

FRENCH 1~ BEGINNING FRENCH

Welcome to class! *Bienvenus à la classe de français!*

SPRING 2024 / 100% Online/ 18 Week Course / Section: 53142

Instructor: Franchesca Amezola / 5 Unit Course

COURSE OVERVIEW



This is a beginning course in conversational and written French for non-native speakers; it is intended for students without previous exposure to French. Students will be introduced to the pronunciation, vocabulary, idioms, grammar, basic composition, and they will explore the cultures of France and other Francophone countries and regions. ADVISORIES: English 1A or 1AH. (A, CSU-GE, UC, I).

What You Will Learn

Throughout the course, you will develop language skills in French, will gain a sensitivity to differences and similarities in cultural issues, and by the end of the semester, you will be able to:

1. when shown a drawing of several actions, describe what is happening.
2. discuss your habits, vacation plans, describe your home, friends/family.
3. interview other students to find out their experiences.
4. tell about your daily routine: the 20-30 things you do in a normal day.
5. describe other persons and things using appropriate adjectives.
6. tell some important things you did yesterday, or last summer.

Computer Readiness

- This French course requires you to watch videos, record videos, make voice recordings and many other things that require an updated computer. Before beginning this course, be sure that you have access to either a desktop computer or a laptop (the campus library has very limited availability of laptops this semester and they can only be checked out overnight).

Required Materials

- Computer (desktop or laptop); some iPad/smartphones do not support audio/video exercises.
- Webcam, microphone, and speakers or earphones/pods.
- We will be using FREE Open Educational Materials! No need to purchase a French 1 textbook.

Grading and Evaluation

This course is not self-paced. All assignments, discussions, oral activities, quizzes, etc. are to be completed no later than 11:59pm PST/PDT on the date indicated.

Amount of Work

This is a 5-unit course and the workload reflects that. For *every unit*, about *three hours* of class work are required. You will be reviewing grammar tutorials and completing various activities in class and online to reinforce what you are learning. You will also spend time completing compositions, discussions, modules quizzes, preparing for oral presentations, the final exam, etc.; this will require on average about **15 hours a week**. Depending on your computer skills and understanding of the materials, the amount of time spent on the class may vary, as you become acquainted with the technology.

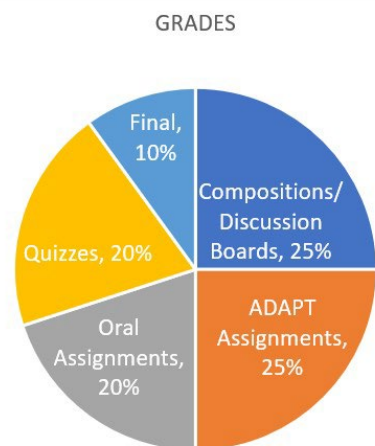


Figure 1 Amount of Work

| Assignment | Percentage of Total Grade |
|----------------------------------|---------------------------|
| Compositions / Discussion Boards | 25% |
| ADAPT Assignments | 25% |
| Oral Assignments | 20% |
| Lesson Quizzes | 20% |
| Final Exam | 10% |
| TOTAL | 100% |

Table 1 Grading Scale

Grading scale

| | | | | |
|-------------|------------|------------|------------|-------------------|
| A = 90-100% | B = 80-89% | C = 70-79% | D = 60-69% | F = 59% and below |
|-------------|------------|------------|------------|-------------------|



ADAPT Assignments

The FREE homework platform that we will use in class is called ADAPT from LibreTexts. The first time you access the site you will need to enter an Access Code, which I will provide to you. You will also be asked for your Student ID. The site wants to ensure that you are a student at Reedley College enrolling in the course. You will only be asked for this information the first time you access the site. This will ensure that your Canvas shell is linked to the ADAPT platform from then on. As a reminder, we are using a FREE Open

Educational Resource from LibreTexts as our French 1 text for the course. Know that ADAPT assignments have formative activities that will assess your listening, reading and writing assignments. You will also watch cultural videos and read articles, and you will answer comprehension questions.

