



SAN IGNACIO
UNIVERSITY

Date		Credits	3 Credits
Course Title	French I	Course Number	FR 11210
Pre-requisite (s)	None	Co-requisite (s)	None
Hours	45 Hours		

Place and Time of Class Meeting

San Ignacio University
3905 NW 107 Avenue, Suite 301
Miami, FL 33178

Name and Contact Information of Instructor

Book required

(San Ignacio University recognizes the use of the textbook in the classroom as part of the educational methodology and strategy applied in diverse materials. The textbook is part of the curriculum and is used to reach the student in an effective manner in the classroom. Every student is expected to acquire and use the textbook.)

En Avant! Beginning French
Bruce Anderson, Peter Golato, and Susan Blatty
©2012 | McGraw-Hill | Published: January 12, 2011
ISBN-10: 0073535435 | ISBN-13: 978-0073535432

Classroom expectations for students

Attendance Policy

Students are expected to attend all scheduled university classes for the courses that they are registered for and to achieve the goals set forth by each class instructor. Attendance is taken daily. Enrolled students are permitted no more than **2** “free” absences in one semester. Students missing **3-5** classes over the course of the semester will receive a one-letter grade deduction from their final course grade; missing more than **6** classes will result in failure of the course regardless of grade average. It is the student's responsibility to arrange to make up work missed because of an absence.



Student Tardiness Policy

A student is considered tardy/late if he/she comes to class 15 minutes late. With three tardies the student accumulates one full absence. If the student misses half of the class period, it is a full absence. When a student has more than 6 tardies, the instructor will contact the San Ignacio University Coordinator of Student Affairs and Academic Department and request an intervention session with the student. The goal of the intervention session is to develop and implement an intervention program to help students learn new ways to save and manage time.

NOTE: Plagiarism is defined as the use, without proper acknowledgment, of the ideas, phrases, sentences, or larger units of discourse from another writer or speaker. Plagiarism includes the unauthorized copying of software and the violation of copyright laws. Students who commit plagiarism will obtain a grade of “Failure” on their exam or assignment.

Course Description (must correspond exactly to Catalog description)

The purpose of this course is to introduce the students to basic vocabulary and fundamental sentence structures in the present and past. Pronunciation, grammar, and everyday vocabulary are stressed as indispensable tools for comprehension and expression. French customs, culture, and everyday life are also highlighted. Students are expected to participate in open discussions and debates.

Learning Objectives

At the end of this course, the student will be able to:

- To apply and develop their communicative competence in French
- To put into practice basic social language skills of the French language
- To identify the letters and sounds of the alphabet
- To recall the numbers from 0 to 69
- To name the names of the months of the years and days of the week
- To discuss different aspects about the French culture
- To find more information about how to ask someone’s age, nationality, and where he/she is from
- To describe someone’s personality and appearance
- To state ownership and possession
- To summarize how to get someone’s attention
- To put into practice asking and telling the time and saying when events occur
- To state what someone does for a living
- To recall family member terms
- To show how to extend, accept, and politely decline an invitation



- To explain how to order something to eat and drink
- To define food and meal terms
- To show how to ask for advice or recommendations
- To recognize terms for parts of the body
- To show how to talk about future plans
- To explain how to find out what someone does for a living and how he/she likes his/her job
- To identify career and workplace terms
- To define personal relationship terms

Topical Outline and Schedule

DATE		WEEK 1
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> • Explain how to greet people, find out their name, find out how they are, and say good-bye • Identify the letters and sounds of the alphabet • Recall the numbers from 0 to 69 • Name the names of the months of the years and days of the week • Identify people, places, and things using articles • Show how to refer to people and things using subject pronouns and the verb <i>être</i> • Interpret common French gestures 	
TOPIC (S)	Syllabus Discuss Library Orientation Course, Instructor to verify completion <ul style="list-style-type: none"> • Evaluate how to greet people • Analyze interviews with native speakers using high-frequency expressions • Show and apply high-frequency vocabulary words, integrating cultural information about the French-speaking world whenever possible • Show the singular indefinite articles <i>un</i> and <i>une</i> and the gender of nouns • Show plural nouns and the indefinite article <i>des</i> • Analyze six sections that require different language skills to work with longer passages in French that relate to a single cultural theme 	
LEARNING ACTIVITIES	Discussion of Syllabus Group discussion Complete all exercises: Communication en direct	
HOMEWORK & ASSIGNED READINGS	Review the Syllabus Complete the Library Orientation Course. Instructor to verify completion. Homework: Read Chapter 1 pp. 1-32	



