

FREA01H3 F: Language Practice I

Section L04

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Office hours (online)	Thursdays 11AM – 12PM and Fridays 12:30PM – 1:30PM Toronto local time (by appointment only)
Lecture Schedule	Fridays 10AM – 12PM (Toronto local time)

Welcome to FREA01!

FREA01H Language Practice I is a course designed to reinforce and develop the language skills – understanding, reading, writing and speaking – necessary for higher-level French courses.

Prerequisites

You may enroll in FREA01H3

- if you have successfully completed **FREA99H3 or its equivalent**,
- or if you have been placed into FREA01H3 by the **French Language Self-Assessment questionnaire** that can be found at <https://www.utoronto.ca/cfl/french-language-self-assessment>.

Common European Framework (CEF)

All language courses at UTSC follow the approach, the learning objectives and the reference levels of the Common European Framework (CEF). This method adopts an “action-oriented” or a “task-oriented” approach to language teaching and learning.

With this approach, you will improve your communicative language skills (listening, reading, speaking and writing) by engaging in activities in specific, contextual situations.

The table below illustrates the different levels of proficiency used in the Common European Framework.

By the end of FREA01/FREA02, you will have completed the **European level A2**.

Common Reference Levels: Global Scale

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.

Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Upon **completion of CEF Level A2**, you will be able to do the following in all **5 areas of competence**:

Listening	<ul style="list-style-type: none"> 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). Can catch the main point in short, clear, simple messages and announcements.
Reading	<ul style="list-style-type: none"> Read very short, simple texts. Find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables. Understand short, simple personal letters.
Spoken interaction	<ul style="list-style-type: none"> Communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. Handle short social exchanges, even if you can't usually understand enough to keep the conversation going yourself.
Spoken production	<ul style="list-style-type: none"> Use a series of phrases and sentences to describe in simple terms your family and other people, living conditions, your educational background and your present or most recent job.
Writing	<ul style="list-style-type: none"> Write short, simple notes and messages. Write a very simple personal letter, for example thanking someone for something.

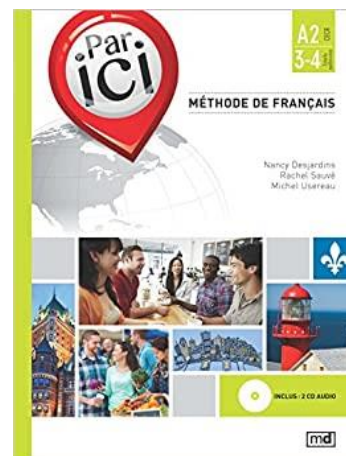
Textbook

Nancy Desjardin, Rachel Sauvé, Michel Usereau, *Par Ici*, Méthode de français, A2 3-4, Éditions MD, 2015.

The textbook is mandatory and is available at the UTSC bookstore. You can either shop at the bookstore or order it and have it shipped to your house.

Although hard copies of the book are preferable, you can also purchase the PDF version online on the following website: <https://www.leslibraires.ca/livres/par-ici-methode-de-francais-a2-nancy-desjardins-9782891446068.html>

Please note: For those who decide to purchase the digital version, I will provide you with the audio files that accompany the book.



Textbook Structure

This textbook is comprised of four “Seasons” (Automne, Hiver, Printemps, Été) but **only the first two Seasons (episodes 1-14) will be covered in FREA01**. The remaining two will be used in FREA02.

Here is a more detailed description of the **tasks** you should be able to accomplish by the end of each season:



Course Delivery and Expectations

FREA01 will be delivered in an online-only format this semester.

We will meet online every Friday for two hours, from 10am to 12pm, to deal with the **material you will have prepared** for class and for impromptu activities, such as oral practice. You should consider these contact hours as essential to your progress.

Your active participation, especially during the break-out sessions where you will be collaborating with your classmates in small groups, is mandatory and key to your ultimate success in the course.

The third hour will be asynchronous:

- During this hour you will have to collaborate with a different pre-assigned group of classmates every week on different types of assignments provided by me (listening and reading comprehension; oral production such as creating short videos or audios on specific topics; short creative writing assignments, etc.).
- **It will be up to you to determine a meeting time that works for all the group members.**
- **You will have to submit 10 such group assignments worth 4% each.**
- Your active participation and contribution to these group assignments is mandatory and will also count towards your participation mark.

In addition, you will need to spend at least **one to two hours a week** reviewing the textbook, doing the assigned homework and practicing listening comprehension on your own.

Asynchronous Group Assignments

Starting week 3 and for 10 consecutive weeks, you will be engaged in group work in order to complete the week's collaborative assignment.

