

Beginning French Conversation

UNH Course Number: FRE111

Subject Area: French Language & Literature

Level: 100

Prerequisites: None.

Language of Instruction: French

Contact Hours: 45

Recommended Credits: 3

DESCRIPTION

Gaining practical fluency in a foreign language is one way in which to expand insight into another culture. As a student in linguistic immersion you have a unique opportunity to engage locals, even at the beginning levels as a way to increase both your bi-cultural and your intercultural competence. However, as a beginner, you may wonder how you can go about engaging locals despite your lack of adequate conversation skills. This course will begin with an emphasis on phonetic control and aural comprehension with the objective of training you to distinguish and reproduce sounds, words and structures in immersion.

Designed for students beginning university-level French language instruction, this course offers students a structured learning environment for a directed study of French phonetics and the acquisition of beginner-level, action-based conversations appropriate to the immersion experience, such as: ordering at the market, making a medical appointment, reserving a train ticket and booking a hotel to name a few. Over the course of the semester, you will hone your beginning-level competencies in “oral communication” through an action-based, intercultural approach that will also promote the favorable development of your personality and sense of identity in response to the enriching experience of otherness in both language and culture.

Your goal, therefore, is to systematize competencies related to listening and oral production so as to effectively achieve acts of speech such as “establishing basic social contact”, “producing simple, mainly isolated phrases about people and places”, and “asking and answering simple questions”. While vocabulary and grammatical competencies are not listed in the objectives for this course, mastering them is a step necessary to making progress in this course.

This course reinforces those spoken and listening competencies normally acquired in the A1 level of the *Common European Framework for Languages* (CEFR). As such, it is also appropriate for the student with greater writing and reading competence in French but who lacks equal proficiency in listening and speaking.

Conducted entirely in French, this class requires daily preparation as well as a high level of personal engagement during class meetings. And while the instructor does not expect you to understand every word said in class, you should listen/look for patterns and contextual clues in order to gain a global understanding of the situation and sense behind it. Learning to derive global meanings from speech and text that you may not entirely understand is a powerful tool that will hone your ability to understand your environment as you navigate your way through French-speaking cultures, both literally and figuratively.

LEARNING OBJECTIVES

Oral competence can be subdivided into three categories: reception, production and interaction. Objectives have been defined for each category.

Reception (listening)

- Follow speech which is very slow and carefully articulated, with long pauses for assimilation of meaning
- Understand instructions addressed carefully and slowly to oneself and follow short, simple directions
- Understand everyday expressions aimed at the satisfaction of simple needs

Production (speaking)

- Produce simple, mainly isolated phrases about people and places
- Describe oneself, what one does and where one lives
- Read a very short, rehearsed statement: introduce a speaker, recite a short poem
- Pronunciation of a very limited repertoire of learned words and phrases that can be understood with some effort by native speakers

Spoken Interaction (conversation/dialogue)

- Interact in a simple way that remains dependent on slower rate of speech, rephrasing and repair
- Ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics
- Make an introduction and use basic greeting and leave-taking expressions
- Ask how people are and react to news
- Reply in an interview to simple, direct questions spoken slowly and clearly
- Establish basic social contact by using the simplest everyday polite forms of: greetings & farewells; introductions; saying please, thank you, sorry, etc.

INSTRUCTIONAL FORMAT

The class meets for 75 minutes, twice a week. The class includes individual and group work as well as preparatory work outside of class. You can expect to encounter and use authentic documentation from varied sources. Your participation will include various activities such as role playing and listening activities.

Please be advised: If you require any special accommodations or have any special learning needs, please inform the instructor and the onsite academic affairs staff on the first day of class.

FORMS OF ASSESSMENT

Various elements will be taken into account when determining your final grade. The instructor will explain in detail the content, criteria and specific requirements for all assessment categories but the basic breakdown is as follows below. A passing grade in all of these categories is required in order to pass the course.

Workload Expectations: In conformity with CEA policy, all students are expected to spend at least two hours of time on academic studies outside of, and in addition to, each hour of class time.

Please be advised: Any grade dispute you encounter in this course must immediately be discussed with the instructor and definitively resolved before the last week of class. Only end-of-term assignments graded after the end of your program are subject to CEA's formal grade appeal procedure. For more information, see [CEA Academic Policies](#).

