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. Spelling exercises 20%
2. Midterm 15%
3. Vocabulary test 15%
4. Creative Writing with Peer Review 15%
5. Final Exam 15%
6. Class Participation 20%
TOTAL 100%

Course Requirements

Spelling Exercises
With these two assignments, students will make sure they master the basics of French spelling and pronunciation through classroom vocabulary.

Time on task: 2 x 2h

Midterm
This exam covers material from the first half of the block. Oral understanding, grammar, spelling and vocabulary will be evaluated.

Time on task: 6h

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

Time on task: 4h
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.

**Time on task: 10h overall**

Final Exam

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

**Time on task: 10h**

**Participation**

Participation is defined as meaningful contribution in the digital classroom, using the resources and materials presented to students as part of the course. Meaningful contribution requires students to prepare in advance of each recorded session and regularly engage with the resources, discussions, reflective assignments, and all other online learning activities. Students are required to demonstrate engagement with course materials, for example, through insightful, constructive comments and by using subject-appropriate terminology in: online discussion boards, peer-to-peer feedback (after viewing the presentations of others), interaction with guest speakers, where available, and submissions related to other outside-of-class activities. Students should ensure that submitted commentary balances opinions, general impressions, and specific and thoughtful criticisms or contributions. Grades are based on the content, depth, and quality of the aforementioned types of meaningful contributions as measured per the Participation grading rubric in Canvas.

Students are also expected to use the Canvas inbox for communicating any clarifying questions they may want to ask about assessments or other course requirements.

**Technology Requirements**

Participation requires access to a computer with microphone (a headset and microphone are preferred over built-in sound devices) and webcam; a stable and strong internet connection; and a quiet and well-lit environment.
**Attendance**

**Expectations:** In an asynchronous online learning format, attendance takes the form of active student engagement:

- in instructional activities, course content, course tools
- with the course instructor, other students, and
- by timely completion of all assessments.

“Attendance” is more than just logging into the course on Canvas. Students must establish a record of participation in academically related activities in order to comply with this requirement.

Academically related activities include, but are not limited to:

- submitting an academic assignment;
- taking an exam or quiz;
- attending a study group that is assigned by the instructor;
- participating in an online discussion about academic matters, designed by the instructor; or
- initiating contact in Canvas with the instructor to ask a question about the academic subject studied in the course.

Academically related activities do NOT include activities where a student may be present, but not academically engaged, such as:

- logging into an online class without active participation
- contributing to or engaging in the CIEE Orientation or Community Course(s)

**First Week of Class:** Online courses officially commence on the first day of the term. Students must demonstrate engagement in class by no later than day 5 of the term, or risk being administratively dropped from the course with no opportunity to re-enroll. Students administratively dropped from the course for failure to engage will be considered withdrawn from the program and subject to CIEE financial withdrawal policies and fees.

**Duration of Course:** Continued, regular class engagement is required throughout the scheduled duration of the course, and disengagement will result in a lower participation grade for any affected CIEE course. Due to the intensive schedules for completing courses online, consistent failure to engage in the course on a weekly basis (defined as failing to engage for two or more weeks of online learning) will result in a formal written warning from the CIEE Center Director.

CIEE instructors / staff will monitor student engagement on a weekly basis.

The weekly schedule below outlines due dates for asynchronous learning activities for this course.

_N.B. Please note the class schedule is subject to change if opportunities arise to enhance the curriculum._
**Weekly Schedule**

**WEEK 1**

**Session 1 Introduction**
Presentation of the course. Self-introduction by the professor.
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/
Student introductions. “Je m’appelle, Elle s’appelle, Il s’appelle...” in the form of short videos.

**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?

**Time on task: 1h30**

**WEEK 2**

**Session 2 Contact**
“Les mots nouveaux”: words and expressions heard and seen by the students in audiovisual materials watched since the first session.
Some French names and how to read them. Numbers 10 to 19.
How to read: « ou », « ei », « in » + “la liaison”.

**Work for next class:**
Session 3
Adjectives of nationality. The verbs “être” and “s’appeler”.
Communication: getting acquainted.

Work for next class:
Record a short video of yourself and your assigned partner getting acquainted and post it in the dedicated discussion.

