

UNIVERSITY OF BRITISH COLUMBIA, VANCOUVER  
DEPARTMENT OF FRENCH, HISPANIC AND ITALIAN STUDIES

FREN 101: SYLLABUS, 2019 WINTER TERM 1

ACKNOWLEDGEMENT

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəy̓əm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

COURSE INFORMATION

Course Title	Course Code Number	Credit Value
Beginners' French I	FREN 101	3 credits

CONTACTS

Your instructor	Contact Details	Office Location	Office Hours
.....	.....@mail.ubc.ca	.....	.....

Course Coordinator	Contact Details	Office Location	Office Hours
<a href="#">Dr Juliet O'Brien</a>	juliet.obrien@ubc.ca	Ponderosa Annex E 222	by appointment (please email to arrange a time)

Your instructor and coordinator read correspondence during regular working hours: Monday to Friday, 9:00 a.m. to 6:00 p.m. We will respond to your emails as soon as possible, usually within 1-3 working days.

PREREQUISITES

This course is designed for students who have never learned any French before. It assumes no prior knowledge of French. If you are unsure if this is the appropriate level of French course for you—for example if you have already learned some French—please read [UBC FHIS > Guidelines for Placement in French Language Courses](#) and talk to the course coordinator.

COREQUISITES

This course must not be taken at the same time as other FREN courses. It is not available to students with the prerequisite for FREN 102. The Department of FHIS reserves the right to refuse enrollment to any of its language courses to a student who has, in the view of the Department, a level of competence unsuited to that course. Enrollment at or below the level the student has already attained is not permitted.

## COURSE STRUCTURE

As this is a living language course, our classes are a fluid mix of—to translate other academic areas' categories—interactive lectures, discussion, and improvisation. Classes are mostly conducted in French, with English as needed for explanation. Class locations are on [the Student Service Centre](#).

## LEARNING MATERIALS

### Required

Nathalie Hirschprung & Tony Tricot. *Cosmopolite 1. Livre de l'élève*. (Paris: Hachette, 2017). ISBN 9782014015973

UBC Bookstore price on 2019-08-20: \$36.50

and

Nathalie Hirschprung & Tony Tricot. *Cosmopolite 1. Cahier d'activités*. (Paris: Hachette, 2017). ISBN 9782014015980

UBC Bookstore price on 2019-08-20: \$21.50

You may share—and thereby share the cost of—the *Cahier* (workbook) with a colleague in the same class, as working on practice exercises with a peer is encouraged.

These materials are for both FREN 101 and 102. FREN 101 = *dossiers* 0-4; FREN 102 = *dossiers* 5-8. Each of the books above—textbook and workbook—also has a CD and a booklet at the back: audio tracks, videos, vocabulary, scripts for the textbook and workbook audio, sample answers for practice exercises. You can also download these files (printed materials are in PDF): see MATERIALS on Canvas for more.

### Recommended

Sylvie Poisson-Quinton. *La grammaire du français en 44 leçons et plus de 230 activités, niveau A1*. (Paris: Éditions Maison des langues, 2014). ISBN 9788415640127

### Supplementary

Some other materials, such as supplementary resources, are available at [UBC Blogs: FREN 101 & 102 resources](#). These resources are free, open, and publicly available. Your instructor might also supply you with further (free) resources for your class, using Canvas or email or otherwise; they will inform you accordingly.

## LEARNING RESOURCES

The [FHIS Learning Centre](#) is a free service available for students of all levels and languages of the FHIS curriculum (French, Italian, Portuguese, and Spanish). We offer student-centered conversation practice, tutoring (i.e. grammar and vocabulary questions), and help with the continued development of core skills (i.e. speaking, listening, reading, and writing) necessary for students' success in acquiring and becoming proficient in the languages that we teach.

## LEARNING OBJECTIVES

The Department of FHIS offers a series of eight courses designed to build students' skills progressively in the four basic communicative functions of listening, reading, speaking, and writing. FREN 101 is the first of a pair of beginners' courses—101 and 102—aligned with level A1 objectives of the Common European Framework of Reference: basic vocabulary, the rudiments of grammar, and familiarization with cultures of the French-speaking world.

