

Course Prefix/Number/Title: FREN 101; 1<sup>st</sup> Year French I

Number of Credits: 4

Course Description: French 101 is the first semester in the first-year French sequence. The focus of this class will be on real-life language use, the integration of French and Francophone culture and language, and the acquisition of the four skills: reading, listening, writing, and speaking.

Pre-/Co-requisites: None

Course Objectives:

1. learn about contemporary French and Francophone institutions and mores;
2. communicate and interact with other speakers of French in diverse situations and in conversations involving everyday topics;
3. develop listening skills and understand the gist of a variety of communication modes (TV, video, radio, etc.);
4. read a broad range of printed materials for general, specific and practical information;
5. write notes, letters and compositions on familiar topics with a good command of vocabulary and sentence structure in a cohesive and organized manner

Instructor: Mrs. Danielle Coulson

Office: Remote

Office Hours: Upon request

Email: [danielle.coulson@dakotacollege.edu](mailto:danielle.coulson@dakotacollege.edu)

Lecture/Lab Schedule: Asynchronous

Textbook & Course Requirements:

Espaces 4th Edition

978-1-68005-656-3

\$185.00

Supersite Plus w/ vText (36 Month Access) Online Student Activity Manual Workbook (WebSAM)

<https://vistahigherlearning.com/espaces-4th-edition.html>

Tentative Course Outline: We will cover chapters 1-5 in the *Espaces* textbook.

General Education Competency/Learning Outcome(s) OR CTE Competency/Department Learning Outcome(s):

This course will provide students with a fundamental understanding of the French language in several core competencies. The five areas of assessment are: listening, reading, spoken interaction, spoken production, and writing. Below is a table intended to clarify the expected learning outcome for students of French 101, which align with the ACTFL standards for language learners at the “Novice low/Mid” level. For more information, see the ACTFL standards online:

<https://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012>

- **Listening:** The student can recognize familiar words and very basic phrases concerning themselves, their family and immediate concrete surroundings when people speak slowly and clearly.
- **Reading:** The student can understand familiar names, words and very simple sentences, for example on notices or posters or in catalogues.
- **Spoken Interaction:** The student can interact in a simple way, provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help the student to formulate the intended thought.
- **Spoken Production:** The student can ask and answer simple questions in areas of immediate need or on very familiar topics. The student can use simple phrases and sentences to describe where he or she lives and people such as friends or family.
- **Writing:** The student can write a short, simple postcard, for example sending holiday greetings. The student can fill in forms with personal details, for example entering name, nationality, and address on a hotel registration form.

As well as gaining a fundamental understanding of the French language, this course will provide you with tools to understand cultural differences and the basics of intercultural communication with a focus on the French/Francophone culture. We will focus on the three essential areas of competence: openness, knowledge, and adaptability.

Classroom Policies:

1. Students enrolling in a French course who have studied French in high school must take the *placement exam* in order to determine their appropriate level.
2. Students are required to be logging into the course daily. Only serious illness or emergencies will be excused. Students who know in advance that they will have to miss an assignment deadline should inform the instructor beforehand.
3. Students are requested to inform the instructor of difficulties or problems they encounter in the course.
4. **Cheating, plagiarism and collusion.** The principal violations of academic integrity are cheating, plagiarism, and collusion. The current definitions (from the Code of Policies of the Board of Governors) for:

**Cheating** is the use or attempted “use of any unauthorized assistance in taking quizzes, tests or examinations;”

**Plagiarism** is the use “by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgment;”

**Collusion** (not part of Board policies) is assisting another student in the commission of an act (or acts) in violation of academic integrity.

Learning is a personal effort for personal intellectual enrichment. Cheating and plagiarism violate the integrity of the learning experience. Students are expected not to give or receive help during tests and exams and must acknowledge fully any ideas, materials or quotations taken from another source for either written or oral use. Penalties for cheating and plagiarism may include a failing grade on a particular exam or paper, a failing grade for the entire course, or other disciplinary actions. The use of any translation

machine is strictly prohibited and would constitute an act of plagiarism in this class. When an on-line dictionary is needed I recommend [www.dict.cc](http://www.dict.cc)

**5. No late work is accepted for this course – please be sure to complete all assignments by their appropriate deadlines!**

Student Email Policy:

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the Campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

Academic Integrity:

According to the DCB Student Handbook, students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles, and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred. The Code detailed in the Academic Honesty/Dishonesty section of the Student Handbook will serve as the guideline for cases where cheating, plagiarism or other academic improprieties have occurred.

Disabilities or Special Needs:

Students with disabilities or special needs (academic or otherwise) are encouraged to contact the instructor and Disability Support Services.

Title IX:

Dakota College at Bottineau (DCB) faculty are committed to helping create a safe learning environment for all students and for the College as a whole. Please be aware that all DCB employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers) are required to report information about such discrimination and harassment to the College Title IX Coordinator. This means that if a student tells a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the College's Title IX Coordinator. Students wishing to speak to a confidential employee who does not have this reporting responsibility can find a list of resources on the DCB Title IX webpage.