	Complete all exercises: Vocabulaire interactif, Grammar interactive and Culture interactive Review the Vocabulaire
DATE	WEEK 2
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> • Find more information about how to ask someone's age, nationality, and where he/she is from • Describe someone's personality and appearance • State ownership and possession with the verb <i>avoir</i> • Show how to respond negatively to questions using <i>ne... pas</i> and <i>ne... jamais</i> • Describe people, places, and things using adjectives • Put into practice asking yes/no questions using intonation and <i>est-ce que</i> • Find more information about cultural notions of heritage and friendship
TOPIC (S)	Discuss Final Class Project & Presentation <ul style="list-style-type: none"> • Analyze interviews about asking someone's age • Find out more information about where French is spoken and why • Define the meaning of <i>d'origine togolaise/marocaine</i> • Show the nationality adjectives, pointing out the feminine and masculine forms • Show some adjectives as lexical items in their "base" form • Show the pronunciation of the color terms
LEARNING ACTIVITIES	Participate in a forum Complete all exercises: Culture interactive Analysis of Culture interactive section
HOMEWORK & ASSIGNED READINGS	Homework: Read Chapter 2 pp. 33-63 Complete all exercises: Vocabulaire interactif and Grammar interactive Review the Vocabulaire
DATE	WEEK 3
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> • Summarize how to get someone's attention • Put into practice asking and telling the time and saying when events occur • Put into your own words your activities using present-tense forms of <i>-er</i> verbs • Apply the verb <i>faire</i> to talk about the weather and outdoor activities • Show how to ask for information questions • Describe people, places, and things in greater detail using adjectives • Find more information about cultural notions of work time and free time
TOPIC (S)	Discussion of student topic selection, library research, tentative bibliography



	<ul style="list-style-type: none"> Analyze videos of native French speakers telling the time Analyze videos of segments describing when events occur Identify vocabulary talking about daily activities List regular <i>-er</i> verbs Identify information question with <i>est-ce que</i> and inversion Describe some typically French notions of time
LEARNING ACTIVITIES	Instructor led group activity Complete exercises: Communication en direct and Culture interactive Analysis of example brought up in class
HOMEWORK & ASSIGNED READINGS	Investigate concepts and kinds of objectives. Library Research. Develop Tentative Bibliography Due: Project Topic Due: Tentative Bibliography Homework: Read Chapter 3 pp.64-94 Complete all exercises: Vocabulaire interactif and Grammar interactive Review the Vocabulaire
DATE	WEEK 4
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> State what someone does for a living Recall family member terms Explain how to express ownership and possession with possessive articles Use <i>aller</i> and <i>(re)venir</i> to express movement to/from a location Use prepositions with geographical locations to say where you are going to or coming from Demonstrate how to situate an event in the past and future Find more information about cultural notions of family life
TOPIC (S)	Due: Project Topic Due: Tentative Bibliography <ul style="list-style-type: none"> Analyze videos of people introducing themselves Analyze videos of people describing what they like to do in their free time Show vocabulary of family members and pets Explain possessive articles Define the verbs <i>aller</i> and <i>re(venir)</i> Describe articles and prepositions with geographical locations Explain situating events in the recent past and near future
LEARNING ACTIVITIES	Small group discussion: Culture interactive Discussion: Communication en direct Review Vocabulaire
HOMEWORK	Continue research and work on final project



& ASSIGNED READINGS	Homework: Read Chapter 4 pp. 95-128 Complete all exercises: Vocabulaire interactif and Grammar interactive
DATE WEEK 5	
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> • Show how to extend, accept, and politely decline an invitation • Explain how to order something to eat and drink • Define food and meal terms • Use partitive articles to express nonspecific quantities • Use the verbs <i>prendre</i> and <i>boire</i> to talk about eating habits • Use regular –re verbs like <i>vendre</i> to talk about activities • Find out more information about responding negatively • Find out more information about cultural notions of meals and dieting
TOPIC (S)	<ul style="list-style-type: none"> • Analyze videos about extending, accepting and politely declining invitations • List food stores and food items • Define the partitive article and expressions of quantity • Explain the verbs <i>boire</i> and <i>prendre</i> • Show some negative expressions • List dishes the French prefer
LEARNING ACTIVITIES	Group activity led by instructor Pair-share activity: Communication en direct exercises Analysis of pair-share activity
HOMEWORK & ASSIGNED READINGS	Continue research and work on final project Homework: Read Chapter 5 pp. 129-159 Complete all exercises: Vocabulaire interactif, Grammar interactive and Cultural interactive Review Vocabulaire
DATE WEEK 6	
SPECIFIC OBJECTIVES	EXAM I <ul style="list-style-type: none"> • Show how to elicit opinions and ask about someone’s preferences • Describe people’s clothing and accessories • Use demonstrative articles to point out things nearby and far away • Find out more information about formulating questions • Use two groups of verbs ending in –ir to talk about activities • Find out more information about cultural notions of fashion
TOPIC (S)	<ul style="list-style-type: none"> • Describe how to ask someone’ opinion • Analyze videos of interviews asking people’s preferences • List vocabulary describing people’s clothing and accessories • Explain the demonstrative articles <i>ce, cet, cette, ces</i> • Explain the interrogative <i>quell(le)(s)</i>