- You weekly ADAPT Assignments **need to be submitted every Sunday night by 11:59 pm PST/PDT** and new ones will be assigned every Monday morning.



Oral Assignments

Communicating in the target language is an important goal to the class. We will have many opportunities to practice this skill throughout the semester. Exposure and repetition are key. Throughout the modules, you be required to complete **speaking/video assignments** individually or with a partner(s). These assignments will be scaffolded to help you communicate using the newly acquired language skills. They will be graded with a rubric that evaluates task completion, comprehensibility, pronunciation, intonation, as well as vocabulary and grammatical accuracy.

IMPORTANT! Try your own personal best in all oral assignments. If you are completing online oral assignments it is very easy to tell when someone is cheating on camera. It is easy to see eyes moving across a screen or looking down or side to side to check your notes, so please don't try it. There is a zero tolerance for cheating. Prepare for the assignments and look into the camera. Check schedule for Oral Assignments due dates.

- **Failure to complete oral assignments will result in an F in the course regardless of the other points earned!**

IMPORTANT! Oral Assignments, which require you to record your voice, will receive a grade of zero (0) if you record surrounding noise such as music or other people speaking in the background, rather than your own voice with appropriate responses. Additionally, if your recording demonstrates that someone in the background helped you with an assignment or if you record vulgar language, disciplinary actions will be initiated for academic dishonesty and/or misconduct done on your part. **Additionally, this semester we will hold Zoom sessions every Thursday of the semester from 2:00pm-2:50pm.** These optional conversational sessions can help you practice the spoken French that you will be recording and using with your classmates. Join us every Thursday for these **optional conversational sessions!**



Canvas Compositions / Discussion Boards

Compositions / Discussion Boards will be assigned in class and in Canvas throughout the semester. They are to be typed directly into Canvas. Your grade will be based on the breadth and accuracy of grammar and vocabulary, and your correct use of punctuation and accents.

IMPORTANT! The use of machine translators for graded assignments is prohibited and constitutes academic dishonesty unless expressly allowed for a particular assignment by the instructor. Please consult the grading rubric on each assignment. Check schedule for due dates.

Canvas Quizzes

You will be taking Quizzes at the end of each unit on Canvas. These are designed to match the objectives and student outcomes, and may include listening comprehension, vocabulary, grammar, reading comprehension and/or writing. These are timed quizzes and you will have only one attempt to complete during an assigned day (please see Full Semester Schedule - Week 1). If you don't complete the quiz on the assigned day, you will receive a grade of 0 on the quiz. **I do not allow students to make up quizzes.**

Canvas Final Exam



At the end of the semester, you will complete a final exam during our assigned Final Exam date that will cover Module 1 to Module 5, and only part of Module 6. **I do not allow students to make up the Final Exam.** Check schedule for Final Exam date.

Office Hours and Communication Policy



zoom



My **office hours** are a time that is reserved for you. You can make an appointment or just contact at these times:

- Monday 1:00pm-3:00pm (On campus: CCI #213)
- Wednesday: 1:00pm-2:00pm (On campus: CCI #213)
- Thursday 12:15pm-1:00pm (On Campus: CCI #213)
- Friday: 9:00am-10:00am (Zoom Hours)
- Or by appointment via Zoom/phone call

There are several ways to contact me:

- Come to my office hours on campus (CCI #213) or call my office at: (559) 494-3000 Ext. 3671.
- Email francesca.amezola@reedleycollege.edu I'll try to respond to your email within 24 hours.
- Canvas Inbox. Like email, I'll respond to you within 24 hours, usually less.
- Zoom Office <https://cccconfer.zoom.us/j/5082362525> Log in and I'll receive a message that you are waiting for me. I'll join you in a minute or so and we can talk face-to-face on our screens.

