New York City College of Technology
Humanities Department
Course Title: Elementary French I
FREN 1101; Section⎯⎯⎯⎯

Instructor's Name:
Contact Email:
 Office: L630; 718-260-5018
Office Hour:

Sample Syllabus

3 Credit Hours; Course Prerequisites: Placement test and department permission (to be taken ONLY by students who learn French as a foreign language, but not by heritage speakers of French).
Flexible core: WORLD CULTURES AND GLOBAL ISSUES

Course Description
This is a course for beginning students focused on developing all language skills (listening/speaking/ reading/writing). An appreciation of Francophone culture is integrated into each lesson. Students learn basic grammatical structures (simple sentence construction, conjugation of regular/irregular verbs) and vocabulary of everyday life. Class activities are complemented by required online assignments. The minimum technological requirements for fully online sections of this course are a working camera and microphone. Students will be expected to turn on cameras and microphones at their instructor's request.

Standard Textbook: Students are required to bring the textbook/reading materials to every single class. Extra material will be available on Brightspace as the course progresses (for more details, see Humanities Department Attendance Policy below).

Assessment Overview

1. ***Quizzes***: These are used to evaluate vocabulary, grammar, reading comprehension and acquisition of new contents **every two weeks** at the beginning of the class. The quizzes will facilitate students assess their own learning and guide them through a daily study habit. **There are no make- up quizzes for anyreason, including tardiness or absences.**

2. ***Midterm and final examination***: Exams cover grammar, vocabulary and cultural material covered in class, and will serve to evaluate students´ understanding of the linguistic and cultural background of the language. Midterm exam covers materials including Chapters 1-3, while the final exam covers materials including Chapters 4-6. It is a closed-book/closed-notes examination.

Make-up policy: Examinations must be taken at the time established in the syllabus. When absent on the day of the examination, a student is allowed to take the examination before or on the next class meeting **only in case of documented medical emergencies**. **Students who contact the instructor after they have missed the class will not be allowed to make-up the exam.** If the exam is not taken before or on the next class meeting, the student will receive 0 points for the exam.

3. *Class participation:* Active participation is an essential part of the learning process and is required of all enrolled students. Participation means maintaining an active presence in the class by answering questions from the instructor, volunteering for and participating in class activities, and, in online sections, keeping cameras and microphones on as required by the instructor. Other elements of class participation include regular use of the target language in class with instructor and peers, constant demonstration of active listening when others speak, and collaboration with fellow students in in-class activities. Student participation will assist instructors in evaluating the language skills practiced in the course (listening /written comprehension tests, oral presentations, compositions, etc.). This grade will be impacted negatively if students fail to answer the instructor's questions or participate in class activities. Simply attending (or logging into) class does not constitute participation.

4. *Homework (Connect):* Homework is assigned on a regular basis for knowledge reinforcement and complementing class activities. The student is responsible for completing homework every day before class as well as those activities assigned by the instructor in the textbook and other sources. **Connect**: The instructor will provide students with directions to go online and, by entering the book-key, open a personal account to start working in the electronic language lab. Students will have until the date set by the instructor to complete the homework assignments in the Connect system. Since students will have enough time to complete the homework assignments, **no deadline extensions will be given**. Be aware that the Connect system is sometimes offline for maintenance; therefore, it is recommended that students submit the homework assignments on time.

<u>**Working outside the class**</u>*:* Students are also responsible for working each day outside of class to learn French as much as possible through readings, assignments and research that they will share in class. Students are expected to invest at least three (3) hours of combined in-class and out-of-class work per week for each academic unit (credit) of coursework; thus, a 3-credit course will typically require a minimum of nine (9) hours of work per week (260 hrs./semester). Plan on spending at least six (6) hours per week outside of class. You will need this time to read the textbook and any reading material, memorize and practice the vocabulary, complete homework, prepare the oral exam and oral activities assigned. Students should always look for ways *(learning strategies)* to grow and develop their linguistic proficiency in and outside the classroom.

5. *Reading comprehension*: To succeed in this course, you should do all assigned textbook exercises and readings, and review class notes frequently. There will be two test to evaluate your reading skills in French during the second part of the semester.