You will be randomly assigned to groups of 3 or 4 and you will have to work together as a team to complete the activity which you will have to submit on Wednesday each week* (please see pages 7 to 9 for detailed schedule).

Each Thursday at 10.30am, your weekly group assignment will be published on Quercus. You will find your groups under the tab "People" and you will be able to see the "group leader" whose name will appear in blue.

You will also find ready-to-access sessions on Bb Collaborate named after your own group, for example "Group 1" will access "Session for Group 1" on Bb Collaborate, etc.

The **role of the "leader"** is

- to contact the group members to arrange for a day and time for the meeting,
- to moderate the meeting (making sure that all members participate equally),
- to make sure that no unauthorized aids are used according to each assignment's guidelines (see paragraph on Academic Integrity below),
- and to submit the final product of the group's work. **[Only one submission per group is allowed.]**

The goal of these group sessions is to create community building and offer more opportunities for exchange, collaboration and discussion among peers while further reinforcing the skills seen in class.

***Please note: **The same grade will be given to all members of the group.**

On Video Recording and Sharing (Download and Re-use Prohibited)

This course, including your participation during the main lecture, will be recorded on video and will be available to students in the course for viewing remotely and after each session. [Your participation during the break-out sessions will not be recorded.]

Although our synchronous classes will be recorded for students who are unable to attend the live sessions virtually, I strongly encourage you to attend the synchronous Bb Collaborate sessions as often as you can. Participating in the live sessions is very important.

In order to improve your French listening, speaking, reading and writing skills, you need to become an active agent in your own learning and engage with your classmates and with me as frequently as possible. Students who only watch the recorded live sessions will not have the full experience of the class.

Although some of you will prefer to keep your cameras off for certain portions of the class – and I will mute all of the students while I am talking – **there will be moments where I will ask you to turn on your cameras and microphones, so that you are able to better connect with your classmates.**

Please note that course videos and materials belong to your instructor, the University, and/or other sources depending on each situation, and are protected by copyright.

Do not download, copy, or share any course or student materials or videos without my explicit permission.

If you have questions about recording and use of videos in which you appear, please do not hesitate to contact me.

Quercus & Bb Collaborate

Please note that the learning management system used for this course is Quercus.

You will be able to access all course-related material (syllabus, homework, assignments, etc.) in Quercus.

It is your responsibility to check your account regularly so that you don't miss anything! It is also your responsibility to familiarize yourself with this learning management system.

Bb Collaborate is an embedded Quercus tool which will allow us to meet virtually in synchronous (live) sessions every week.

Please click on the link below to see how BB Collaborate works (how to join sessions or access recorded lectures):
<https://q.utoronto.ca/courses/156214/files/7406708/download>

Office Hours

If you have questions with regards to the course or if you need help with the material, please do not hesitate to “attend” my office hours hosted in Blackboard Collaborate, starting on **Thursday, 17th September** (by appointment only).

I will have a Bb Collaborate session open for FREA01 students on:

- **Thursdays from 10am to 11am (session called “Office Hour (1) - Thursday from 11am to 12pm”)**
- **Fridays from 12pm to 1pm (session called “Office Hour (2) - Friday from 12:30pm to 1:30pm”)**

I created a page called “Office Hours” on Quercus (under “Pages”). All you have to do is write down your name in the space provided in order to book the corresponding time slot (**15 minutes per student**), then join the Bb Collaborate session at that time (e.g. if you booked the following time slot “11:15am to 11:30am” on a Thursday, you must join the Bb Collaborate session called **“Office Hour (1) - Thursday from 11:00am to 12:00pm”** at 11:15am on that day).

I will refresh the content of the page every Friday after my last office hour (which ends at 1.30pm).

If these times do not work for you, please contact me and we will find another time.

Email Policy

You are welcome to contact me by email. **I will generally answer emails within 24 hours.** This means that if you have questions about an assignment, you should plan accordingly (i.e. please do not email me the night before an assignment is due).

Also, keep in mind that **I do not normally answer emails in the evening or on the weekend.**

Please follow the following general protocols with regards to email:

1. Before emailing me, please consult information available in the course syllabus or in other documents, videos or announcements posted on Quercus.
2. Please use the "Inbox" on your Quercus page to email me.
3. If necessary (e.g. you cannot send an attachment through Quercus), you can use my UofT email address: julia.galmiche@mail.utoronto.ca

University policy requires that you have a UTORmail account. If you need information on how to activate your UTORid and set your password for the first time, please go to www.utorid.utoronto.ca. You are responsible for ensuring you have a valid UofT email address that is properly entered in the ACORN system, and for checking your UofT email account on a regular basis.