Besides office hours, I'm often available Monday through Friday, 8 a.m. – 5 p.m. via Inbox. If you contact me on Saturday or Sunday, I will reply on Monday.

Drop and Attendance Policy

During the first week of class, you must complete the assignment *Introductions Discussion on Canvas* (via Flipgrid) by the due date, or you will be dropped from the class. In an online class, attendance means that you regularly engage in course activities. Most of the work in this class will be completed on Canvas and ADAPT. **If you don't engage in the course work for more than a week, you will be considered absent and will be dropped from class.** Please communicate with me if you have concerns about your attendance.

Late Work Policy

You will know the due dates of assignments and exams for this class well in advance. All work, however, must be completed on time. Extra work or makeup work will not affect your grade. For ADAPT Assignments *only* you have a one-day grace period. You may submit those assignments late, but will receive a 10% deduction on those grades. After that date, grades will be entered on Canvas. No exceptions. No late Quizzes or Final Exam accepted. If you have an emergency, contact me before the due date. Examples of emergencies constitute a car accident, a heart attack or being ill with Covid-19 (Documentation will be required). A planned vacation or a birthday party do not fall into an emergency category.

In Need of a Tutor?

You may always talk to me during office hours, but you can also work with a tutor from the Learning Center. [Watch this video](#) on information about online tutoring. This is the [Tutor Matching Service](#) that connects you with online tutors. Check it out! We are here to help you.



Disabilities

If you have special needs as addressed by the Americans with Disabilities Act (ADA) and/or need course materials in alternate formats, notify me immediately. We have [Disabled Student Programs and Services](#) on campus. Reasonable efforts will be made to accommodate your special needs.

General Notes on Assignments and Academic Honesty

- Usage of English: For assignments, you should only use English when it is EXPLICITLY requested. If a language is not specified, use French.
- Accented Characters: Make sure to use accents marks when needed. They constitute an important part of the language, as words with or without them vary in meanings and are pronounced differently. I will provide instructions on how to include them in a variety of devices (Mac, PC, tablets, etc.).
- Original Work: The assignments represent opportunities for you as a student of French to demonstrate your acquired knowledge of the material we have covered. Your work should be wholly original, and only your instructor should provide feedback and corrections on it. While you may use online dictionaries to look up words and expressions, you may NOT use online translators to translate whole sentences. Assignments that contain structures that have not been covered in the course or phrases that have been copied from elsewhere will only receive partial credit. In some cases, if appropriate, you will be asked to redo the assignment. Academic dishonesty also includes cheating or using unauthorized devices during quizzes, exams or the preparation of writing projects.
- Material that is generated using generative **Artificial Intelligence is not considered original**. Using generative Artificial Intelligence tools to create material without the knowledge and consent of the instructor is considered plagiarism. If conversely, the use of AI is encouraged for a specific assignment, I will communicate this with you in advance. Otherwise, egregious cases of cheating will be forwarded for disciplinary action. Penalties for academic dishonesty range from an “F” on an assignment to dismissal from the course and/ or the college.

Equity Is Important

Outside of instructional requirements, there are two key goals for me with this class. My first goal is to celebrate the diverse nature of our college and community. I will do my best to present materials and activities that are respectful and celebratory of this diversity including: gender identify, sexual orientation, ability, age, socioeconomic status, residence status, ethnicity, race, nationality, religion, linguistic background, and culture.

My second goal is that all students feel welcome, have their needs met, and feel respected both in and outside of this class. I will work to create a classroom atmosphere of trust and safety to meet this goal. But I will need your help in this work. It is critical that each of us show respect for all worldviews expressed in class whether it be by a classmate or via class materials, even and especially when we may not agree or may not feel comfortable with those views. Please let me know if something is said or done in or out of the classroom, by myself or other students, that is troubling or causes discomfort or offense. We should never ignore these situations and in some cases, we can use these situations as a learning experience. If you're not comfortable talking with me directly, please feel free to email or message me through Canvas or contact your counselor or another trusted faculty member to help with the conversation.