<u>Grading Distribution</u>

1. Midterm Exam 20%
2. Final Exam 20%
3. Class participation. 20%
4. Quizzes..10%
5. Homework..10%
6. Lab Manual (online assignments, as applied).10%
7. Language skills (listening / written comprehension tests, oral presentations, compositions, etc.).. 10%

Humanities Department Attendance Policy

It is the conviction of the Humanities department that a student who is not in a class for any reason is not receiving the benefit of the education being provided. Missed class time includes not just absences but also lateness, early departures, and time outside the classroom taken by students during class meeting periods. Missed time impacts any portion of the final grade overtly allocated to participation and/or any grades awarded for activities that relate to presence in class.

Absence is failure to attend any part of the class, from roll call to dismissal. Please note that sleeping or putting your head down on your desk means that you are not present in the class; the same is applied to unauthorized use of electronic devices, leaving the classroom during class, or leaving early.

School of Arts & Sciences Attendance Statement

When students miss class, they do not receive the full benefit of their education. Missing class includes absence, lateness, early departure and stepping out for prolonged periods during the session. Students must attend class consistently and on time: Failure to do so will negatively affect the final grade and could lead to an 'F' in the course.

Plagiarism and NYCCT Academic Integrity Policy:

"Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion." (See pp. 73-76 in the student handbook). The following are some examples of plagiarism:

- Copying another person's actual words without the use of quotation marks and footnotes attributing the words to their source.
- Presenting another person's ideas or theories in your own words without acknowledging the source.
- Using information that is not common knowledge without acknowledging the source.
- Failing to acknowledge collaborators on homework and laboratory assignments.
- **Internet Plagiarism** includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, and "cutting and pasting" from various sources without proper attribution.
- Speech assignments must be paraphrased into your own language and properly cited. All major writing speeches and exams will be run through Safe Assign.

NOTE: In the event that the instructor finds that the results of students' homework, scripts, and other at home activities do not correspond to their level of proficiency, students may be called to take an extra exam to prove their capacity to solve tasks similar to those normally assigned in class.

Policy on In-class use of technology

Students are required to **log into their City Tech emails and Brightspace regularly** (every two to three days) in order to get updated information on course content, download handouts, watch videos, and follow class assignments. Failure to do so is every students' responsibility and the consequences may affect their final grades. CUNY guidelines state that all communication between students and the instructor must be through your City Tech email address. The professor will use **ONLY** City Tech email addresses as primary means of communication. The instructor will make every effort to answer email messages promptly **(Monday to Friday until 5:00 p.m.).**

Any electronic devices (e.g. cell phones, tablets, computers, etc.) must be turned off when class begins, and remain off when the class is in session, unless otherwise indicated by your instructor. **Any evidence of cell phone use (ringing, buzzing, etc.) and similar equipment use will result in an automatic zero in participation for the day's session, Using a cell phone during a test will result in a test score of zero.**

Technological issues are not a valid excuse for lack of participation or lack of course work. Students should foresee potential technical problems and should always have a Plan B in place (e.g., use of computers on campus).

Accessibility Statement

City Tech is committed to supporting the educational goals of enrolled students with disabilities in the areas of enrollment, academic advisement, tutoring, assistive technologies and testing accommodations. If you have or think you may have a disability, you may be eligible for reasonable accommodations or academic adjustments as provided under applicable federal, state and city laws. You may also request services for temporary conditions or medical issues under certain circumstances. If you have questions about your eligibility or would like to seek accommodation services or academic adjustments, you can leave a voicemail at 718 260 5143, send an email to Accessibility@citytech.cuny.edu or visit the Center's website
t http://www.citytech.cuny.edu/accessibility/ for more information.

Humanities Department Commitment to Student Diversity

The Humanities Department complies with the college wide nondiscrimination policy and seeks to foster a safe and inclusive learning environment that celebrates diversity in its many forms and enhances our students' ability to be informed, global citizens. Through our example, we demonstrate an appreciation of the rich diversity of world cultures and the unique forms of expression that make us human.

