



## CIEE Paris, France

<b>Course title:</b>	French Language - Beginning I
<b>Course code:</b>	FREN 1001 PAFR
<b>Programs offering course:</b>	Arizona State University Global Flex - Course + Internship, Arizona State University Global Flex - 3 Credit, Arizona State University Global Flex - 6 Course Credits, Paris Open Campus Block
<b>Open Campus Track:</b>	Language, Literature, and Culture
<b>Language of instruction:</b>	French
<b>U.S. semester credits:</b>	3.00
<b>Contact hours:</b>	60.00
<b>Term:</b>	Spring Block I 2023

### Course Description

This beginning grammar course aims to cover grammar basics while consolidating students' knowledge of principal tenses (present, past, and future), interrogation, negation, and pronouns. It will also allow them to deepen their understanding of elementary points, such as the masculine and feminine in adjectives and nouns, articles, expression of quantity, as well as demonstrative and possessive adjectives (elements that are absolutely essential to all communication). Lastly, this course will enrich students' vocabulary, which is equally indispensable at this stage of their learning.

### Learning Objectives

By completing this course, students will:

In this course, students will carry out important work on verbs – the heart of sentences and essential elements to be mastered in the development of communicative capacity. They will also learn to master basic grammatical elements, which are critical to understanding one's interlocutor. In addition, they will practice grammar in both written and oral forms, so as to develop practical communicative competences. At the end of the course, students will be capable of communicating and exchanging with a native speaker on simple, practical subjects regarding everyday life.

### Course Prerequisites

None

### Methods of Instruction

Learning a foreign language requires to process the meaning of words and sentences, to compare its structure with that of one's own language and to interact with native speakers. We will start by discovering the sounds and writing of French, and go through basics like numbers, essential nouns, adjectives and verbs. Memorizing and being able to practice through "micro-systems" like conjugations is important and prepares the way for strong academic skills.

### Assessment and Final Grade

1.	First assignment: spelling	10%
2.	Midterm	15%
3.	Vocabulary test	15%
4.	Creative Writing with Peer Review	15%
5.	Final Exam	15%
6.	Class Participation	30%
	TOTAL	100%

### Course Requirements

**First assignment: spelling**

With this first assignment, students will make sure they master the basics of French spelling and pronunciation through classroom vocabulary.

## **Midterm**

### **Vocabulary test**

This second test is a written test about essential French vocabulary covered in class (nouns with their gender, masculine or feminine).

### **Creative Writing with Peer Review**

This writing exercise, articulated around the expression of specific personal tastes, takes its inspiration from a literary work which is introduced in class. It then proceeds through vocabulary search and vocabulary building as well as a peer review. After two drafts, students come up with a final version which in turn results in an in-class oral activity. The overall purpose of this multifaceted activity is to create a sense of continuity and progression throughout the block and allow students, even at this level, to appropriate the language.

## **Final Exam**

This exam is cumulative, covering material from the entire block. Oral understanding, grammar, spelling and vocabulary will be evaluated.

## **Class Participation**

Participation is valued as meaningful contribution in the digital and tangible classroom, utilizing the resources and materials presented to students as part of the course. Meaningful contribution requires students to be prepared in advance of each class session and to have regular attendance. Students must clearly demonstrate they have engaged with the materials as directed, for example, through classroom discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on co-curricular and outside-of-classroom activities.

Important: collective and individual reflection on language learning, based on video materials, discussions in class and small written productions in English, is part of class participation and is graded as such. All students in the group are expected and encouraged to engage in an actual and conscious learning of the language, inside and outside the class, in order to succeed and move on to the next appropriate language level.

## **Attendance**

To encourage engaged learning, regular class attendance is required throughout the program. This includes any required co-curricular class excursion or event, as well as internship, service-learning, or other required field placement.

An excused absence in a CIEE course will only be considered if approved by a CIEE Center Director/Academic Director (not the Instructor), and:

- it is a self-certified absence for illness (only once per course, requires formal request before or within 24 hours, cannot miss assessment worth more than 5% of final course grade)
- a doctor's note from a local medical professional is provided
- evidence of a family emergency is provided
- it is a pre-approved observance of religious holiday

Unexcused absences include personal travel and/or travel delays, as well as missing more than 25% of a single class period (including tardiness and early departure). Assessments missed due to unexcused absences will be marked as zero. Students with over 10% unexcused absences will be contacted by CIEE staff. Students with over 20% unexcused absences will be contacted by CIEE staff, receive a formal warning letter (shared with their home institution) and lose 10% of the final course point total (e.g., a final A grade of 93% will be lowered to a B grade of 83%).

For more detail, please consult your CIEE Academic Manual.

## **Academic Integrity**

Academic integrity is essential to a positive and inclusive teaching and learning environment. All students are expected to complete coursework responsibilities with fairness, respect, and honesty. Failure to do so by seeking

unfair advantage over others or misrepresentation by your own can result in grade penalties or disciplinary action. See the CIEE Student Academic Manual for further information on academic integrity.

***N.B. Course schedule and co-curriculars are subject to change. The final duration and distribution of content and assignments will be determined and presented to students at the onset of the course.***

## **Weekly Schedule**

### **Week 1**

Class: 1.1 Introduction

Class presentation

Student introductions. "Je m'appelle, Elle s'appelle, Il s'appelle..."

Letters and numbers from 0 to 10.

Vocalic sounds: « eu », « oi », « au », « on ».

Work for next class: <https://quizlet.com/216548010/numbers-from-one-to-ten-flash-cards/>

Work for session 4:

Watch the videos on Open Culture website. What is the most relevant or inspiring talk for you ?  
What attitudes and strategies are you going to keep in mind?