	<ul style="list-style-type: none"> • Explain some verbs in <i>-ir</i>
LEARNING ACTIVITIES	<p>Complete exercises: Communication en direct Group discussion Analysis of examples brought up in class</p>
HOMEWORK & ASSIGNED READINGS	<p>Read Chapter 6 pp. 161-190 Complete all exercises: Vocabulaire interactif, Grammar interactive, and Culture interactive Review Vocabulaire</p>
DATE	WEEK 7
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> • Explain how to ask how long and since when • Describe how to narrate a series of past events • Show how to talk about entertainment and cultural events • Demonstrate how to say what you want, must, can and know how to do • Show how to refer to nonspecific people, places, and things using indefinite pronouns • Use the <i>passé compose</i> to talk about past activities • Find more information about cultural notions of music and performance
TOPIC (S)	<ul style="list-style-type: none"> • Explain how to ask how long and since when • Describe the process of narrating past events • Identify the vocabulary for talking about entertainment and cultural events • Define and use the verbs <i>vouloir, pouvoir, devoir, and savoir</i> • Define and use the indefinite pronouns <i>quelqu'un, quelque chose, and quelque part</i> • Apply <i>passé compose</i> to talk about past activities
LEARNING ACTIVITIES	<p>Activity led by instructor Complete exercises: Culture interactive Group discussion</p>
HOMEWORK & ASSIGNED READINGS	<p>Continue research and work on final project Homework: Read Chapter 7 pp. 191-217 Complete all exercises: Communication en direct, Vocabulaire interactif, and Grammar interactive Review Vocabulaire</p>
DATE	WEEK 8
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> • Show how to ask for advice or recommendations • Recognize terms for parts of the body • Use pronominal verbs to talk about daily routines • State additional forms for asking questions • Use pronominal verbs in the <i>passé compose</i> to express past actions



	<ul style="list-style-type: none"> Find out more information about cultural notions of health and beauty
TOPIC (S)	<ul style="list-style-type: none"> Explain how to communicate by asking for advice and recommendations Name the parts of the body Explain the use of pronominal verbs when talking about daily routines Show additional forms for asking questions Summarize how to express past actions Analyze some cultural notions of health and beauty in the light of artistic forms such as literature and film.
LEARNING ACTIVITIES	<p>Discussion: Communication en direct Pair-share activity: Grammar interactive exercises Analysis of pair-share activity</p>
HOMEWORK & ASSIGNED READINGS	<p>Continue research and work on final project Homework: Read Chapter 8 pp. 218-246 Complete all exercises: Vocabulaire interactif, and Culture interactive Review Vocabulaire</p>
DATE WEEK 9	
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> Describe how things were or used to be List house and room terms Create comparisons with adjectives Use the <i>imparfait</i> to express repeated or ongoing actions in the past Show different ways of viewing past events Find out more information about cultural notions of the home
TOPIC (S)	<ul style="list-style-type: none"> Explain how to describe what you liked to do in the past Name vocabulary to talk about one's residence Describe the comparative and the superlative of adjectives Explain the use of the <i>imparfait</i> Compare the use of the <i>passé composé</i> versus the <i>imparfait</i> Describe the <i>jardin à la française</i>
LEARNING ACTIVITIES	<p>Analysis of the examples brought up in class Complete exercises: Culture interactive Discussion: Culture interactive</p>
HOMEWORK & ASSIGNED READINGS	<p>Continue research and work on final project Homework: Read Chapter 9 pp. 247-274 Complete all exercises: Communication en direct, Vocabulaire interactif, and Grammar interactive Review Vocabulaire</p>
DATE WEEK 10	
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> Show to greet people and wish them well on special holidays and special occasions Demonstrate how to ask people for an explanation