Artificial Intelligence Statement

This course encourages the thoughtful and ethical use of artificial intelligence (AI) as a learning tool. AI can be a valuable resource for brainstorming, research, and gaining different perspectives. However, it is crucial to understand the boundaries of its appropriate use. Examples of licit use are brainstorming and idea generation, research assistance (i.e. finding authors or recommendation of sources to explore) and language support, especially for students with language differences or for students in need of proofreading a text before final submission. Students can also use AI ethically in order to obtain a clear explanation of a difficult concept or to test their own understanding about a topic. Conversely, unacceptable uses of AI is the submission of AI-generated work presented as your own original creation, including essays, research papers, and code. Likewise, the use of AI to complete assessments, answer exam questions, complete quizzes, or solve any type of assignments without demonstrating your own understanding is considered cheating.

Failure to adhere to these guidelines will be considered a breach of academic integrity and will be addressed according to university policies. When in doubt about the appropriate use of AI, please consult with your instructor and visit City Tech's AI Resource Hub for more guidance and resources:

https://www.citytech.cuny.edu/ai/ai-guidance.aspx

Sample Course Schedule
Tuesday/Thursday
(Schedule will vary by Instructor and School Calendar)

DATE	CLASS	TOPIC
		Chapter 1
0/00	1	Course Introduction. French sounds. Vocabulary: greetings, days of the week, months of the year.
		Chapter 1
	2	Verb ETRE: uses and practice of être. Numbers: 0-60.
	3	Definite / indefinite articles. Gender (masc. / fem.) of nouns and adjectives. Agreement (art., adj. and noun)
	4	Vocabulary: La salle de clase. Reading: "Le blog de Léa."
		Chapter 2
	5	Vocabulary: places (la salle de clase), academic subjects, nationalities. Sports and entertainments (Verb JOUER).Uses and practice of ETRE.
	6	Conjugation of –ER verbs (parler). Reading: "Le blog de Léa."
	7	Definite articles. Uses of verb Etre: Negative sentences.
		Chapter 3
	8	Vocabulary: descriptive adjectives. Conjugarion of verb AVOIR.
	9	Idiomatic expressions with AVOIR. Negative / interrogative sentences.
	10	Sports and entertainments (uses of verb JOUER) Prepositions A and DE (contractions AU / DU).
	11	Reading: "Paris-shopping." Practice of descriptive adjectives.

		Practice of various groups of descriptive adjectives
	12	Practice of verbs ETRE, AVOIR, -ER verbs (parler). Reading:"Le blog de Léa."
	13	General Review
	14	Midterm Exam
Chapter 4		
	15	Vocabulary: the student's room. Prepositions of place (à, sur, dans, etc.).
	16	Question words: interrogative sentences.
	17	Conjugation of –IR verbs (finir).
	18	Place of descriptive adjectives. Reading: "Le blog de Léa."
Chapter 5		
	19	Vocabulary: the family tree. The house. The four seasons. Weather description.
	20	Possessive adjectives. Conjugation of verb ALLER. The near future with ALLER ("future proche').
	21	The verb FAIRE.. Conjugarion of –Re verbs (prendre).
	22	Practice of vocabulary and grammar. Reading: "Le blog de Léa."
Chapter 6		
	23	Vocabulary: meals, drinks. Conjugation of verb PREFERER.
	24	Conjugation of verbs PRENDRE, BOIRE. .
	25	Partitive articles (du, de la).
	26	Command forms.
	27	Command forms (cont.) . Partitive art. (cont.)
	28	Practice of vocabulary and grammar.
	29	General Review
	30	Final Exam

Pathways Learning Outcomes: World Cultures and Global Issues

- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.
- Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
- Analyze the historical development of one or more non-U.S. societies.
- Analyze the significance of one or more major movements that have shaped the world's societies.
- Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.
- Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.

