

Department of French Studies
French 3890A - French Applied Linguistics
Fall 2024

French Applied Linguistics 3890A - 001

Course Location: UC 1225
Course Day/Time: Monday 3:30-4:30
Wednesday 2:30-4:30
Format: In person
Antirequisites: None
Prerequisites: French 2900 (or equivalent: 1.0 credit from 2905A/B, 2906A/B, or 2907A/B) or permission of the Department. No background in linguistics is necessary.

Unless you have either the prerequisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Instructor:

Name: Dr. Nadine de Moras (she)
E-mail: ndemora@uwo.ca
Office: UC 2121
Phone number: 519-661-2111 Ext. 28277
Office hours: Monday 2:30-3:30
Wednesday 1:30-2:30 + Appointments
Can be in person or on Zoom, depending on students' availability

Office hours

Office hours are to discuss what was not clear in the course, or in the coursebook, to discuss grades and comments about the midterm or assignments, or to discuss any other issue related to the course.

Office hours are not intended for catching up on missed classes. If you miss a class, you can find the PowerPoint presentations on Brightspace, and you may also ask fellow students for additional information.

Course description

French 3890A addresses the needs of students who are learning a second, or a foreign language, and who intend to teach a second (FSL, ESL), or a foreign language. This course is two-fold in its scope: students will first be introduced to the main theories, and research in language acquisition; they will then apply their theoretical knowledge in the analysis, comparison, and assessment of textbooks, videos and microteaching, as well as of their own teaching.

Learning Objectives

Upon successful completion of this course, students will be able to:

- Evidence knowledge and understanding of first and second language acquisition/teaching process, theories, research, authors, and teaching methods.
 - Summarize, explain, and identify the main theories in first and second language acquisition.
 - Describe and differentiate second language teaching approaches.
 - Know the most common vocabulary used in applied linguistics, the names of some famous linguists, psychologists and pedagogues, as well as pedagogical methods.
 - Read and understanding most of the content of articles in applied linguistics and education.
 - Interpret research; identify strengths, weaknesses, and limitations of the research by demonstrating enhanced critical thinking and analysis concerning competing language acquisition theories, and the research which gave rise to them.
 - Discuss the enduring problems in second language acquisition, and second language teaching, and analyze the difficulties and needs of children and adults in language acquisition.
 - Possess better techniques, organize and deliver a second language lesson (French).
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Texts and Materials

Required Text:

Custom Course Book **French 3890A - September 2024** - Nadine de Moras (to be downloaded from the Brightspace website).

All course material will be posted to Brightspace: <https://westernu.brightspace.com/>

Brightspace

Students are responsible for checking their UWO emails and the course Brightspace site regularly for news and updates (<https://westernu.brightspace.com/>). These are the primary methods by which information will be disseminated to all students in the class.

If students need assistance with the course Brightspace site, they can seek support on the [OWL Brightspace Help](#) page. Alternatively, they can contact the Western Technology Services Helpdesk. They can be contacted by phone at 519-661-3800, Ext. 83800.

Course Schedule

	Dates	Contenu par semaine	Pages manuel	Quiz/Tests/autres
1	9-11 sept	Présentation étudiantes, prof, cours. Introduction	p. 1-8	
2	16-18 sept	Comparaisons de langues, définitions, méthodes en recherche (Chap. 1)	p. 5-19	Q1
3	23-25 sept	Les enfants sauvages (Chap. 2)	p. 21-41	Q2
4	30 sept – 2 oct	30 septembre: National Day for Truth & Reconciliation L'âge critique et l'acquisition d'une L1 chez les enfants (Chap. 3)	p. 43-85	Q3
5	7-9 oct	Le développement langagier des enfants (Chap. 4)	p. 59-74	Q4
	14-16 oct	<i>Fall Reading week</i>		
6	21-23 oct	Partiel (mercredi 23 oct) + divers		Partiel (mercredi 23 oct)
7	28-30 oct	Les théories en acquisition (Chap. 5)	p. 75-91	Q5 + Faire le test Clifton Strengths
8	4-6 nov.	L'acquisition d'une L2 chez les adultes (Chap. 6) Clifton Strengths (invitée en classe + discussions)	p. 93-110	Q6 + amener le test Clifton Strengths + soumettre réflexion
9	11-13 nov.	Acquisition L1 vs L2 (Chap. 7) Les différentes méthodes d'enseignement (Chap.7)	p.111-137	Q7
10	18-20 nov	Le Cadre européen commun de référence des langues (Chap.8) + Micro-sessions	p.139-154	Q8 + questions de révision
11	25-27 nov	Micro-sessions + analyse matériel pédagogique		
12	2-4 déc	Micro-sessions + révisions examen final <i>Fin des cours le vendredi 6 décembre</i>		

Decembre 9-22: Examination period.