	<ul style="list-style-type: none"> • Describe how to talk about holidays and other celebrations • Use the verb <i>croire</i> to express your beliefs • Describe people and things in more detail using relative clauses • Explain how to tell people what to do using the imperative • Use adverbs to describe events in more detail • Find our more information about celebrations in various French-speaking countries
TOPIC (S)	<ul style="list-style-type: none"> • Illustrate how to communicate to wish people well on holidays and special occasions • Recognize vocabulary to talk about holidays and other celebrations • Explain the verb <i>croire</i> and subordinate clauses • Apply the imperative to give commands • Summarize the uses and forms of adverbs • Discuss the carnivals in different countries
LEARNING ACTIVITIES	<p>Complete exercises: Culture interactive Group discussion: Culture interactive Group activity led by instructor</p>
HOMEWORK & ASSIGNED READINGS	<p>Continue research and work on final project Homework: Read Chapter 10 pp. 275-303 Complete all exercises: Communication en direct, Vocabulaire interactif, and Grammar interactive Review Vocabulaire</p>
DATE	WEEK 11
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> • Show how to talk about future plans • Explain how to find out what someone does for a living and how he/she likes his/her job • Identify career and workplace terms • Define personal relationship terms • Explain how to indicate means of communication with the verbs <i>lire</i>, <i>dire</i>, and <i>écrire</i> • Use the impersonal pronoun <i>il</i> to make general statements • Use the <i>futur simple</i> to express future events
TOPIC (S)	<ul style="list-style-type: none"> • Analyze videos that show communication about future plans • Recognize vocabulary that talks about life's major milestones • Use the verbs <i>lire</i>, <i>dire</i>, and <i>écrire</i> • Explain the impersonal use of <i>il</i> • Describe the irregular stems in the <i>futur simple</i> • Find our more information about cultural notions of schooling and higher education
LEARNING ACTIVITIES	<p>Power Point presentation Pair-share activity: Communication en direct exercises</p>



	Analysis of pair-share activity
HOMEWORK & ASSIGNED READINGS	Due: First Draft of Final Project Read Chapter 11 pp. 304-334 Complete all exercises: Vocabulaire interactif, Grammar interactive, and Culture interactive Review Vocabulaire
DATE	WEEK 12
SPECIFIC OBJECTIVES	MIDTERM EXAM II <ul style="list-style-type: none"> • Show how to ask for and give directions • Demonstrate how to talk about city living • Use the verb <i>connaître</i> to express what you're familiar with • Explain how to make comparisons involving adverbs • Find out more information about the use of object pronouns • Interpret cultural notions about city and country living
TOPIC (S)	<ul style="list-style-type: none"> • Apply the forms typically used to ask directions of strangers • Identify vocabulary used in talking about city living • Explain the verbs <i>connaître</i> and <i>reconnaître</i> • Describe the comparative and superlative of adjectives • Discuss object pronouns • Describe the use of object pronouns in the <i>passé composé</i>
LEARNING ACTIVITIES	Activity led by instructor Complete exercises: Culture interactive Group discussion
HOMEWORK & ASSIGNED READINGS	Homework: Read Chapter 12 pp. 335-365 Complete all exercises: Communication en direct, Vocabulaire interactif, and Grammar interactive Review Vocabulaire
DATE	WEEK 13
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> • Discuss how to talk about hypothetical situations • Identify vacation and travel terms • Use verbs such as <i>conduire</i> to indicate movement • Explain the uses of the conditional mood • Explain how to give commands using the imperative with object pronouns • Find out more information about cultural notions of travel and tourism • Show how to ask someone's opinion about what's essential or important • Describe how to expand upon an opinion by explaining why • Identify terms for talking about a country's history and language(s) • Describe how to link verbs to an infinitive using the prepositions <i>à</i> and <i>de</i>



	<ul style="list-style-type: none"> • Use the quantifiers <i>tout/tous/toute(s)</i> to specify groups of people and things • Find out more information about the influence of French language and culture in West Africa
TOPIC (S)	<ul style="list-style-type: none"> • Analyze video with examples about communication of hypothetical situations • Illustrate vocabulary that talks about vacation and travel • Show how to indicate movement • Analyze videos about expressing opinion • Explain how to expand on an opinion • Recognize vocabulary referring to a country's history and language(s) • Distinguish linking verbs to an infinitive with <i>à</i> and <i>de</i> • Explain how to use quantifiers to specify groups of people and things • Describe how to say what one should do using the present subjunctive
LEARNING ACTIVITIES	<p>Participate in a forum</p> <p>Complete exercises: Chapter 13 Culture interactive</p> <p>Complete exercises: Chapter 14 Culture interactive</p>
HOMEWORK & ASSIGNED READINGS	<p>Editing & Revision of Final Project</p> <p>Homework: Read Chapter 13 pp. 366-395</p> <p>Complete all exercises: Communication en direct, Vocabulaire interactif, and Grammar interactive</p> <p>Review Vocabulaire</p> <p>Read Chapter 14 pp. 396-427</p> <p>Complete all exercises: Communication en direct, Vocabulaire interactif, and Grammar interactive</p> <p>Review Vocabulaire</p>
DATE	WEEK 14
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> • Explain how to express your level of interest in a topic • Describe how to express your emotional reaction to a topic • Identify terms for talking about social and environmental issues • Use the present subjunctive to indicate uncertainty • Use the present subjunctive to say what you wish • Discuss the use of infinitive versus the subjunctive • Find more information about cultural notions of diversity and immigration
TOPIC (S)	<ul style="list-style-type: none"> • Analyze videos of expressing opinions on environmental issues • Analyze videos of expressing one's emotional reaction to a topic • Identify vocabulary used when talking about France's social and environmental issues