Course Intended Learning Outcomes and Assessment Details

LEARNING OUTCOMES	ASSESSMENT METHODS
How much and how well the students learn will be assessed on a daily basis based on class participation, which includes oral practice of new vocabulary and expressions, and oral interaction between the student and professor. Quiz testing written language. Continuous observation by professor of classroom participation. Interactive conversation between students and teacher is expected.	Students will demonstrate progressive expansion of vocabulary acquisition. Respond correctly in French to simple questions in which they demonstrate that they have learned the indicative regular conjugation of -ER verbs and irregular verb ETRE. Students will demonstrate command of written language, spelling, punctuation, in simple sentences, both declarative and interrogative. By 4th week students will acquire a command of conjugation of verb AVOIR.. The exam will test the student's ability to construct sentences using the regular verb forms, and some irregular verbs, match nouns to verbs using correct gender and number, apply adjectives, and demonstrate understanding of common prepositions.
Classroom participation, a quiz, and exam covering weeks 6-10. Progressively more complex conversational skills will be emphasized. Classroom participation, a quiz and an exam covering material learned during weeks 11-15	Students will be able to conjugate verbs correctly (present tense), to use correct gender agreement of adjectives with nouns, proper placement and use of pronouns within sentence. Student will show further command of regular verbs (ER, -IR), irregular verbs, numbers, idiomatic phrases with avoir, être, etc.

Discussion of assigned reading material in class enables the professor to evaluate student understanding of Francophone cultures throughout the semester.	Students will be gradually exposed to various aspects of the social and cultural life in the Francophone world through selected readings. Students will acquire, through graded materials, a working knowledge of the historical background of the target language.

GENERAL EDUCATION INTENDED LEARNING OUTCOMES/ASSESSMENT METHODS

PATHWAYS LEARNING OUTCOMES: WORLD CULTURES AND GLOBAL STUDIES	ASSESSMENT METHODS
1. Gather, interpret, and assess information from a variety of ces and points of view.	Examination of selected material (print, audio-visual) presenting relevant aspects of French language and culture. At this initial stage of learning textbook and video are the primary sources.
2. Evaluate evidence and arguments critically or analytically.	Class discussion of selected material relevant to language and cultures of various French speaking societies. Students may compare their own life situation to those presented in the textbook and in videos.
3. Produce well-reasoned written or oral arguments using nce to support conclusions.	Listening / written comprehension activity / test. This activity is intended to follow students language skill progress, which is periodically assessed by the corresponding tests. In this activity a text, read aloud by the instructor, is followed by an exchange where students have to reconstruct orally the story in their own words. This oral exchange also allows for an amplification of the material (for ex. "Un mariage franco-marocain"), where knowledge of language and culture are connected and, under the instructor's guidance, students are able to express personal ideas in well-formed sentences.
4. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, economics, ethnics studies, languages (building upon previous language acquisition), geograp ce, sociology, and world literature.	Progressive acquisition of the French language (knowledge of grammar rules, gradual learning of vocabulary, ability to understand, speak, read and write at basic level) through systematic practice centered on developing language skills. Reading assignment / class discussion of graded material allowing students to familiarize with the historical, social and cultural background of the target language. A reading assignment allows for a multifaceted class activity where all language skills are involved. The assigned material exposes students to new vocabulary / idioms and language structures, which are reviewed and practiced in the class discussion. The oral exchange based on the reading topic gradually familiarizes students with the historical / cultural background of the language. This is the objective of "Lectures culturelles," one of

	which, "Un coup d'oeil sur Québec," for ex., provides students not only with a valuable information of the Francophone countries/ territories, and events associated with "la France d'outremer" (Overseas France), but also contributes to the development of their analytical and critical handling of information.
5. Analyze the historical development of one or more non-U.S. ocieties. e the historical development of one or more non-U.S. ocieties.	Examination of material presenting the French language in a historical and cultural context Origin / formation of France. France and the New World: discovery, conquest and colonization. National independence. Formation and evolution of Francophone countries.
6. Analyze and discuss the role that race, ethnicity, class, belief, or other forms differentiation play in world cultures or societies.	Presentation and discussion of material leading to knowledge of the Francophone world: regional diversity, social values, etc. Role of language as a mark of cultural identity.
7. Speak, read, and write a language other than English, and that language to respond to cultures other than one's own.	Class Activities: systematic use of various teaching materials aimed at developing all language skills. Grammar / Vocabulary Tests; Listening / Written Comprehension Tests; Midterm / Final Examinations.

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Rigofredo Granados

Revised MARCH 2021 David
Sanchez Jimenez