Class Participation	20%
Test 1	15%
Test 2	25%
Test 3	25%
Digital Spoken Portfolio	15%

Class Participation: This grade will be calculated to reflect your participation in class discussions, your capacity to introduce ideas and thoughts dealing with the required texts, your ability to use language

effectively, and your analytical skills in intellectual, constructive argumentation. When determining your class participation grade, traditional criteria such as material preparation, completed reading before class, and collaborative group work are all evaluated. But it is the active, meaningful and informed verbal and written contribution that you make that is most important to your overall participation grade. Indeed, willingness to share views in classroom discussions and the insightfulness of your comments and questions about assigned readings will all be taken into account when evaluating your participation. Additionally, it is important to demonstrate a positive and supportive attitude to the instructor and your classmates, and give full attention to class activities (i.e., cell-phones off, laptop for notes only, etc.). Whereas attendance and punctuality are expected and will not count positively towards the grade, laxity in these areas will have a negative effect. The instructor will use the following specific criteria when calculating your class participation grade:

Criteria for Assessing Class Participation	Grade
You make major and original contributions that spark discussion, offering both critical and analytical comments clearly based on readings and research and displaying a working knowledge of theoretical issues.	A+ (9.70–10.00)
You make significant contributions that demonstrate insight as well as knowledge of required readings and independent research.	A-/A (9.00–9.69)
You participate voluntarily and make useful contributions that are usually based upon some reflection and familiarity with required readings.	B/B+ (8.40–8.99)
You make voluntary but infrequent comments that generally reiterate the basic points of the required readings.	C+/B- (7.70–8.39)
You make limited comments only when prompted and do not initiate debate or show a clear awareness of the importance of the readings.	C (7.00–7.69)
You very rarely make comments and resist engagement with the subject, attending class having manifestly done little if any preparation.	D (6.00–6.99)
You make irrelevant and tangential comments disruptive to class discussion, a result of frequent absence and complete un-preparedness.	F (0–5.99)

Tests: Three evaluations will be administered by the instructor to check progress and preparation, as well as to ensure that the material is well known and understood. The first one will be an oral expression (poem, song). The second one will be an oral comprehension and a prepared dialogue. The third will be an oral comprehension and spontaneous dialogue. Guidelines for each of these evaluations will be provided at a later time by the instructor.

Digital Spoken Portfolio: Over the course of the semester you will be expected to practice your speaking skills learned in class in a consistent manner. You will record yourself on a weekly basis in situations designated by the instructor in order to create a tangible record of your progress over the course of the semester. This project must be completed digitally and submitted to the instructor as such at the semester's conclusion.

CEA Grading Scale				
Letter Grade	Numerical Grade Low Range	Numerical Grade High Range	Percentage Range	Quality Points
A+	9.70	10.00	97.0 - 100%	4.00
A	9.40	9.69	94.0 - 96.9%	4.00
A-	9.00	9.39	90.0 – 93.9%	3.70
B+	8.70	8.99	87.0 – 89.9%	3.30
B	8.40	8.69	84.0 – 86.9%	3.00
B-	8.00	8.39	80.0 – 83.9%	2.70
C+	7.70	7.99	77.0 – 79.9%	2.30

C	7.00	7.69	70.0 – 76.9%	2.00
D	6.00	6.99	60.0 – 69.9%	1.00
F	0.00	5.99	0 - 59.9%	0.00
W	Withdrawal			0.00
INC	Incomplete			0.00

CEA ATTENDANCE POLICY

Every student is expected to attend all scheduled class sessions on time and be thoroughly prepared for the day's class activities. In compliance with NEASC and UNH accreditation requirements, CEA instructors compile regular attendance records for every course and take these records into account when evaluating student participation and performance.

- In this course, a maximum of four days of accumulated absences due to sickness, personal emergency, inevitable transport delay and other related impediments will be tolerated.
- Your final course grade will drop one full letter grade (e.g. A- to B-) for missing five days of class and another full letter grade for missing six days of class, regardless of the reason for your absence.
- You will automatically fail a course if your absences exceed six days of class.

Furthermore, to comply with immigration and financial regulations, you must maintain full-time student status and attend at least 12 hours of class every week in accordance with this policy. Consequently, the Dean and Program Director will dismiss from all CEA courses, programs, activities and housing any student who fails to maintain full-time status.

Arriving Late for Class: Consistently arriving late is disruptive and shows a lack of respect for instructor and fellow students. For persistent lateness, the instructor deducts percentage points from the total 20% earmarked for Participation as indicated in the syllabus. Missing a significant portion of one of your classes may constitute a full day's absence. If you arrive late due to serious and unforeseen circumstances, or if you must leave class early due to illness or emergency, you must inform the instructor. The instructor will determine if the amount of class time missed constitutes a full or partial absence.

CEACLASSROOM: CEA'S MOODLE CMS

CEA instructors use the open source course management system (CMS) called Moodle that creates an interactive virtual learning environment for students and educators alike. This web-based platform provides you with 24/7 access to the course syllabus, daily schedule of class lectures and assignments, non-textbook required readings, and additional resources directly related to your studies. Moodle includes the normal array of forums, up-loadable and downloadable databases, wikis, and related academic support designed for helping you achieve the many course learning objectives. The ceaClassroom website is located here <https://www.ceaClassroom.com/>

During the first week of class, the CEA academic staff and instructors will provide you with log-in information and corresponding passwords to access this site. They will also help you navigate through the many functions and resources Moodle provides. While you may print a hard copy version of the syllabus that is projected on the first day of class, it is the class schedule on Moodle that is the definitive and official one, given that the instructor will be announcing updates and additions there and nowhere else. It is your responsibility to ensure that you have access to all Moodle materials related to your course and that you monitor Moodle on a daily basis so as to be fully informed of required course assignments and any scheduling changes that might occur.