Classroom etiquette and general considerations

- Students are expected to arrive on time to class, stay the whole class and actively participate in the class activities. Students are expected to come to class fully prepared: having read the material, done the homework, which is clearly explained on the website, in addition to the weekly quizzes and to come to class with their printed coursebooks.
- If students are going to be absent for one class, they should NOT contact me. I take attendance; thus, I will know you are absent. However, if students are absent for a long period of time, or drop the course, they are expected to let the instructor know.
- If students contact their professor, they are expected to be polite, use VOUS, write the correct Professor's name, use their UWO email and indicate their student number for important matters.
- Students are responsible for learning the weekly content of the course based on the material available on the site and complete their work each week. If we don't have time to finish a lesson in class, students are expected to study it by themselves.
- Students can improve their grades during the term. There is no possibility of doing extra work at the end of the year or increasing the final grade to compensate for missed work or low marks.

Attendance

The students' attendance and participation are essential to their learning in this course, as we discuss and practice the information present in the quizzes (21%) and the other evaluations. Students who miss more than 25% of the classes are unlikely to understand and remember the material and succeed in the midterm and the final exam. Students need to come to class prepared, having completed the assigned readings. Please **do not** email me if you miss a class: I take regular attendance, therefore if you're not here, I already know. I will not answer emails sent for the sole purpose of giving me such notice, even if it's advance notice. There is no grade for attendance, but the grades in the other assignments directly reflect attendance and participation.

Quizzes (21%)

Quizzes are due on Mondays at 2:00pm before classes start and can be done in advance. Students are supposed to read and learn most of the material before coming to class. All the information to be learned is clearly explained in the coursebook and the PowerPoint presentations. The class time is for summarizing, explaining, discussing and practicing the most important concepts as well as answering questions about the chapter of the week. The quizzes encourage students to do their homework, come to class regularly, pay attention to presentations and provide students with some feedback about what they learned and mastered, and what they did not. The quizzes test the students' preparation, assiduity and understanding of the material. The format of the quizzes is multiple choice questions. The 7 best quizzes out of 8 will be counted.

1 Midterm (15%)

The midterm tests the students' acquisition of the applied linguistics concepts taught up to the midpoint of the course. Some questions will be taken from the quizzes; others will be taken from the coursebook, the Power Point presentations, and from what was presented and discussed in class.

The format of the midterm is at the end of the coursebook and on Brightspace.

1 reflection paper on Clifton Strengths (10%)

After completing the Clifton Strengths Assessment by going to <https://studentexperience.uwo.ca/strengths/>, you will print the Assessment and bring it in class on November 4 and 6 in order to receive the 3%.

You will take notes during the class activities, and the guest speaker presentation, and write a short reflection paper about your personality strengths and how they affect your learning and teaching.

This assignment aims at learning about your own personality, applying new concepts, theories, and information by evaluating how our own personality influences how we learn and teach. The instructions for this assignment are at the end of the coursebook and on Brightspace.

1 group review questions for final exam (9%)

In groups of three or four (depending on the number of students enrolled in the course), students will write 18 questions. 9 questions requiring a short answer, and 9 questions requiring longer explanations. The questions serve as preparation for the final exam, and some of these questions will be chosen for the final exam. The instructions for this assignment are at the end of the coursebook and on Brightspace.

1 microteaching (10%)

Depending on the number of students enrolled in the course, and depending on students' preferences, students will present alone, or as a group (2-4 people), a language lesson. They will choose a date, at the beginning of September, and choose a topic. No topic can be chosen twice, so first come, first served! You will be asked to teach a language lesson, putting into practice what was learned and studied in the course. During the language lesson, you can teach FSL (French), ESL, or any other language which may be the student's native language or be the language the student intends to teach. It can also be a lesson in Sign language. The language used to teach the lesson will be French.

Students in the class will become language students of a new language or pretend they have just started learning French, thus experiencing the challenges students face when learning a new language. Students will also benefit from different lessons and teaching methods, tools, and activities which will give them more precise ideas about all aspects of a language lesson. The instructions for this assignment are at the end of the coursebook and on Brightspace.

The final exam (30%)

The final exam is cumulative. The content of the whole term will be in the exam. The final exam will have a combination of short and longer answers. Some of the questions may be the same or similar to the ones in the quizzes and the midterm. The questions can be about knowledge (short answers), understanding (explain a concept), or be a combination of concepts (discuss a more complex concept, using several theories). The format of the final exam will be given in advance and will be found on Brightspace, like the other evaluations.

Technical Requirements

This course requires you to have a reliable internet connection and a computer that meets the technical requirements for accessing the course outline, the coursebook, the lessons for reviews, and for writing weekly online quizzes. You can use the library computers.

The use of laptops (or tablets) is allowed in class for note-taking purposes only, but not necessary. In fact, you don't need to take notes, as all the relevant information is already in the coursebook and in the PowerPoint presentations.

You don't need to bring a laptop to classes, but you need to print the coursebook and bring it to class.

Electronic Devices

Cell phones are not permitted in class. If you have valid reasons to use your phone in class, please come talk to me at the beginning of class or at the beginning of the term.

Use of Generative Artificial Intelligence (AI)

In this course, students are permitted to use AI tools for preliminary research purposes, and for improving the quality of language. These tools are intended to enhance the learning experience by providing access to diverse information sources. However, it is essential that students critically evaluate the obtained information, exercise independent thinking, develop their own ideas, arguments, and perspectives and write the assignment themselves in French. The use of AI tools can serve as a starting point for exploration; however, students are expected to uphold academic integrity by appropriately attributing all sources and avoiding plagiarism. Assignments should reflect the students' own thoughts and independent written work. By adhering to these guidelines, students contribute to a responsible and ethical learning environment that promotes critical thinking, independent inquiry and allows them to produce original written contributions.

The use of generative artificial intelligence tools/software/apps (automatic translation tools, grammar checkers, ChatGPT...or other AI tools) can be used to improve the quality of the written assignments: the microsession, the review questions, and the Clifton Strengths reflection. No documents and no device are permitted during other assessments (midterm, final exam).

If these tools are used, including spellcheck, you need to submit the initial version (without the use of any tools and without corrections). You will submit the initial, untouched version, as well as the subsequent versions, with a title explaining the changes and the changes being underlined or in bold.

If AI use is suspected other than for preliminary research and for correcting initial material, the instructor will ask for research notes, rough drafts, essay outlines, and other materials used in preparing assignments. Students are expected to retain these materials until after final grades have been entered. In the unlikely event of concerns being raised about the authenticity of any assignment, students may be asked to produce these materials; an inability to do so may weigh heavily against them.

Methods of Evaluation

The overall course grade will be calculated as listed below:

- 8 quizzes (preparation) 21%

Quiz 1 - Sept 16	Quiz 2 - Sept 23	Quiz 3 - Oct. 02	Quiz 4 - Oct. 07
Quiz 5 - Oct. 28	Quiz 6 - Nov. 04	Quiz 7 - Nov. 11	Quiz 8 - Nov. 18

The best 7 quizzes will be counted (3% each) All quizzes are due on Mondays, 2:00pm

- 1 midterm 20% Date: October 28

- 1 reflection paper about Clifton Strengths	9%	Assessment Due: Nov. 03 (3%) Reflection Paper Due: Nov. 08 (6%)
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- 1 oral presentation (microteaching) 10% Dates: Nov. 20, Nov. 25, Nov. 27, Dec.2, Dec. 4

- Review questions 10% Due: Nov. 21

- Final exam 30% Date: December 9-22 (to be announced)

In case students are granted accommodation by an academic advisor (with the instructor's agreement), please see the course accommodation below.

With accommodation	Without accommodation
<p>Quizzes Since the best 7 quizzes out of 8 are counted, students can miss one quiz without accommodation and without penalty. In addition, there is a flexibility period to submit the quizzes (up to a deadline). Thus, the quizzes cannot be done later even with accommodation.</p> <p>CliftonStrengths assignment Students can submit the assignment up to one week after the due date.</p> <p>Microteaching There is no possibility of adding an extra presentation, students will not be able to present it in class later. Instead, they will submit a video within one week of the due date.</p> <p>Midterm The final exam grade will be reweighed. There is no make-up exam.</p> <p>1 group review questions for final exam Students can submit this assignment within one week after the due date. Instead of doing the work in group, the student will do it alone.</p>	<p>Quizzes Since the best 7 quizzes out of 8 are counted, students can miss one quiz without penalty and without accommodation. Students will receive a 0 for the missed quizzes. The quizzes cannot be done later.</p> <p>CliftonStrengths assignment A penalty of -5% for each day will be applied, up to a maximum of 7 days (-35%)</p> <p>Microteaching There is no possibility of adding an extra presentation, students will not be able to present it in class later. Instead, they will submit a video within one week of the due date. A penalty of -5% for each day late will be applied, up to a maximum of 7 days (-35%)</p> <p>Midterm There is no make-up exam. Students will receive a 0 for the missed midterm.</p> <p>1 group review questions for final exam A penalty of -5% for each day will be applied, up to a maximum of 7 days (-35%). Instead of doing the work in group, the student will do it alone.</p>

Accommodation for quizzes

All quizzes deadlines have an automatic 48-hour 'grace period'. That is, if you cannot make the original deadline set (Mondays, 2:00pm), you will have an additional 48-hour period during which you can still submit the assessment without requiring any academic consideration from Academic Counseling, or permission from the instructor, and without any late penalty. There is no limit on the number of quizzes for which you 'use' the 48-h grace period. So, if you need some or all of that extra 48 hours to get these assessments submitted, simply take it, no questions asked. Beyond that 48-h grace period, late submissions will not be accepted. Note that the 48-hour grace period **does NOT apply to the other assessments**.

The submission deadlines for quizzes already include flexibility in three forms:

1. The 48hr grace period.
2. The best 7 quizzes out of 8 (and possibility of missing one quiz without penalty).
3. The early availability of quizzes, and the possibility of submitting the quizzes in advance.

This is why the instructor reserves the right to deny extra academic consideration for quizzes which are submitted following the end of the period of flexibility (after the 48-hour grace period). Thus, extra accommodation will not be accepted for quizzes, and quizzes are blocked after the deadline.

When a student receives academic considerations or academic accommodations which overlap with the built-in flexibility of the assessment, the longest period of accommodation will determine the deadline. The built-in flexibility of the assessment should not be taken to extend any considerations or accommodations.

All academic consideration requests must include supporting documentation; however, recognizing that formal documentation may not be available in some extenuating circumstances, students can submit **ONE** assignment up to 24 hours late without supporting documentation and without penalty: the Clifton Strengths assignment or the review questions. If the review questions are submitted late, the student will write the questions separately from the group.

The midterm and the microsessions always require formal supporting documentation when requesting Academic Consideration.

Evaluation Scheme for Missed Final Exam

If you miss the Final Exam, please contact the Academic Counselling office of your Faculty of Registration as soon as you are able to do so. They will assess your eligibility to write the Special Examination (the name given by the University to a makeup Final Exam). You may also be eligible to write the Special Exam if you are in a “Multiple Exam Situation” (e.g., more than 2 exams in 23-hour period, more than 3 exams in a 47-hour period).

If a student fails to write a scheduled Special Examination, the date of the next Special Examination (if granted) normally will be the scheduled date for the final exam the next time this course is offered. The maximum course load for that term will be reduced by the credit of the course(s) for which the final examination has been deferred. See the Academic Calendar ([Special Examinations](#)), especially for those who miss multiple final exams within one examination period.

General information about missed coursework

Students must familiarize themselves with the *University Policy on Academic Consideration – Undergraduate Students in First Entry Programs* posted on the Academic Calendar: <https://www.uwo.ca/univsec/pdf/academicpolicies/appeals/academicconsiderationSep24.pdf>

This policy does not apply to requests for academic consideration submitted for **attempted or completed work**, whether online or in person. The policy also does not apply to students experiencing longer-term impacts on their academic responsibilities. These students should consult: [Accessible Education](#).

For procedures on how to submit Academic Consideration requests, please see the information posted on the Office of the Registrar’s webpage:

<https://registrar.uwo.ca/academics/academicconsiderations/>

All requests for Academic Consideration must be made within 48 hours after the assessment date or submission deadline.

Additional Statements

Academic Offences

Scholastic offences are taken seriously, and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, here: <http://www.uwo.ca/univsec/pdf/academicpolicies/appeals/scholasticdisciplineundergrad.pdf>.

Statement on the use of plagiarism-checking software

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Policy on Accommodation for Religious Holidays

Students should review the [policy for Accommodation for Religious Holidays](#). Where a student will be unable to write examinations and term tests due to a conflicting religious holiday, they should inform their instructors as soon as possible but **not later than two weeks** prior to writing the examination/term test. In the case of conflict with a midterm test, students should inform their instructor as soon as possible but not later than one week prior to the midterm.

Academic Accommodation and Accessible Education

Academic Accommodation is “a means of adjusting the academic activities associated with a course or program of student in order to permit students with disabilities to participate in those activities at the University and to fulfill the essential requirements of a course or program.”

<https://www.uwo.ca/univsec/pdf/academicpolicies/appeals/Academic%20Accommodationandabilities.pdf>. Students with disabilities are encouraged to register with **Accessible Education** at the earliest opportunity. “Accessible Education plays a central role in Western's efforts to ensure that its academic programs are accessible for all students”

<http://academicsupport.uwo.ca/accessibleeducation/index.html>

Note: There is no need to explain you have accommodations and you need extra time. Students do not need any accommodations for quizzes as they are not timed, students can take as much time as they need and the submission deadlines for quizzes already include flexibility in the form of numerous days of possible submission within the deadline period.

Special Examinations

A Special Examination is any examination other than the regular examination, and it may be offered only with the permission of the Dean of the Faculty in which the student is registered, in consultation with the instructor and Department Chair. Permission to write a Special Examination may be given on the basis of compassionate or medical grounds with appropriate supporting documents. To provide an opportunity for students to recover from the circumstances resulting in a Special Examination, the University has implemented Special Examinations dates. These dates as well as other important information about examinations and academic standing can be found [here](#). **It does not apply to this course.**

Support Services

Academic Advising

Your Home Faculty's Academic Advising Office will support or refer whenever you have an issue that is affecting your studies, including information on adding/dropping courses, academic considerations for absences, appeals, exam conflicts, and many other academic related matters. Do not hesitate to reach out to them if you are struggling and unsure where to go for help. Contact info for all Faculties is here:

<https://registrar.uwo.ca/facultyacademiccounselling.html>

Mental Health Support

Students who are in emotional/mental distress should refer to Mental Health@Western (<https://uwo.ca/health/>) for a complete list of options about how to obtain help.

Gender-based and sexual violence

Western University [is committed to reducing incidents of gender-based and sexual violence](#) (GBSV) and providing compassionate support to anyone who is going through or has gone through these traumatic events. If you are experiencing or have experienced GBSV (either recently or in the past), you will find information about support services for survivors, including emergency contacts at the following website:

<https://www.uwo.ca/health/studentsupport/survivorsupport/get-help.html> . To connect with a case manager or set up an appointment, please contact support@uwo.ca .

Learning Development and Success

Counsellors at the Learning Development and Success Centre <https://learning.uwo.ca> are ready to help you improve your learning skills. They offer presentations on strategies for improving time management, multiple-choice exam preparation/writing, textbook reading, and more. Individual support is offered throughout the Fall/Winter terms in the drop-in Learning Help Centre, and year-round through individual counselling.

USC

Additional student-run support services are offered by the USC, <https://westernusc.ca/services/>.

Copyright and intellectual property

PowerPoint lecture slides and notes, the custom coursebook, in-class activities, assignment guidelines, quizzes and other components of the course materials are typically the intellectual property of the instructor. Unauthorized reproduction through audio-recording, video recording, photographing, sharing on social media, or posting on course-sharing websites is an infringement of copyright and is prohibited. Such an action may be considered a Code of Conduct violation and lead to sanctions.