	<ul style="list-style-type: none"> • Explain how to indicate uncertainty • Explain how to say what one wishes • Discuss different aspects of the social issues in France
LEARNING ACTIVITIES	<p>Group Activity Led by Instructor Complete exercises: Culture interactive Small group discussion: Culture interactive</p>
HOMEWORK & ASSIGNED READINGS	<p>Editing & Revision of Final Project</p> <p>Read Chapter 15 pp. 429-457 Complete all exercises: Communication en direct, Vocabulaire interactif, and Grammar interactive Review Vocabulaire</p>
DATE	WEEK 15
SPECIFIC OBJECTIVES	<p>Final Project Final Presentation Final Exam</p> <ul style="list-style-type: none"> • Restate how to take leave of people and wish them well • Recall how talk about events regular and irregular present-tense verbs • Recall how to ask information questions • Discuss how to seek someone's input • Distinguish French contributions to world culture • Discuss cultural notions of art and artistic performance
TOPIC (S)	<ul style="list-style-type: none"> • Analyze video of seeking someone' input • Analyze videos of examples of taking leave of people and wishing them well • Identify vocabulary used when talking about the arts • Recall regular and irregular verbs in the present tense • Discuss question formation • Restate past-tense forms
LEARNING ACTIVITIES	<p>Complete exercises: Culture interactive Small group discussion: Culture interactive Analysis of examples brought up in class</p>
HOMEWORK & ASSIGNED READINGS	<p>Homework: Read Chapter 16 pp. 458-487 Complete all exercises: Communication en direct, Vocabulaire interactif, and Grammar interactive Review Vocabulaire</p>

Instructional Methods

Example



In developing methodological strategies, it is best to discuss them between teachers and students in an environment of freedom and mutual agreement in order to ensure that the students make them their own and take responsibility for their execution and for attaining the goals of this course.

The following strategies may be used in this class:

1. A review of the literature.
2. Check of the reading.
3. Analysis of assigned readings.
4. Group discussions.
5. Individual and group discussions.
6. Preparation of reports.
7. Preparation of a didactic plan.
8. Carrying out a micro-class.

Instructional Materials and References

- English Grammar for Students of French: The Study Guide for Those Learning French by Jacqueline Morton (Paperback – May 28th, 2009).
- Merriam-Webster's French-English Dictionary by Merriam-Webster (Paperback – 2000).
- 501 French Verbs: with CD-ROM (Barron's Foreign Language Guides) by Christopher Kendris and Theodore Kendris (Paperback – January 1, 2007)

Assessment Criteria and Methods of Evaluating Students

96 – 100%	→ A
90 – 95%	→ A-
87 – 89%	→ B+
83 – 86%	→ B
80 – 82%	→ B-
77 – 79%	→ C+
73 – 76%	→ C
70 – 72%	→ C-
67 – 69%	→ D+
63 – 66%	→ D
60 – 62 %	→ D-
< 59%	→ F

Do not count on a curve!



Generally, the grades “A” through “C-” are considered passing grades. Grades "W" and "I" indicate that no grades were earned for the course. A "W" grade indicates that the student withdrew from the course. An "I" grade indicates that the student was passing the course, but failed to complete all the required course work. The instructor, in his/her discretion may grant an "I" grade instead of an "F", pending completion of the course work by the student within a specified time arranged by the instructor and told to the student. It is the student's responsibility to follow-up with the instructor to complete the course work. If the course work is not completed by the arranged time, the “I” grade becomes an “F”.

Distribution of Grade Elements

Homework: 15%

Exams I, II, III: 30% (10% each)

Final Presentation: 30% (15% each)

Final Research Project: 25%

Total: 100 %

Date Syllabus Was Last Reviewed: 11-10-12