### **Week 2**

Class: 2.1 Contact

"Les mots nouveaux": words and expressions heard and seen by the students.

Some French names and how to read them.

Numbers 10 to 19.

How to read: « ou », « ei », « in » + "la liaison".

Work for next class:

<https://quizlet.com/216560251/numbers-from-ten-to-nineteen-flash-cards/>

Class: 2.2 .

Adjectives of nationality.

Verbs "être" and "s'appeler".

Communication: getting acquainted.

*Free assignment.*

Work for next class:

[582067/nationality-adjectives-feminine-and-masculine-1-flash-cards/](https://quizlet.com/582067/nationality-adjectives-feminine-and-masculine-1-flash-cards/)

<https://quizlet.com/216582340/nationality-adjectives-feminine-and-masculine-2-flash-cards/?new>

Class: 2.3 .

Names of countries: the use of "le", "la", "l'" and "les".

Communication: greetings in French.

Work for next class:

<https://quizlet.com/219251478/country-names-flash-cards/><https://quizlet.com/216>

Class: 2.4 .

Numbers from 20 to 69.

How to read: « en », « an ».

French vocalic sounds.

First graded assignment: spelling and pronunciation. Adjectives, nouns, numbers introduced and practiced in weeks 1 and 2.

*Discussion in English: first impressions on learning a foreign language; comments about the videos.*

Work for next class:

<https://quizlet.com/216583341/counting-by-tens-flash-cards/?new>

### **Week 3**

Class: 3.1 First Interactions

“Les mots nouveaux”: words and expressions heard and seen by the students.

Written understanding: how to introduce yourself.

Work for next class:

<https://quizlet.com/216584583/days-of-the-week-and-different-parts-of-the-day-flash-cards/>

Class: 3.2 .

Communication: how to ask for information.

Vocabulary: colors.

Work for next class:

<https://quizlet.com/216729176/colours-flash-cards/?new>

Class: 3.3 .

Review and exercises to prepare for the midterm examination.

Numbers up to 100.

Work for next class:

<https://quizlet.com/216584882/numbers-from-69-to-79-flash-cards/?new>

### **Week 4**

Class: 4.1 Food

**Midterm: test evaluating oral comprehension + vocabulary + numbers.**

**Class participation grade #1.**

Work for next class:

<https://quizlet.com/216585534/numbers-from-80-to-99-flash-cards/?new>

Class: 4.2 .

“Les mots nouveaux”: words and expressions heard and seen by the students.

Communication : “Au restaurant”.

Vocabulary: fruits

Work for next class:

<https://quizlet.com/216729317/fruits-flash-cards/?new>

Class: 4.3 .

« J'aime / je n'aime pas »: written understanding.

Vocabulary: vegetables.

Common verbs finishing with -er.

Work for next class:

<https://quizlet.com/216729636/vegetables-flash-cards/?new>

<https://quizlet.com/216709419/common-verbs-finishing-with-er-flash-cards/?new>

Prepare for the vocabulary test.

Class: 4.4 .

**Vocabulary test.**

« J'aime / je n'aime pas »: draft 1, written production.

Work for next class:

« J'aime / je n'aime pas »: complete Draft 1.

## **Week 5**

Class: 5.1 Meeting People

**“J'aime / je n'aime pas” : Draft 1 due by class time**

“Les mots nouveaux”: words and expressions heard and seen by the students.

Communication : “Au téléphone”.

Work for next class:

« J'aime / je n'aime pas »: peer review.

Class: 5.2 .

Conjugation: common verbs in -er (full conjugation).

**“J'aime / je n'aime pas”: Peer reviews due by class time.**

Work for next class:

<https://quizlet.com/216709146/common-verbs-finishing-with-er-2-conjugate-with-je-and-vous-flash-cards/>

Class: 5.3 .

How to express time: “official” time.

Work for next class:

« J'aime / je n'aime pas »: draft 2.

Class: 5.4 .

How to express time: “ordinary” time.

**"J'aime / je n'aime pas" Draft 2 due by class time.**

Work for next class:

<https://quizlet.com/216730149/how-to-express-time-flash-cards/?new>

"J'aime / je n'aime pas": write the final version.

## **Week 6**

Class: 6.1 Daily Life Activities

"Les mots nouveaux": words and expressions heard and seen by the students.

Communication: "La Vie quotidienne".

Vocabulary: family members.

**"J'aime / je n'aime pas": final version due by class time.**

Work for next class:

<https://quizlet.com/249068579/other-verbs-ending-with-er-flash-cards/?new>

Class: 6.2 .

"Du / de la / de l' / des"

Preparation for the final examination: written production ("Qui est Karen?").

"J'aime / je n'aime pas": Reading.

Work for next class:

Go over notes and activities and bring questions to the general review next class.

Class: 6.3 .

Verb "aller" and preposition "à"

Collective preparation for the final examination: oral production and interaction.

General review.

Work for next class:

Prepare for the final examination (conjugations, vocabulary).

Class: 6.4 .

**Final examination. Cumulative test evaluating oral comprehension, oral production, vocabulary, and numbers.**

Conclusions.

## **Course Materials**

### **Readings**

Kizirian, Véronique M, Daill, Emmanuelle, Berthet, Annie, Hugot, Catherine, Waendendries, Monique. Alter Ego +. Méthode de français, niveau A1. Paris : Hachette, 2012.

### **Online Resources**

Marshall, Colin. "What are the most effective strategies for learning a foreign language? Six TedTalks provide the answers." Open Culture, Dec. 1, 2017 [last visited on July 1, 2019]

<http://www.openculture.com/2017/12/what-are-the-most-effective-strategies-for-learning-a-foreign-language-six-ted-talks-provide-the-answers.html>

