

# FREN100

**STUDENT WARNING:** This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

## Course Summary

**Course :** FREN100 **Title :** French I

**Length of Course :** 8

**Prerequisites :** N/A **Credit Hours :** 3

## Description

**Course Description:** This course will introduce the student to the fundamentals of the French language using an online immersion technique developed by Rosetta Stone. The student will learn basic vocabulary, verb conjugations, and grammatical usage through online listening, speaking, reading and writing exercises. The student will also learn about the cultures of French speaking nations. Please note the technical specifications below. These are required to interface with the online version of Rosetta Stone. If you cannot meet these requirements we strongly recommend you do not take this course. Please contact [classroomsupport@apus.edu](mailto:classroomsupport@apus.edu) if you are unsure or have any questions. \* The ability to download and install the speech component. \* A working microphone installed on the computer for speech recognition. \* Access to streaming media is also required and should be confirmed before registering for the class.

### Course Scope:

In this course, students will learn to speak, write, and comprehend basic French structure as pertains to

1. People, objects and actions; description; numbers; asking questions;
2. Qualities and comparison; locations and positions; past, present and future actions;
3. Clothing, colors, animals, body parts, time;
4. Numbers to one hundred; multiple actions; family relationships; vehicles;
5. Addition and multiplication, possessive forms; classification; gestures and conditions;
6. Description; neither-nor; both-and; units of things; professions.

## Objectives

**Demonstrate basic French literacy through reading, speaking, writing and listening.**

1. Identify simple French structures and vocabulary for greetings, chit chat, singular, plural, present progressive, articles, pronouns, direct objects, describing people, animals, colors, sizes, professions,

- questions and answers, numbers 1–6, Clothing, Quantities, and singular and plural.
2. Differentiate French structures and vocabulary expressing Family Relationships, Numbers 7–12, and Ages, Oral Expression, In, On, and Under, Family at Home, Location and Ownership, Partitive Articles, Greetings, Introductions, getting acquainted, