**LaGuardia Community College**

Elementary French 1

ELF101.0331 (26398)

Spring 1, 2024 – March-June 2024

**Instructor:** Habiba Boumlik

**Homepage:** [https://bit.ly/hboumlik [bit.ly]](https://urldefense.proofpoint.com/v2/url?u=https-3A__bit.ly_hboumlik&d=DwMFAw&c=2tStSn3Yyb7CMXxZW9nuG-Sh-vz6mhnySBmFi7HdCsM&r=OQIaRsIfMQShv2UfLH076tctUw0DWR-ECZA8oauO4Q8&m=l0gu-0zGwf5lI_RYQdB5tKh9RJpw7MVoep5aOMH3kVc&s=p6CSjBCyqo29TL5g_dd39YhJmr-ltv_rZMmwsXyN_cY&e=)

**Email:** [hboumlik@lagcc.cuny.edu](mailto:hboumlik@lagcc.cuny.edu)

**Class Schedule:** Tuesday 9:15-11:30 (BA-13) and Thursday 9:15-10:15 (B229)

**Lab** Thursday 10:30-11:30 (B207)

**Lab Instructor:** Amina Berrani: [amina.berrani99@lagcc.cuny.edu](mailto:amina.berrani99@lagcc.cuny.edu)

**Office Hour:** Tuesdays and Thursdays 1:00-2:00 pm in B234 or via phone: 914-458-3321 (add your name and course to your text messages) or zoom <https://us02web.zoom.us/j/3980391743> - Meeting ID: 398 039 1743

**Class Google Doc:** <https://docs.google.com/document/d/1r99TBxsSzEWqvORGxt-DdZJG7TXmJfS1FpcTbXt3V9g/edit?usp=sharing>

**Course Description:**

Welcome to Elementary French 101! Throughout this introductory-level language course, you will embark on a journey encompassing the four fundamental language skills: speaking, writing, reading, and listening. In addition to honing these skills, the course will delve into essential grammar concepts and explore the distinctive cultural elements of the Francophone world.

The homework activities are designed for automatic correction, providing timely feedback. Correct answers will be disclosed after the deadline. However, you may complete these activities before the specified cutoff. Embrace the digital learning environment, and let's embark on this exciting linguistic and cultural exploration together!

Note: This course is designed for individuals who have minimal to no prior exposure to French instruction. This class is not for native or heritage speakers of French. Students proficient in French and heritage speakers must take higher-level courses appropriate to their proficiency levels.

**Course Objectives:**

By the end of the semester, you are expected to achieve the following:

* Engage in basic conversations in French proficiently.
* Communicate with others from the target culture in familiar everyday situations, using acquired language and showing basic cultural awareness.
* Deliver information via videos on both very familiar and everyday topics, utilizing practiced vocabulary, phrases, and simple sentences in spoken or written form.

More specifically, by the end of the semester, you will be able to

* Write coherent idiomatic French demonstrating an understanding of syntax and grammar.
* Present projects about aspects of Francophone cultures that you have researched.
* Demonstrate basic proficiency in reading and writing in French.
* Learn significant cultural practices and historical events from the French-speaking world

**Assessment**

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| **Student Learning Outcomes** | **Measurements (means of assessment for student learning outcomes)** |
| 1. Students will be able to identify main structural and cultural content of an oral text, in the form of mini-dialogues, dictations or a short paragraph (100 words or less). | 1. A listening comprehension part will be included in quizzes, homework exercises (textbook website) and exams. |
| 2. Students will be able to identify and to analyze main structural and cultural aspects of a written text, in the form of a short descriptive narrative. | 2. A reading comprehension part will be included in quizzes and exams. |
| 3. Students will be able to write 100-200 word-compositions using present tense verbs as well as vocabulary about daily life (such as traveling, food, hobbies, etc.) and cultural contexts such as celebrations, national holidays, and historical commemorations. | 3. A writing part will be included in quizzes, homework exercises and exams. |

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| **Tutoring** |

I encourage you to use the Modern Language free tutoring sessions frequently. Tutoring hourswill count as extra-credit. You may schedule tutoring sessions here: <https://mail.lagcc.cuny.edu/viplogin/>

**Pre/Corequisites:** CSE095 and ESL097

The course bears 3 credits that count as Flexible Core (World Cultures and Global Issues) of the CUNY's new general education curriculum (Pathways). Note that students can receive only up to 6 credits in one Flexible Core area.

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| **Textbook, grading, and class requirements** |

**Textbooks**: The following textbook is required for this class.

Mitchell, James G. and Tano, Cheryl. ESPACES, Fifth Edition, Vista Higher Learning (VHL), 2023, Supersite SSPlus $79 for one semester (5 months) 978-1-54336-806-2

SSPlus $129 for 12 months 978-1-54336-807-9

Redeemable at [www.vhlcentral.com](http://www.vhlcentral.com) - Refer to Blackboard for Instructions

**Course Requirements**

Most of the coursework is to be completed on Supersite.

**Homework** This out-of-class practice is essential for learning.

**Language Lab** Weekly lab is mandatory and count towards 10% of your final grade.

**Examinations** There will five (5) exams at the end of each chapter.

**Class Presentation** You will give a 1-2 minute class presentation on a topic discussed in class.

**Class Participation** Classparticipation is mandatory. If you don’t attend, you don’t participate.

**Grades:**

Your final grade will be determined based on the following evaluation points.

Homework 25%

Exams (5) 30%

Class participation 15%

Class presentation 10%

Weekly lab 10%

Assignments (2) 10%

**Grade distributions:**

**A**: 95-100%, **A-**: 90-94%, **B+**: 86-89%, **B**: 83-85%, **B-**: 80-82%, **C**+: 76-79%, **C**: 73-75%, **C-**: 70-72%,

**D+**: 66-69%, **D**: 63-65%, **D-**: 60-62%, **F**: -59\%, **WU**: Unofficial withdraw (≈F), **W**: Withdraw

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| **Weekly schedule** \* **(subject to change)** |

Homework assignments must be submitted on Supersite.

Lab: Students are required to attend the lab every week.

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| **Date** | **Objectives** **and topics** | **Preparation for Class Meetings** | **Course Content** |
| Chapter 1  March 5 | Express basic greetings and farewell  Introduce yourself and others  Read about shaking hands and *bises*  Learn about the gender of nouns  Learn the French alphabet | NA | **Unité 1: Salut!**  Espace contextes: *Ça va?,* pp. 2–4  Les sons et les lettres: *The French*  *Alphabet,* p. 5  Roman-photo: *Au café,* pp. 6–7  Espace culture, pp. 8–9 |
| Chapter 1  March 7 | Learn the numbers 0–60  Use courtesy expressions  Use definite and indefinite articles  Use the expression *il y a* | Watch the videos: Les copains and Au café. | Espace structures 1A.1: *Nouns and*  *articles,* pp. 10–13  Espace structures 1A.2: *Numbers 0–60,*  pp. 14–17  Flash culture: *Salut!,* p. 19 |
| March 7 | Lab 1 |  |  |
| Chapter 1  March 12 | Identify people and classroom objects  Read about France’s multicultural society  Use subject pronouns  Use être (to be) in the present tense  Distinguish between c’est and il/elle est  Learn about adjective agreement | Review tutorial Numbers 0-60 before attending the class. | **Unité 1**  Espace contextes: *En classe,* pp. 20–22  Les sons et les lettres: *Silent letters,* p. 23  Roman-photo: *Les copains,* pp. 24–25  Espace structures 1B.1: *Subject pronouns and the verb* être, pp. 28–31 |
| Chapter 1  March 14 | Use descriptive adjectives  Use adjectives of nationality  Look for cognates when reading in  French |  | Espace structures 1B.2: *Adjective*  *agreement*  Panorama: *Le monde francophone,* pp. 38–39 |
| March 14 | Lab 2 |  |  |
| Chapter 2  March 19 | Exam 1 chapter 1  Talk about courses and campus  Express likes and dislikes  Learn about liaisons  Read about the French university system and French immersion in Québec  Present tense of regular -er verbs | Study for exam 1 | **Unité 2: À la fac**  Espace contextes: *Les cours,* pp. 46–48  Les sons et les lettres: *Liaisons,* p. 49  Roman-photo: *Trop de devoirs!,* pp. 50–  51  Espace culture, pp. 52–53  Espace structures 2A.1: *Present tense of regular* -er *verbs,* pp. 54–57 |
| Chapter 2  March 21 | Learn about spelling changes in -cer and -ger verbs  Ask questions and express negation  Talk about schedules  Learn to pronounce the French r | Watch the  Tutorial Present  tense of regular –  er verbs before  attending the  class. | Espace structures 2A.2: *Forming questions and expressing negation,* pp. 58–61  Le Zapping: *Les études,* p. 63  Espace contextes: *Une semaine à la fac,*  pp. 64–66  Les sons et les lettres: *The letter* r*,* p. 67  Roman-photo: *On trouve une solution,*  pp. 68–69 |
| March 19 | Lab 3 |  |  |
| Chapter 2  March 26 | Read about university courses and le bac  Use avoir in the present tense  Learn expressions with avoir  Tell the time  Learn to brainstorm before writing | Watch the tutorial: Forming questions and expressing negation before attending the class. | Unité 2:  Roman-photo: *Trop de devoirs!,* pp. 50–  51  Espace culture, pp. 70–71  Espace structures 2B.1: *Present tense of* avoir, pp. 72–75 |
| Chapter 2  March 28 | Listen for cognates  Predict reading content though format  Write a personal description |  | Espace structures 2B.2: *Telling time,* pp.  76–79  Panorama: *La France,* pp. 82–83  Lecture, pp. 84–85  Écriture: *Une description personnelle,* pp.  86–87 |
| March 28 | Lab 4 |  |  |
| Chapter 3  April  2 | Exam 2 chapter 2  Talk about family members and marital status  Talk about pets | Study for exam 2 | Unité 3: *La famille et les copains*  Espace contextes: *La famille de Marie Laval,* pp. 90–92 |
| Chapter 3  April  4 | Use descriptive adjectives  Learn about l’accent aigu and l’accent grave  Understand spoken French through video  Read about the French family | Watch the tutorial: Descriptive adjectives before attending the class. | Les sons et les lettres: L’accent aigu *and* l’accent grave, p. 93  Roman-photo: *L’album de photos,* pp. 94–95  Espace culture, pp. 96–97 |
| April 4 | Lab 5 |  |  |
| Chapter 3  April 9 | Express possession | Watch the tutorial: Possessive adjectives before attending the class. | Espace structures 3A.1: *Descriptive adjectives,* pp. 98–101  Espace structures 3A.2: *Possessive adjectives,* pp. 102–105 |
| April 11 | Exam 3 chapter 3 | Study for exam 3 | Révision, p. 106  Flash culture: *La famille et les copains,* p. 107 |
| April 11 | Lab 6 |  |  |
| Chapter 4  April 16 | Talk about places and activities around town  Read about the pastimes of young Francophones  Use aller in the present tense | Watch the tutorial:  The verb aller  before attending  the class. | **Unité 4: Au café**  Espace contextes: *Où allons-nous?,* pp.  134–136  Roman-photo: *Star du cinéma,* pp. 138–  139  Espace structures 4A.1: *The verb* aller*,*  pp. 142–145  *Interrogative words,* pp. 146-149  Le Zapping: *Sur les toits de Paris,* p. 151  Espace contextes: *J’ai faim!,* pp. 152–154 |
| April 18 | Class meets in the Little Theater at 10:30 for New York Forum of Amazigh Film. | Work on Assignment 1 | Assignment 1 based on the film to be screened in the Little Theater. To be submitted on Blackboard before April 23. |
| April 18 | Lab 7 |  |  |
| April 23, 25, and 30 | **No Class. Spring Break.** |  |  |
| May 2 | No class meeting but you must  attend the lab. You will also submit  assignment 2 on Supersite. | Submit assignment 2. |  |
| May 2 | Lab 8 |  |  |
| Chapter 4  May 7 | Express future actions  Use the preposition à in contractions  Use interrogative words  Talk about food items at a café  Express quantity | Watch the tutorial Interrogative words before attending the class. | Roman-photo: *L’heure du déjeuner,* pp.  156–157  Espace culture, pp. 158–159  Espace structures 4B.1: *The verbs* prendre *and* boire; |
| Chapter 4  May 9 | Use partitive articles  Read about the role of the café in  France  Read about the cafés of North Africa  Use prendre and boire in the present tense |  | *Partitives,* pp. 160–163  Espace culture, pp. 158–159  Espace structures 4B.1: *The verbs* prendre *and* boire; |
| May 9 | Lab 9 |  |  |
| Chapter 4  May 14 | Use regular -ir verbs |  | Espace structures 4B.2:  *Regular* -ir  *verbs,* pp. 164-167 |
| May 16 | Exam 4 chapter 4 | Study for exam 4 |  |
| May 16 | Lab 10 |  |  |
| Chapter 5  May 21 | Talk about sports and leisure activities  Express frequency  Learn to use intonation  Understand spoken French through video  Read about le football  Use faire in the present tense  Use il faut to express necessity |  | **Unité 5: Les loisirs**  Espace contextes: *Le temps libre,* pp. 178–180  Les sons et les lettres: *Intonation*, p. 181  Video Manual, Supersite: *Leçon 5A*  *Roman-photo*  Roman-photo: *Au parc,* pp. 182–183  Espace culture, pp. 184–85  Espace structures 5A.1: *The verb* faire*,*  pp. 186–189 |
| Chapter 5  May 23 | Learn irregular -ir verbs  Understand spoken French through video:  leisure activities |  | Espace structures 5A.2: *Irregular* -ir  *verbs,* pp. 190–193  Révision, p. 194  Flash culture: *Les loisirs,* p. 195 |
| May 23 | Lab 11 |  |  |
| Chapter 5  May 28 | Talk about seasons and months  Use weather expressions  Tell the date  Distinguish between open and closed  vowels  Understand spoken French through video | Watch the tutorial Interrogative words before attending the class. | Espace contextes: *Quel temps fait-il?,* pp.  196–198  Les sons et les lettres: *Open vs. closed vowels: Part 1,* p. 199  Roman-photo: *Quel temps!,* pp. 200–201 |
| Chapter 5  May 30 | Read about public gardens and parks in the francophone world  Learn the numbers 101 and higher  Use -er verbs with spelling changes |  | Espace structures 5B.1: *Numbers 101 and higher,* pp. 204–207  Panorama: *L’Algérie, le Maroc et la Tunisie,* pp. 214-215Écriture: *Écrire une brochure,* p. 218–219 |
| May 30 | Lab 12 |  |  |
| June 4 | Class Presentations. Last day of classes. Review | Prepare your class presentation. |  |
| June 8 | Final Exam chapter 5 |  |  |

