

AP/FR 4090 – LANGUE ET TECHNIQUES DE COMMUNICATION
2019-2020

Christiane Dumont
Department of French Studies

Course: AP/FR 4090 6.0 – Langue et techniques de communication

Course Webpage: <https://moodle.info.yorku.ca>

Term: Fall/Winter 2019-2020

Prerequisite: AP/FR 2081 and 2082 + AP/FR 3081 3.0 or AP/FR 3082 3.0

Course Instructors

Professor: Christiane Dumont
N723b Ross
cdumont@yorku.ca

Teaching Assistant: Assia Belgacem
Office to be confirmed
Email to be confirmed

Course consultation hours: Fridays, 2:30-3:30 or by appointment F 10:00-11:00

Time and Location

Classroom work:	F	11:30-12 :30	Founders 106
Lab work:	F	1-2:30	MLC S117E

ORGANIZATION OF THE COURSE

This course uses an EXPERIENTIAL PERSPECTIVE, with an Academic COMMUNITY SERVICE LEARNING approach (a-CSL). All tasks and assignments are part of a project designed and developed to answer real needs of a community partner who will commit time and effort to assist learners and ensure the success of the projects. Therefore, a-CSL is a unique form of professional advanced learning which will enhance the learner's ability to apply knowledge to authentic tasks. It is important to note that:

1. a-CLS involves collaboration on and off campus with a community partner
2. a-CLS requires commitment beyond the scheduled course time;
3. a-CLS demands language accuracy (incl. spelling, conjugations, morphology, grammatical

agreements, gender use) – As a result, assignments may need multiple revisions until all errors are removed;

4. The community partner assesses and evaluates task with the instructor;
5. Make-up assignments or tests unavailable.

Classroom meetings will be the main locus for discussion of required and recommended resources and assignments in the course. They will serve to clarify, and illustrate critical elements of the learning process and of the project design. MLC sessions will allow for team work, interaction with community partner, and if need be, videoconferencing with identified key stakeholders.

COURSE OBJECTIVES

The purpose of this capstone course is to assist students in developing strategies that will allow them to manage sustainable development projects. Students will be able to use language skills and knowledge acquired throughout their undergraduate experience to identify fundamental principles/challenges of developments projects. In turn, they will be able to design, plan and implement effective long-range action plans. As a result, students will want to:

- Develop an awareness for the urgency of assisting Francophone communities;
- Build a sense of solidarity with French communities in need;
- Improve language clarity, accuracy and speech nuances;
- Use professional communication strategies and techniques;
- Interact effectively with French native speakers in authentic and meaningful situations, outside the academic context;
- Develop collaborative skills ;
- Develop accountability, adaptability and autonomy.

STUDENT LEARNING OUTCOMES (SLO)

By the end of the course, students will be able to manage a project orally and in writing. More specifically they will be able to:

1. Understand and analyze complex issues;
2. Gather information data and resources in French to solve the issue;
3. Write solid logical action plan incl. timescale and contingency plan;
4. Present convincing oral argument;
5. Implement action plan;
6. Produce summary report with long-term recommendations;
7. Use accurate and precise language free of basic mistakes (incl. spelling, grammatical and lexical morphology, pronunciation, intonation)
8. Work effectively on a team;
9. Communicate appropriately with French speakers in a professional setting;
10. Show respect for other communities' cultural values.

LEARNING METHODOLOGY

*L'ensemble des projets réalisés dans le cadre de ce cours sont des projets d'aide au développement. La nature-même du concept d'AIDE se situe dans la **compréhension** de l'autre, la **volonté profonde** d'agir dans l'intérêt d'autrui, et la **mobilisation** des énergies. Il s'agit donc de concevoir des **actions faisables**. Les activités conduiront progressivement à la réalisation de **projets concrets**. L'évaluation du **processus** (montage des projets) sera donc aussi cruciale que l'évaluation des **résultats**.*

Project management process

Teams will follow the various steps of a project management process. Students will familiarize themselves with key terminology and **reflective journaling** will be at the core of the learning experience.

MACROTÂCHE = Issue raised by the Community partner

PROCESS

1. PHASE DE **DIAGNOSTIC**

- a. ☞ **Tâche 1** : comprenons le problème et son contexte ☞ **Activités** : écouter l'intervention du partenaire ; lire les rapports antérieurs, les articles sur le sujet ; visionner documentaires et vidéos recommandés ; demander clarification au partenaire/à la prof. ; reformuler le problème ; ...
- b. ☞ **Tâche 2** : quelles sont nos ressources ? ☞ **Activités** : chercher à la BU, demander à la prof, la lectrice, au partenaire ; identifier les ressources externes ; liste des acquis, expériences et aptitudes personnelles ; ...
- c. ☞ **Tâche 3** : quels défis ? ☞ **Activités** : relire la problématique et les sources trouvées ; réfléchir aux besoins pour résoudre le problème ; faire la liste des défis matériels ; faire la liste des défis humains (limite des compétences) ; faire la liste des défis méthodologiques et autres ; ...