Time on task: 1h30

Session 4
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/216583095/greetings-flash-cards/

Time on task: 1h

WEEK 3

Session 5
Numbers from 20 to 69.
How to read: « en », « an ». French vocalic sounds.
Discussion in English: first impressions on learning a foreign language; responses to and comments about the videos.
**First graded exercise on spelling and pronunciation.** Adjectives, nouns, numbers introduced and practiced in week 2.

Work for next class:

Time on task: 1h30

**Session 6 First Interactions**
“Les mots nouveaux”: words and expressions heard and seen by the students in audiovisual materials watched since session 2.
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](https://quizlet.com/216584583/days-of-the-week-and-different-parts-of-the-day-flash-cards)

Time on task: 1h

**Session 7** Communication: how to ask for information.
Vocabulary: colors.

Work for next class:
[https://quizlet.com/216729176/colours-flash-cards/?new](https://quizlet.com/216729176/colours-flash-cards/?new)

Time on task: 1h

**Session 8**
Review and exercises to prepare for the midterm examination.
Numbers up to 100.

**Second graded exercise on spelling and pronunciation.** Adjectives, nouns, numbers introduced and practiced in week 3.
Work for next class:

Time on task: 2h30

WEEK 4

Session 9 Food
Introduction to the general vocabulary on food and meals.
Midterm: test evaluating oral comprehension + vocabulary + numbers covered since the start of the course.

Work for next class:

Time on task: 1h

Session 10
“Les mots nouveaux”: words and expressions heard and seen by the students in audiovisual materials watched since session 6.

Work for next class:
https://quizlet.com/216729317/fruits-flash-cards/?new

Time on task: 1h30

Session 11
« J'aime / je n'aime pas »: written understanding.
Vocabulary: vegetables.
Common verbs finishing with –er.

Work for next class:
Prepare for the vocabulary test.

**Time on task: 1h30**

**Session 12**
**Vocabulary test.**

**Work for next class:**
« J'aime / je n'aime pas »: complete Draft 1.

**Time on task: 1h**

**WEEK 5**

**Session 13 Meeting People**
“Les mots nouveaux”: words and expressions heard and seen by the students in audiovisual materials watched since session 10.
Communication: “Au téléphone”.
**Written production:** « J'aime / je n'aime pas », draft 1 due by class time.

**Work for next class:**
« J'aime / je n'aime pas »: peer review the work of your partner(s).

**Time on task: 1h30**

**Session 14**
Conjugation: common verbs in -er (full conjugation).
**Written production:** “J'aime / je n'aime pas”, peer review(s) due by class time.

**Work for next class:**
Session 15
How to express time: “official” time.

Work for next class:
« J’aime / je n’aime pas »: draft 2, taking into account the input of the partner(s) who reviewed your first draft.

Time on task: 1h

Session 16
How to express time: “ordinary” time.
Written production: “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.

Time on task: 1h30

WEEK 6  DAILY LIFE ACTIVITIES

Session 17
“Les mots nouveaux”: words and expressions heard and seen by the students in audiovisual materials watched since session 13.
Communication : “La Vie quotidienne”.
Vocabulary : family members.
Written production: “J’aime / je n’aime pas”, final version due by class time.

Work for next class:

Time on task: 1h30
**Session 18**

“Du / de la / de l’ / des”.
Preparation for the final examination: written production (“Qui est Karen ?”).
“J’aime / je n’aime pas”: Reading in a recorded video posted to the dedicated discussion.
Or (to be confirmed, based on time zones and availability): one or more synchronous reading conferences shared with the rest of the group.

**Work for next class:**
Go over notes and activities and bring questions to the general review next class.

**Time on task: 2h30**

**Session 19**

The verb “aller” and the preposition “à”.
Collective preparation for the final examination: oral production and interaction. Tips and strategies, questions and answers to consider. General review.

**Work for next class:**
Prepare for the final examination (review conjugations and vocabulary).

**Time on task: 1h30**

**Session 20**

**Final examination.** Cumulative test evaluating oral comprehension, oral production, vocabulary and numbers, grammar and spelling.
Conclusion to the course. How has it affected your understanding and use of French? Your learning of a second or third (or fourth!) language? Did one skill in particular prove easier or more difficult to work and improve on?

**Time on task: 1h30**

**Course Materials**

**Readings**

**Online Resources**
- Quizlet.com (selected exercises to review vocabulary and verb conjugations at the A1.1 level) https://quizlet.com/fr-fr