Please remember that this does not mean that this is a safe place for hate speech, racism, prejudice, stereotyping, sexism, ablism, ageism, or other comments/actions that intentionally hurt people. These comments will not be tolerated and may be reported.

We have some great resources on campus to help make Reedley College as welcoming as possible, please take advantage:

- Contact Todd Davis, Title IX Coordinator, if you feel you have been discriminated against based on sex, experienced sexual harassment, or sexual violence. (Find website for [Title IX link here!](#))
 - Todd.davis@reedleycollege.edu or 559-494-0359
- Contact Darlene Murray, Student Equity Coordinator:
 - Darlene.murray@reedleycollege.edu
- Complete the Student Complaint form: used by students to report on an unauthorized or unjustified act by an employee. This form can be cumbersome, feel free to reach out to me or a counselor for help.
 - [Student Complaint Form](#)
- Visit [Reedley College's Racial Equity and Anti-Racism website](#) to view Reedley College's Anti-Racism Statement and resolutions passed by Reedley College's Academic and Classified Senates, and access equity resources.

Important Course Dates

January 15 (M) Martin Luther King, Jr. Holiday (No classes)

January 19 (F) Last day to drop a Spring 2024 full-term class for full refund

January 26 (F) Last day to register for a Spring 2024 full-term class in person with add authorization

January 26 (F) Last day to drop a Spring 2024 full-term class to avoid a "W" in person

January 28 (SU) Last day to drop a Spring 2024 full-term class to avoid a "W" on Self-Service

January 28 (SU) Last day **to add** a Spring 2024 full-term class with add authorization on Self-Service

Feb 16-19 (F-M) Presidents' Day Holiday (Lincoln and Washington) (No classes)

March 8 (F) Last day to drop a Spring 2024 full-term class: (letter grades will be assigned after this date). See pg. 3 of the [Academic Calendar 2023-2024](#) for additional information.

March 25-29 (M-Th) Spring Recess (no classes, campus open)

March 29 (F) Spring Holiday observed (no classes, campus closed, classes reconvene April 1)

May 13-17 (M-F) Spring 2024 Final Exams Week

FRENCH FINAL: Online format / WEEK OF May 13-17, 2024.

FRENCH 1 COURSE OUTCOMES:

After the completion of this course the student will be able to:

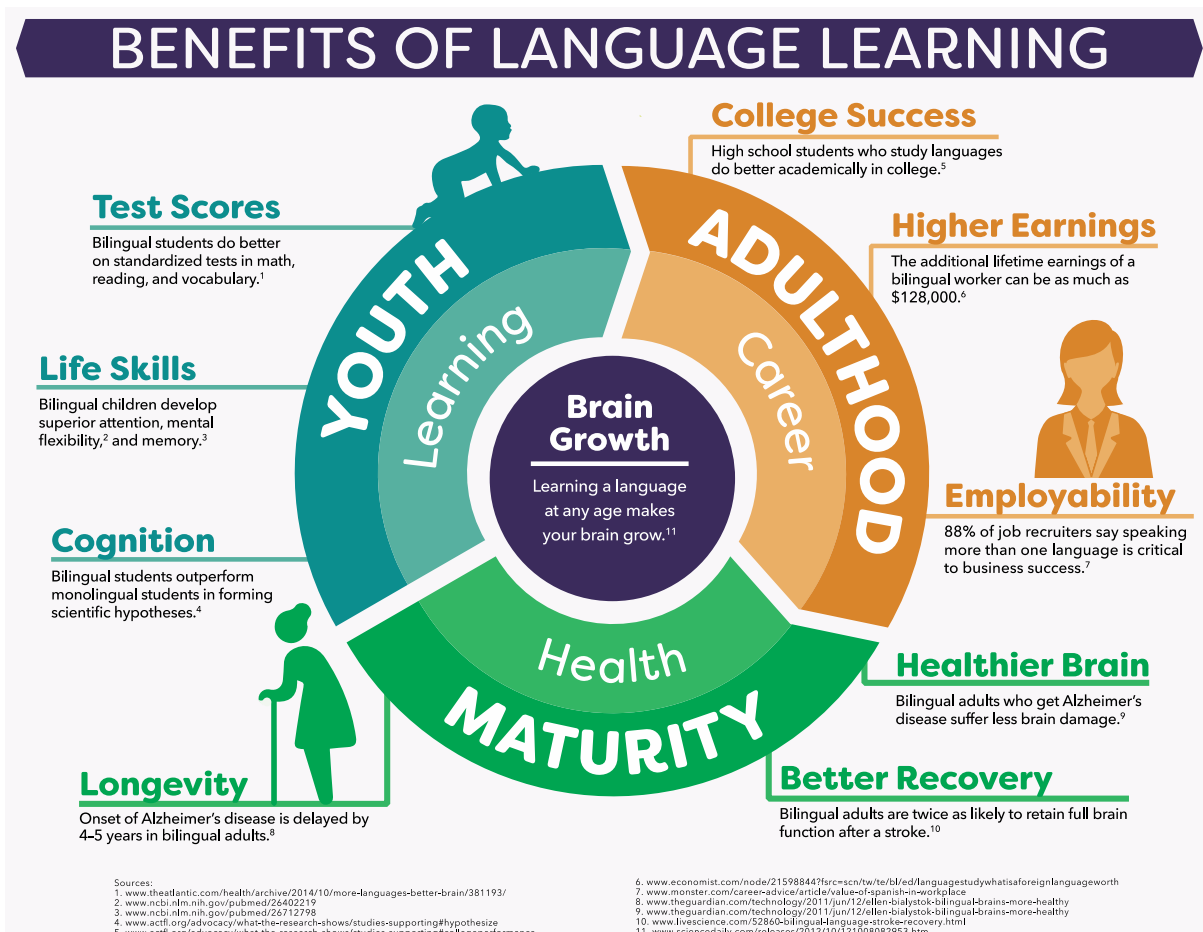
- A. recognize and comprehend basic spoken French at the low beginner level of competency.
- B. orally produce comprehensible sentences and phrases in French to respond appropriately to questions, initiate and sustain simple conversations, or describe people, places and activities.
- C. read, identify and comprehend specific pieces of information from selected short readings and authentic, graphically-represented text such as ads or short magazine articles.
- D. construct simple sentences and compose basic paragraphs applying correct usage of basic grammatical structures to express ideas.
- E. demonstrate knowledge and appreciation of the diversity of Francophone cultures and the products of these cultures.

FRENCH 1 COURSE OBJECTIVES:

In the process of completing this course the student will:

- A. recognize and pronounce the French phonology.
- B. comprehend and interact in simple spoken French within the range of vocabulary topics and structures at the low-beginner level of competency. These contexts include meeting people; describing oneself and others; talking about family, friends, daily activities and pastimes; and making plans.
- C. recognize and employ new vocabulary and apply the correct usage of basic grammatical structures in order to communicate ideas, describe events, ask simple questions, and respond, both orally and in writing, to questions in the present tense.
- D. comprehend basic written texts using contextual clues, vocabulary recognition, grammar knowledge, cognates, and inferences.
- E. review, recall and use previously learned vocabulary and grammatical structures while continuing to augment and expand this base of knowledge.
- F. compare and contrast the target language and cultures with the language and cultures of the U.S.
- G. demonstrate a low beginner level of competency in the five skills as mandated by the proficiency guidelines of the American Council on the Teaching of Foreign Languages (ACTFL): listening comprehension, speaking, reading, writing and a basic knowledge and appreciation of the people and cultures of French-speaking countries and regions.