2. PHASE DE **CONCEPTUALIZATION**

- a. ☞ Tâche 1 : ☞ Activités
- b. ☞ etc.

3. PHASE D'**EXÉCUTION**

- a. ☞ Tâche 1 : ☞ Activités
- b. ☞ etc.

4. PHASE D'**ÉVALUATION**

- a. ☞ Tâche 1 : ☞ Activités
- b. ☞ etc.

ZOOM VIDEO CONFERENCING

Videoconferencing will be used at times for meetings with the community partner, the instructor or the teaching assistant. ZOOM will be used. To access, go to: <https://yorku.zoom.us/>
Course Meeting ID: 203 192 5420
Videos and quick start guide: <https://yorku.zoom.us>

COURSE TEXT / READINGS

Recommended and suggested readings and tools include:

- A reference grammar;
- Various grammar and speech exercises on Le Point du FLE <http://www.lepointdufle.net>
- A translation tool such as <http://www.linguee.com>
- Various websites to understand context and concepts:
 - OIF - <https://www.francophonie.org/>;
 - Haïti – données générales <https://www.banquemondiale.org/fr/country/haiti/overview>
 - UNESCO - <https://fr.unesco.org/countries/haiti> and <http://www.unesco.org/new/fr/port-au-prince/home/>
 - UNICEF – To understand the context https://www.unicef.org/french/infobycountry/haiti_78191.html
 - Haïti - <http://www.axl.cefan.ulaval.ca/amsudant/haiti.htm> ;
 - Laennec Hurbon, sociologist, on Education - <https://ideas4development.org/education-haiti-condition-developpement/>
 - On the status of Creole language in Education - <http://lenouvelliste.com/lenouvelliste/article/123715/La-place-de-la-langue-dans-lechec-scolaire-au-baccalaureat-haitien.html>
 - On the status of French language in Education - <https://berrouet-oriol.com/linguistique/2606/>
 - Our community partner Pierspective Entraide Humanitaire - <https://peh-haiti.org>
 - Partner school St Paul de Corail-Cesselesse in Haiti - <https://youtu.be/tku7IAbA9ik>
 - Humanitarian Aid vs Development Aid https://www.humanitariancoalition.ca/sites/default/files/factsheet/humanitarian_and_development_aid-french.pdf

EVALUATION

The final grade for the course will be based on the following items weighted as indicated:

Assignment #1:	10%
Assignment #2:	15%
Assignment #3:	15%
Assignment #4:	10% - Individual oral test to be scheduled Dec. 2 to 6, 2019, by appointment
Assignment #5:	15%
Assignment #6:	20%
Assignment #7:	15% - Individual oral test to be scheduled April 7 to 10, 2020, by appointment

See details on the course Moodle page.

The Senate Grading Scheme and Feedback Policy stipulates that (a) the grading scheme (i.e. kinds and weights of assignments, essays, exams, etc.) be announced, and be available in writing, within the first two weeks of class, and that, (b) under normal circumstances, graded feedback worth at least 15% of the final grade for Fall, Winter or Summer Term, and 30% for ‘full year’ courses offered in the Fall/Winter Term be received by students in all courses prior to the final withdrawal date from a course without receiving a grade (see the policy for exceptions to this aspect of the policy - <http://secretariat-policies.info.yorku.ca/policies/grading-scheme-and-feedback-policy/>)

GRADING, ASSIGNMENT SUBMISSION, LATENESS PENALTIES AND MISSED TESTS

Grading: The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 90, B+ = 75 to 79, etc.)

(For a full description of York grading system see the York University Undergraduate Calendar - <http://calendars.registrar.yorku.ca/2010-2011/academic/index.htm>)

Students may take a limited number of courses for degree credit on an ungraded (pass/fail) basis. For full information on this option see Alternative Grading Option in the LA&PS section of the Undergraduate Calendar: <https://myacademicrecord.students.yorku.ca/pass-fail-option>

Late assignments:

Please read carefully the following Departmental Policy and note that **this course does not allow for late submissions**. Collaboration with community partners requires tight scheduling as they have to make special arrangements to assist students and assess their work. In order to avoid unforeseen and potentially detrimental situations, students will provide team workers with all necessary documents well ahead of time, and before deadlines.

