



Tuesday/Thursday, 8:35 am-11:25 am

: Narimane Wanis

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: Mardi 15h à 16h

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This course is the third of five levels: it is designed for students who wish to continue studying all aspects of the language. Students will develop strategies for dealing with everyday situations. The course includes a review of basic grammar. Oral work builds on communication skills that students have acquired in previous levels. The course includes elementary discussions. Reading and oral comprehension and increased vocabulary are developed by studying texts (short stories, newspaper articles, etc.) and media.

The course consists of two times 2 hour 50 minutes of class time per week + discussion sessions led by a language assistant + homework (including online grammar, writing, listening and reading tasks).

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This course adopts a reverse pedagogy (or flipped classroom) approach, whose goal is to enhance student learning by focusing class time on student understanding rather than on lecture and by promoting student-centered learning and collaboration. Students are asked to discover and get familiar with grammatical notions at home, before class, through grammar, oral, and written comprehension exercises. Then, in class, students share and test their knowledge with their peers and their instructor and time is spent to review and deepen the notions learned through hands-on, practical and contextualised activities.

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Students registering in this course have completed course FRSL 207 or FRSL 208 (or equivalent) or have studied French in high school outside Quebec.

, students should be able to:

understand simple questions, simple sentences.

talk about their family, hobbies, studies, and other aspects of their lives in short but complete sentences.

read short texts related to everyday situations and some narrative using basic





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*you need to expect to spend an additional six to nine hours per week per class for related course work.*

See: <https://www.mcgill.ca/oasis/academic/courses>.

Active participation in class in the various activities and discussion sessions, progress, awareness of mistakes and self-correction, self-discipline (daily preparation of assigned work, speaking French in class,





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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.

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- < Consulting resource persons for explanations but without receiving answers or corrections for the work to be submitted.

- < Practicing language skills with qualified resource persons.

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