Academic Support Services & AccessAbility

Students with a physical challenge or health consideration are welcome in this course.

If you require any special assistance, please speak to me and/or an advisor at AccessAbility Services (ability@utsc.utoronto.ca). Advisors are available by appointment to assess special needs, provide referrals and arrange appropriate accommodations.

- For the Health and Wellness Centre: <https://www.utsc.utoronto.ca/hwc/>
- For the Academic Advising and Study Skills Services: <https://www.utsc.utoronto.ca/aacc/academic-advising-career-centre>

Academic Integrity

The Code of Behaviour on Academic Matters protects academic integrity at the University.

Some examples of offences that are sanctioned under the Code include:

- **Plagiarism** - Using the words or ideas of another person without citing the source.
- **Unauthorized Aids** - Using unauthorized aids, which could be considered cheating on tests and exams.
- **Unauthorized Assistance** - Having someone else do the work for you.
- **Forgery or falsification** - Making a false statement, presenting a false document or signing someone else's name on a document required by the University.
- **Personation** - Having someone else write an exam for you or writing an exam for someone else.

- **Concocting** - Using false data or providing false references.
- **Self-Plagiarism** - Submitting work for credit in a course when you have submitted it in another course.

Please read the “Academic Integrity Matters tipsheet”:

<https://www.utsc.utoronto.ca/aacc/sites/utsc.utoronto.ca.aacc/files/tipsheets/AIM%20-%20Tipsheet%20oct%202015.pdf>

Assessment

Weekly group assignments (10 x 4%)	40%
1 video recording	15%
Interview with instructor	20%
Final project	20%
Participation and contribution to the weekly asynchronous group sessions	5%
Total	100%

Please note: There will be no final exam in FREA01. Instead, your grade will be determined by continuous assessment throughout the semester.

Important Dates

Due by Sunday Sept. 27	Group assignment #1
Due by Sunday Oct. 4	Group assignment #2
Due by Sunday Oct. 11	Group assignment #3
Due by Wednesday Oct. 28	Group assignment #4
Due by Wednesday Nov. 4	Group assignment #5
Due by Wednesday Nov. 11	Group assignment #6
Due by Wednesday Nov. 18	Group assignment #7
Friday November 20	Video recording
Due by Wednesday Nov. 25	Group assignment #8

Due by Wednesday Dec. 2d	Group assignment #9
Friday December 4	End-of-semester interview*
Due by Wednesday Dec. 9	Group assignment #10
Friday December 11	Submission of final project

***Please note:** The time slots for the end-of-semester interview will be determined in the course of the semester.

Timetable

LECTURES	CONTENT	ASSIGNMENTS
11 septembre	<ul style="list-style-type: none"> - Présentation du cours - Présentation de Quercus et Bb Collaborate - Épisode 1 : Au suivant ! 	
18 septembre	<ul style="list-style-type: none"> - Épisode 2 : Sur le bon chemin - Épisode 3 : Briser la routine (I) 	
25 septembre	<ul style="list-style-type: none"> - Épisode 3 (suite) - Épisode 4 : La vie d'étudiant (I) 	Asynchronous Group Assignment #1 due Sept. 27
2 octobre	<ul style="list-style-type: none"> - Épisode 4 (suite) - Épisode 5 : À l'épicerie (I) 	Asynchronous Group Assignment #2 due Oct. 4
9 octobre	<ul style="list-style-type: none"> - Épisode 5 (suite) - Épisode 6 : Le bec sucré 	Asynchronous Group Assignment #3 due Oct. 11
Semaine de lecture	😊	

23 octobre	- Épisode 8 : S'habiller sans se ruiner	Asynchronous Group Assignment #4 due Oct. 28
30 octobre	- Épisode 9 : Au chalet	Asynchronous Group Assignment #5 due Nov. 4
6 novembre	- Épisode 10 : Aller-retour	Asynchronous Group Assignment #6 due Nov. 11
13 novembre	- Épisode 11 : La fête des neiges	Asynchronous Group Assignment #7 due Nov. 18
20 novembre	- Épisode 12 : Petits maux du quotidien	Video recording due Nov. 20 Asynchronous Group Assignment #8 due Nov. 25
27 novembre	- Épisode 13 : Soir de tempête	Asynchronous Group Assignment #9 due Dec. 2
4 décembre	End-of-semester interview	Asynchronous Group Assignment #10 due Dec. 9 Final project due Dec. 11