**How to Do Well in this Class**

1.Attend tutoring!!!

2.Be an active learner. Active learners often have questions that reflect their engagement of the material.

3. Put yourself out there. Language learning requires you to make mistakes, both in your assignments and in the discussion forums.

4. Personalize vocabulary. You will remember vocabulary when you “own” it. Make words relevant to your life by thinking of what you can say about yourself with them. Write extra sentences that are meaningful to you so that the vocabulary becomes “yours” and expresses something about your world. Use the new vocabulary in your videos.

5. Develop your memorization skills. Experiment with different techniques, combining listening, speaking and writing together as much as possible.

6. Read out loud and repeat new words many times. The only way to train your brain and your mouth to speak this language is by doing it aloud.

7. Correct yourself. Good language learners learn from their own successes and mistakes and those of others. Correcting mistakes is an essential part of the learning process.

8. Summarize the material as you read. Re-write notes several times. Form study groups.

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Valuing LaGuardia’s Diversity: As a college community we represent a world of perspectives on race, ethnicity, class, gender, sexual orientation, ability, religion, and nationality, to name a few.

Rules for Personal Conduct:You are expected to obey the rules and regulations of the College about conduct. Disorderly or indecent behavior is not appropriate in a college setting. It is a violation of college rules and is not acceptable.

The academic dishonesty policy: As stated in the catalog: "Academic Dishonesty is prohibited in the City University of New York and is punishable by penalties ranging from a grade of 'F' on a given test, research paper or assignment, to an 'F' in the course or suspension or expulsion from the College. Academic Dishonesty includes: Cheating; Plagiarism; Internet Plagiarism;

Obtaining Unfair Advantages Falsification of Records and Official Documents; Misconduct in Internships (117)

Declaration of pluralism:The Education and Language Acquisition Department embraces diversity. We must respect each other regardless of race, culture, ethnicity, gender, religion, age, sexual orientation, disability and social class. For detailed information regarding the policy, please refer to Student Handbook 2023-2024: <https://www.laguardia.edu/uploadedfiles/main_site/content/current_students/docs/student-handbook.pdf>