FREN 101 introduces the French language and Francophone cultures, opening up their understanding in a worldwide context. With an approach that is communicative and collaborative, and inductive and interactive, the course develops students' comprehension and the mobilisation of knowledge—*savoirs*—translated into the applied practice of *savoir-faire*.

French grammatical structures studied include: common verbs in the present tense, subject pronouns and adjectives for descriptions, prepositions for talking about places, simple negation, and asking questions. These will be applied in practice through:

- listening: understanding everyday communication about yourself, your family, and your immediate surroundings
- reading: understanding familiar vocabulary in simple communicative structures; such as advertisements, posters, menus
- speaking: asking questions for information or about familiar or everyday topics, and engaging with others in simple conversation using simple sentences and expressions to describe places and people
- writing: short observations and portraits of people and places; completing forms and questionnaires; discussing cultural differences; and expressing opinions, ideas, and dreams

By the end of the course, students should be able to understand simple communication and to communicate simply about familiar and frequently-encountered topics such as personal information, work, everyday life, identity, tastes, activities, travel, geography, and local environment.

More on the themes, vocabulary, and grammar objectives that are covered in FREN 101 is in the WEEKLY SCHEDULE at the end of this syllabus, and is in greater detail in LEARNING OBJECTIVES on Canvas.

## LEARNING ACTIVITIES

### In class

As it is a living language course, FREN 101 involves face-to-face work in class, with an emphasis on working collaboratively in pairs and small groups. Your active participation is expected. This includes speaking in class: interaction in French with instructor and peers, preparedness and willingness to ask and answer questions (not necessarily in French: this is a beginners' class) and share ideas, and contribution to work in small groups.

Please bring the *Livre* (textbook) with you to class. Your instructor may also ask you to prepare work in advance for a specific class (ex. a question for discussion) or to complete online (ex. on Canvas); if that is the case, they will inform you accordingly.

Some assessed work is in class: quizzes, workshops, and tests. Revision guides and further specifics, including which learning objectives are being assessed, will be on Canvas or otherwise provided to you by your instructor.

### Outside class

As is usual with university-level courses, you should expect to spend at least TWO hours outside class (regular preparation, homework, and practice) for every hour spent in class. For a three-hour class, that is at least six hours' work; or, a little over an hour every day during the week, and the weekend off. Language learning requires regular practice: like music, dance, martial arts, and sports. It is better to do some French every day than to try to cram all your homework into one session on Sunday afternoon (also, this wrecks your weekend). FREN 101 has workbook practice exercises (*Cahier d'activités*) and optional extra online exercises (*Parcours digital*) to provide you with this practice. Work outside class:

- Should be YOUR OWN work: you MAY NOT use tutors, Francophone friends, etc. to help. It is important to your learning to make your own mistakes, and to learn from them.
- You MAY, however, work with the FHIS Learning Centre
- You are strongly encouraged to work together with peers in our class, in pairs or small study groups, on the *Cahier d'activités*. It is recommended that you do exercises regularly, after you have covered the work concerned in class—ideally every class day—to reinforce what you have learned in class while it is still fresh in your mind.
- You may use dictionaries and other resources; some assignments may explicitly ask you to do so

Some assessed work is to be submitted online, via Canvas: a group project, a video presentation, your *savoir-vivre* regular weekly journal. Topics and further specifics, including which learning objectives are being assessed, will be on Canvas or otherwise provided to you by your instructor.

## ASSESSMENTS OF LEARNING

• Regular active participation: 4 workshops + 4 quizzes, in class	8%
• 2 visits to FHIS Learning Centre or to office hours: 1 in weeks 3-7 of term + 1 in weeks 8-12	2%
• Workbook exercises ( <i>Cahier d'activités</i> ; individually or in pairs)	4%
• 1 group project (in 3 stages), submitted via Canvas	10%
• <i>Savoir-vivre</i> regular weekly journal, ePortfolio submitted via Canvas	6%
• 3 tests (listening comprehension, reading comprehension, writing), in class	30%
• Video presentation (speaking), submitted via Canvas	10%
• Final written examination (listening comprehension, reading comprehension, writing)	30%

### Schedule of assessments

See WEEKLY SCHEDULE at the end of this syllabus. Further specifics on assessments (and revision guides for tests and the final exam, and a mock exam) will be on Canvas or otherwise provided to you by your instructor.

