	A1	A2
L I S T E N I N G	I can recognize familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.
R E A D I N G	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.
S P O K E N Interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.
S P O K E N Production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.
W R I T I N G	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages relating to matters in areas of immediate needs. I can write a very simple personal letter, for example thanking someone for something.

I- Les journaux en ligne & sources sonores recommandées

Actualité africaine

Magazine Jeune Afrique: <http://www.jeuneafrique.com/>

Canada

La Presse (Montréal): <http://www.lapresse.ca/>

Le Huffington Post (en français): <http://quebec.huffingtonpost.ca/>

France

Le journal en français facile

<https://savoirs.rfi.fr/fr/apprendre-enseigner/langue-fran%C3%A7aise/journal-en-fran%C3%A7ais-facile>

Le Monde: <http://www.lemonde.fr/>

Libération: <http://www.liberation.fr/>

→ Le site de RFI (Radio France International), un site proposant diverses ressources. Vous pouvez écouter spécifiquement le « journal en français facile ».

<http://www.rfi.fr/lfen/statiques/accueil.asp>

→ Pour l'actualité de la chanson française (entre autres) :

<http://montreal.radionrj.ca/>

<http://www.nrj.fr/>

→ Pour les chansons « classiques » françaises, écoutez Radio Nostalgie :

<http://www.nostalgie.fr/>

→ Blogs sur la chanson française

<http://www.frenchmusicblog.com>

http://education.lehall.com/on_ne_connait_pas_la_chanson/site.php

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