REQUIRED READINGS

The required course textbooks listed below are available for purchase at various bookstores around town. Please consult the list of bookstores distributed during the Academic Orientation. You must have constant access to these texts for reading, highlighting and marginal note-taking. It is required that you

have a personal copy of each. Additional copies will be placed on reserve in the Academic Affairs office for short-term loans. Periodical literature, articles, documents, maps, digital images and other sundry materials also required for your class are available in PDF or Word format, are stored in the e-course file assigned to each class (in Moodle). In addition, the Academic Affairs Office compiles a bank of detailed information about the many libraries, documentation centers, research institutes and archival materials located here in the city and accessible to CEA students. You will be required to use these resources throughout your studies. Direct access to additional resources and databanks are available to you through the online library of the University of New Haven.

Miquel, Claire. *Communication progressive du français débutant avec 270 activités*, CLE International 2004.

Charliac, Lucile. *Phonétique progressive du français débutant avec 400 exercices*, CLE International 2003.

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COURSE CONTENT

SESSION	TOPIC	ACTIVITY	STUDENT ASSIGNMENTS
1	Demander des articles	Listening comprehension	<i>Communication progressive (CP)</i> Chapter 1 exercises Memorize dialogue
2	Phonétique: Le rythme	In-class exercises Role play	<i>Phonétique progressive (PP)</i> Chapters 1-2 exercises
3	Acheter	Listening comprehension Role play	<i>PP</i> Chapters 3-4 exercises Portfolio recording list
4	La poésie	In-class poem	<i>PP</i> Chapters 5-6 exercises
5	Faire une réservation	Listening comprehension	<i>CP</i> Chapter 5 exercises Memorize dialogue
6	Phonétique: La musique et l'intonation	In-class exercises: Role play	<i>PP</i> Chapters 8-9 exercises
7	Voyager	Video Air France Listening comprehension Role play	<i>PP</i> Chapters 10-11 Portfolio recording list
8	La chanson française	In-class song	<i>PP</i> Chapter 7 exercises
9	Passer une commande	Listening comprehension	<i>CP</i> Chapter 4 exercises Memorize dialogue
	Phonétique : Les lettres non prononcées	In-class exercises	Prepare for test tomorrow

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COURSE CONTENT

SESSION	TOPIC	ACTIVITY	STUDENT ASSIGNMENTS
10		Role play	
11	Test 1	Test 1	<i>PP</i> Chapters 12-13 exercises
12	Nommer un objet	Listening comprehension Role play	<i>PP</i> Chapters 14-15 exercises Memorize dialogue
13	Encore un poème	In-class poem	<i>PP</i> Chapters 16-17 Portfolio recording list
14	Prendre rendez-vous	Listening comprehension	<i>CP</i> Chapter 8 exercises Memorize dialogue
15	Phonétique: La tension	In-class exercises Role play	<i>PP</i> Chapters 39-40 exercises
16	Encore une chanson	In-class song	<i>PP</i> Chapters 41-42 exercises
17	Répondre à une invitation	Listening comprehension Role play	<i>PP</i> Chapter 43 Memorize dialogue
18	Demander des renseignements	Listening comprehension	<i>CP</i> Chapter 9 exercises Memorize dialogue
19	Phonétique: Le “r”	In-class exercises Role play	<i>PP</i> Chapters 36-38 exercises
20	Phonétique: Le “u”	In-class exercises Role play	<i>PP</i> Chapters 34-35
	In-class workshop	Create dialogue for Test 2	Practice dialogue with partner

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COURSE CONTENT

SESSION	TOPIC	ACTIVITY	STUDENT ASSIGNMENTS
21			
22	Donner des renseignements	Listening comprehension Role play	<i>PP</i> Chapters 44-45
23	Exprimer une obligation	Listening comprehension Role play	Prepare Test 2
24	Test 2	Test 2	<i>CP</i> Chapter 10 Memorize dialogue
25	Localiser	Listening comprehension	<i>CP</i> Chapter 15 Memorize dialogue
26	Phonétique: Le ã	In-class exercises Role play	<i>PP</i> Chapters 31-32
27	Write your own song	In-class activity	<i>PP</i> Chapter 33
28	Karaoke	Karaoke	Review all vocabulary and dialogues in preparation for final
29	Review	Review for final	Review all vocabulary and dialogues
30	Final examination	Listening comprehension Spontaneous dialogue	Review all vocabulary and dialogues