DEPARTMENT OF FRENCH STUDIES, LA&PS Policy on Late assignments/essays, missed tests and missed final exams

LATE ASSIGNMENTS/ESSAYS

Proper academic performance depends on students doing their work not only well, but on time. Accordingly, assignments for this course must be received on the due date specified for the assignment. In case of late submission, the following lateness penalty will apply:

In all DFS courses, a penalty of 2% per day (Monday through Sunday) will be applied to an assignment/essay submitted late. One week (i.e. seven days) after the due date, an assignment will no longer be accepted and a grade of zero assigned. Penalties may be waived under exceptional circumstances (see “What are exceptional circumstances?” below), provided the student has contacted the instructor prior to the due date.

- A hard or electronic copy must be submitted for all assignments as specified by instructor. Faxed assignments will not be accepted.
- Students are required to keep a copy of the final version of any work submitted for evaluation. This includes written as well as recorded oral assignments. It is the responsibility of students to keep a copy of recorded oral assignments on Moodle or on the server space assigned to them by York University.

MISSED TESTS

Students who miss tests have no automatic right to a make-up test. A make-up test will be scheduled when warranted, at the discretion of the instructor and/or course director in the case of multi-section courses.

What do I do if I miss a test?

- 1) You must contact your instructor in person, by telephone or email within 24 hours of the missed test. You must clearly state the following:
- your full name (spell your last name if leaving a voice message)
 - your student number, course and section
 - phone number and email address, indicate preferred mode of contact
 - the reason why you missed the test.
- 2) If you cannot contact your instructor during the first 24 hours, subsequent documentation accounting for the delay **must** be provided.
- 3) Supporting documentation verifying the circumstances for the missed test must be provided within the timeframe specified by the instructor. Failure to provide appropriate documentation will result in a grade of F on the missed test.

What are exceptional circumstances?

- a) **Medical circumstances** – tests/exams missed due to medical circumstances must be supported by an attending physician's statement or a statement by a psychologist or counselor. The physician's statement shall not disclose any detailed medical information, but must include the following:
- full name, mailing address, telephone number of the physician
 - nature of the illness and the expected length of your absence from school indicating specific dates
 - an indication of whether the illness and/or medication prescribed would have seriously affected the student's ability to study and perform over the day of the exam.

Attending Physician's Statement form: <https://registrar.yorku.ca/pdf/attending-physicians-statement.pdf>

Note: The physician's office may be contacted to verify the information submitted. No detailed medical report will be requested.

- b) **Non-medical circumstances** – tests/exams missed due to non-medical circumstances must be supported by appropriate documentation, i.e., death certificates, obituary notice, automobile accident reports, airline/bus ticket/receipt for emergency travel (with date of booking indicated on ticket), etc.
- Airline/train/bus ticket/receipts for emergency travel must indicate destination, departure, and return dates. Please note that only emergency travel circumstances are considered under this policy.
 - Students are reminded not to purchase a travel ticket until they have seen the final exam schedule. A travel ticket purchased before the publication of the exam schedule which results in a conflict with a scheduled exam will not be considered under these guidelines.
 - Your instructor will examine the documentation provided to determine whether you are eligible to write a make-up test/exam and will inform you of her/his decision.
 - The manner in which the make-up test/exam is handled is at the discretion of the instructor or the course director in the case of multiple section courses. Students must be prepared to write the test at a date set by the instructor or course coordinator. Although the content to be examined will be the same, the format may vary from that of the original test/exam.

What do I do if I have a make-up test/exam conflict?

You must forward the following to your instructor:

- course code(s) and title(s)
- instructor's name, email and phone number
- date and time of the conflicting test/exam(s)

Your instructor will examine your information and make arrangements to accommodate you, if appropriate.

MISSED FINAL EXAMS (within the official exam period) FINAL EXAM CONFLICT

What do I do if I missed a final exam?

Students who miss final exams scheduled during the official exam period must submit a Deferred Standing Agreement Form to the Registrar's office.

Details at: <https://myacademicrecord.students.yorku.ca/deferred-standing>

What do I do if I have a final exam conflict?

In the case of a final exam conflict, consult the following site:

<https://w2prod.sis.yorku.ca/Apps/WebObjects/cdm.woa/wa/DirectAction/ExamConflicts>

IMPORTANT BACK-TO-SCHOOL INFORMATION

<https://currentstudents.yorku.ca/back-to-school>

IMPORTANT COURSE INFORMATION FOR STUDENTS

All students are expected to familiarize themselves with the following information, available on the Senate Committee on Academic Standards, Curriculum & Pedagogy webpage (see Reports, Initiatives, Documents) - <https://secretariat.info.yorku.ca/files/CourseInformationForStudentsAugust2012-.pdf>

- Senate Policy on Academic Honesty and the Academic Integrity Website
- Ethics Review Process for research involving human participants
- Course requirement accommodation for students with disabilities, including physical, medical, systemic, learning and psychiatric disabilities
- Student Conduct Standards
- Religious Observance Accommodation

*November 2013
Links updated August 30, 2018*