## UNIVERSITY POLICIES

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available on [the UBC Senate website](#).

## COURSE POLICIES

In addition to UNIVERSITY POLICIES above, [UBC Blogs: FREN 101 & 102 resources](#) > [syllabus \(3\): HELP](#) provides links to help you and for you to find help:

- French advising via the department of FHIS
- Academic advising in the Faculty of Arts and throughout UBC
- Where to find information and help for everything in UBC life: well-being, accessibility, health, security, finance, being an international student, and other matters of identity and being
- UBC policies and procedures, rules and regulations, and the Ombuds office

If in doubt, if you have any questions or worries about anything, please ask! This course, your class, your

instructor, and your coordinator are a safe space and here to help. If we don't know an answer—we're human—we'll help you to find someone who does. This is a community of care.

Policies specific to this course:

- Attendance is required.
- Such details as workshop activities, quizzes, tests, and project topics may vary somewhat from section to section at the discretion of individual instructors. They may not, however, vary from student to student within a section.
- An instructor can only do for one student what they can also do for every other student in the class/course; and they cannot do something for one student that they could not also do for every other student (ex. individual tutoring). Please note that an instructor's office hours are NOT for individual tutoring or catching up on missed classes. For catching up with missed classes, we would recommend working with peer colleagues from your class, with the [FHIS Learning Centre](#) (free) or, if you need more time and attention, with the [FHIS tutors](#) (not free).
- No extra credit.
- No re-weighting of marks (ex. from a missed assessment onto a later assessment).
- Late work will not be accepted.\*
- No make-up alternatives for missed in-class assessments.\*
- No re-grading of marked work.\*

\* For exceptions to the three last policies above, in exceptional circumstances and with supporting evidence for your absence, see [UBC Blogs: FREN 101 & 102 resources > syllabus \(2\): The Rules](#):

- late work, extensions, making up for missed work, and rescheduling tests and examinations
- quick links to UBC rules, policies and procedures: including how to make a formal request for a review of an assigned grade

These rights, rules, and responsibilities are in addition to, not instead of, all policies and guidelines as supplied by the University, Faculty of Arts, and Department of FHIS. They apply generally across all sections of FREN 101. You are expected to be cognizant with University rules and regulations: this is part of the contractual agreement every student enters into with the University when they register.

## LEARNING ANALYTICS

This course will be using the following digital learning technologies:

- Canvas
- UBC Blogs (WordPress)

Your instructor and the course coordinator will not use your analytics data. It is possible that your analytics data might be used by others in the university; this should be for purposes of teaching and learning, subject to your consent, and open to FOI request.

## COPYRIGHT

All materials of this course (course design and assessments; syllabus; class handouts, slides, notes, photographs of work on the board; etc.) are the intellectual property of (as appropriate) the Course Coordinator or Instructor, or licensed to be used in this course by the copyright owner. Students may (this may vary from instructor to instructor, as it is their decision) have permission to record classes, but not to redistribute or sell these course materials. *Cosmopolite 1* is copyright Hachette Livre. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline.

## WEEKLY SCHEDULE

Including schedule of assessments: assessed work is **in bold and underlined**.

**SEMAINE 1 du 3 au 6 septembre 2019**

MONDAY: NO UBC CLASSES, LABOUR DAY

TUESDAY: NO UBC CLASSES, IMAGINE DAY

Topic (thème)	Découvertes
Grammar (grammaire)	Verbe <i>s'appeler</i> , pronoms sujets, épeler
• Monday (lundi)	(no class: public holiday)
• Wednesday (mercredi)	Introduction
• Friday (vendredi)	<i>Cosmopolite 1</i> , Dossier 0 leçons 1-2

**SEMAINE 2 du 9 au 13 septembre 2019**

Thèmes	Découvertes - Présentations et identification
Grammaire	Le genre des noms de pays, l'article défini - L'article indéfini
• lundi	Practice quiz (on Dossier 0 leçons 1-2) + Dossier 0 leçon 3
• mercredi	Dossier 0 leçon 4
• vendredi	Dossier 1 leçon 1

**SEMAINE 3 du 16 au 20 septembre 2019**

TUESDAY: DEADLINE FOR CHANGES OF REGISTRATION (SSC, ONLINE) WITHOUT A "W"