Welcome to class! You will enjoy learning French and about the Francophone cultures. *Bienvenus!*



General Tentative Schedule—See Individual Modules for Detailed Assignments Due Dates

| Week | Chapter | Material covered | Exams/ Assignments/Holiday |
|------------------------------|------------------------------------|---|--|
| Jan. 8-12 Week 1 | Welcome Week! | Course Information & Student Resources | Complete : Email, Canvas notifications, Syllabus Quiz, Introductions Assignment. See Module 1 for details. |
| Jan. 15-19 Week 2 | MODULE 1 Bonjour! | Greetings and introductions, identification of people and things, descriptions, and the concept of <i>Francophonie</i> . | <i>MLK Jr. Day Holiday:</i> Monday, Jan. 15: No classes |
| Jan. 22-26 Week 3 | | Nationalities, colors, numbers 0-60, common classroom expressions, the alphabet, and cognates, or words in common. | <u>Exam Module 1</u> |
| Jan. 29- Feb. 2 Week 4 | MODULE 2 À l'université | University life, activities you like and do not like to do, how to express your preferences, the calendar, telling time | |
| Feb. 5-9 Week 5 | | Talking about daily activities and frequency, France and its many regions, question formation, expressing location | |
| Feb. 12-16 Week 6 | | Expressing possession, frequency words, the concept of the 24hour clock, gender of nouns question words | <u>Exam Module 2</u> <i>Presidents' Day Holiday:</i> |
| Feb. 19-23 Week 7 | MODULE 3 La famille | Talking about family, physical and personality descriptions, expressing preferences, Francophone families | Fri.-Mon., Feb. 16-19: No classes |
| Feb. 26- Mar. 1 Week 8 | | Regular and irregular adjectives, the verb faire and faire expressions, possessive adjectives and prepositions, numbers above 60. | |
| Mar. 4-8 Week 9 | | Expressing origin, demonstrative adjectives, contractions, expressing dates, Anglicisms, Franglais, Paris, numbers above 100 | <u>Exam Module 3</u> <u>Friday, March 8:</u> <u>LAST DAY TO DROP</u> |

| | | | |
|------------------------------|--|---|---|
| | | | <u>(letter grades will be assigned after this date).</u> |
| Mar. 11-15 Week 10 | MODULE 4 Les temps et les loisirs | Weather expressions, seasons, how to describe leisure activities and other daily activities, what you want to do, what you can do, and what you have to do (savoir, devoir, etc.) | |
| Mar. 18-22 Week 11 | | Expressing future activities, seasonal celebrations in the Francophone world, expressions with avoir, such as j'ai soif, j'ai faim, j'ai 18 ans | |
| Mar. 25-29 | Spring Recess | Spring Recess | No classes |
| Apr. 1-5 Week 12 | | The verb jouer, expressing daily chores and activities (regular and irregular IR verbs), the infinitive construction, expressing future activities | |
| Apr. 8-12 Week 13 | | The verb to know, connaître vs. savoir, open vowels vs. closed vowels, the infinitive construction with two verbs | <u>Exam Module 4</u> |
| Apr. 15-19 Week 14 | MODULE 5 En ville | Places in or out of town where people work, expressing location, means of transportation, Quebec | |
| Apr. 22-26 Week 15 | | Expressing recent activities (passé récent), expressing what one is about to complete (en train de faire), Toulouse, Toulon & Strasbourg | |
| Apr. 29- May 3 Week 16 | | The preposition à, expressing activities (irregular ER verbs), verbs like prendre, partitive articles, French Polynesia | |

| | | | |
|----------------------|--|--|---|
| May 6-10 Week 17 | MODULE 6 La maison et le quartier | Daily routine chores, house vocabulary, how to talk about past events, troncation (mots racourcis), Quebec, Canada | Review for Final Examination |
| May 13-17 Week 18 | FINALS WEEK | French 1 Final Exam | <u>French 1 Final Exam:</u> <u>ON CANVAS:</u> <u>Available Mon. through Wed.</u> |

*Schedule is subject to change. Test date changes or any modification to the course will be announced. It is your responsibility to read any announcements posted on Canvas.