Thèmes	Présentations et identification
Grammaire	Les mots interrogatifs, le verbe <i>être</i> au présent, les verbes en <i>-er</i> , les adjectifs
• lundi	Quiz + Dossier 1 leçon 2
• mercredi	Dossier 1 leçon 3
• vendredi	Dossier 1 leçon 4

**ASSESSMENT** **lundi 16 septembre**  
**Quiz 1** = 1% of final grade  
 on Dossier 0; a quick quiz—maximum 5 minutes long—at the start of your first class this week

**SEMAINE 4 du 23 au 27 septembre 2019**

Thèmes	Présentations et identification
Grammaire	Le verbe <i>avoir</i> au présent, les adjectifs possessifs, l'adjectif interrogatif
• lundi	Dossier 1 leçon 5
• mercredi	Dossier 1 leçon 6
• vendredi	Dossier 1 Cultures (or alternative) workshop

**ASSESSMENT** **vendredi 27 septembre**  
**Workshop 1** = 1%  
 on listening and reading comprehension, based on Dossier 1 (Cultures) or an alternative (your instructor will inform you accordingly if there is other material to prepare, and provide it to you);  
 in your last class this week

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**SEMAINE 5 du 30 septembre au 4 octobre 2019**

Thèmes	Voyages et logement
Grammaire	Les prépositions, les articles définis et indéfinis, les prépositions de lieu, l'article contracté
• lundi	Test
• mercredi	Dossier 2 leçon 1
• vendredi	Dossier 2 leçon 2
<b>ASSESSMENT</b>	<p><b>lundi 30 septembre</b>  <b>Test 1</b> = 10%  on Dossier 1; DELF-format listening comprehension and reading comprehension + grammar; closed book; in your first class this week  <b>Workbook - Dossier 1</b> = 1%  for feedback, bring your workbook to your instructor's office hours in the previous week; otherwise bring it to Test 1 in class</p>

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**SEMAINE 6 du 7 au 11 octobre 2019****FRIDAY: DEADLINE FOR CHANGES OF REGISTRATION (SSC, ONLINE) WITH A "W"**

Thèmes	Voyages et logement
Grammaire	Les prépositions de lieu ; les verbes <i>aller, prendre, et venir</i> au présent ; la négation ; les adjectifs démonstratifs
• lundi	Quiz + Dossier 2 leçon 3
• mercredi	Dossier 2 leçon 4
• vendredi	Dossier 2 leçon 5
<b>ASSESSMENT</b>	<p><b>lundi 7 octobre</b>  <b>Quiz 2</b> = 1%  on Dossier 2 leçons 1-2; quick—5 minutes maximum—at the start of your first class this week</p> <p><b>vendredi 11 octobre</b>  <b>Project, stage 1</b> = 1%  to be submitted on Canvas by the end of this week</p>

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**SEMAINE 7 du 14 au 18 octobre 2019****MONDAY: NO UBC CLASSES, THANKSGIVING**

Thèmes	Voyages et logement
Grammaire	Poser des questions
• lundi	(no class: public holiday)
• mercredi	Dossier 2 leçon 6
• vendredi	Dossier 2 leçon Cultures (or alternative) workshop
<b>ASSESSMENT</b>	<p><b>vendredi 18 octobre</b>  <b>Workshop 2</b> = 1%  on writing, based on Dossier 2 Cultures (or alternative), in your last class this week  <b>FHIS Learning Centre / instructor office hours visit #1 (weeks 3-7)</b> + report on Canvas = 1%  to be done by the end of this week</p>

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**SEMAINE 8 du 21 au 25 octobre 2019**

Thèmes	Parler de soi (famille, travail, loisirs)
Grammaire	Les adjectifs possessifs, le masculin et féminin des adjectifs
• lundi	Test
• mercredi	Dossier 3 leçon 1
• vendredi	Dossier 3 leçon 2
<b>ASSESSMENT</b>	<b>lundi 21 octobre</b> <b>Test 2</b> = 10% on Dossier 2: DELF-format listening comprehension and open-ended writing + grammar; closed book; in your first class this week <b>Workbook - Dossier 2</b> = 1% for feedback, bring your workbook to your instructor's office hours in the previous week; otherwise bring it to Test 2 in class

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**SEMAINE 9 du 28 octobre au 1er novembre 2019**

Thèmes	Parler de soi (famille, travail, loisirs)
Grammaire	Les verbes de préférence en <i>-er</i> , le présent des verbes en <i>-er</i> , le verbe <i>faire</i> au présent, les pronoms toniques
• lundi	Quiz + Dossier 3 leçon 3
• mercredi	Dossier 3 leçon 4
• vendredi	Dossier 3 leçon 5
<b>ASSESSMENT</b>	<b>lundi 28 octobre</b> <b>Quiz 3</b> = 1% on Dossier 3 leçons 1-2; quick—5 minutes maximum—at the start of your first class this week <b>vendredi 1er novembre</b> <b>Project, stage 2</b> (Canvas) = 4%

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**SEMAINE 10 du 4 au 8 novembre 2019**

Thèmes	Parler de soi (famille, travail, loisirs)
Grammaire	<i>Avoir mal</i> + les parties du corps
• lundi	Dossier 3 Cultures (or alternative) workshop
• mercredi	Dossier 3 leçon 6
• vendredi	Test
<b>ASSESSMENT</b>	<b>lundi 4 novembre</b> <b>Workshop 3</b> = 1% on writing, based on Dossier 3 Cultures (or alternative), in your first class this week <b>vendredi 8 novembre</b> <b>Test 3</b> = 10% on Dossier 3: DELF-format reading comprehension and open-ended writing + grammar; closed book; in your last class this week <b>Workbook - Dossier 3</b> = 1% for feedback, bring your workbook to your instructor's office hours this week; otherwise bring it to Test 3 in class

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**SEMAINE 11 du 11 au 15 novembre 2019****MONDAY: NO UBC CLASSES, REMEMBRANCE DAY**

Thèmes Le quotidien (horaires, habitudes, sorties)

Grammaire L'heure, les verbes pronominaux

- lundi (no class: public holiday)
- mercredi Dossier 4 leçon 1
- vendredi Quiz + Dossier 4 leçon 2

**ASSESSMENT****vendredi 15 novembre****Quiz 4** = 1%

on Dossier 4 leçon 1; quick—5 minutes maximum—at the start of your last class this week

**SEMAINE 12 du 18 au 22 novembre 2019**

Thèmes Le quotidien (horaires, habitudes, sorties)

Grammaire Les verbes *lire* et *écrire* au présent ; la fréquence ; les verbes *pouvoir*, *devoir*, et *vouloir* au présent

- lundi Dossier 4 leçon 3
- mercredi Dossier 4 leçon 4
- vendredi Dossier 4 Cultures (or alternative) workshop

**ASSESSMENT****vendredi 22 novembre****Workshop 4** = 1%

on speaking, based on Dossier 4 Cultures (or alternative), in your last class this week

**FHIS Learning Centre / instructor office hours visit #2 (weeks 8-12)** + report on Canvas = 1%  
to be done by the end of this week**Project, stage 3** (Canvas) = 5%**SEMAINE 13 du 25 au 29 novembre 2019**

Thèmes Le quotidien (horaires, habitudes, sorties)

Grammaire Les verbes *choisir* et *sortir* au présent, poser des questions, l'impératif

- lundi Dossier 4 leçon 5
- mercredi Dossier 4 leçon 6
- vendredi Révisions

**ASSESSMENT****vendredi 29 novembre****Video presentation** (Canvas) = 10%**PÉRIODE DES EXAMENS du 3 au 18 décembre 2019****ASSESSMENT****mardi 3 décembre****Savoir-vivre** (Canvas ePortfolio) = 6%**(date of exam t.b.a. by UBC in late October)****Workbook - Dossier 4** = 1%for feedback and to discuss questions, bring your workbook to your instructor's office hours;  
otherwise, just for completion to be recorded, bring it to the final exam**Final written examination** = 30%2.5 hours long, closed book, on everything in the course; DELF-format listening comprehension,  
reading comprehension, and open-ended writing + grammar

*Document last revised: 2019-08-24. Sometimes a syllabus will need to be adjusted. If your instructor or the coordinator sees a need to change anything after the syllabus has been distributed at the beginning of term, they will discuss the proposal with the class and then, if you agree to the proposed change, they will update the syllabus. A new, dated electronic syllabus will be emailed to you and provided on Canvas.*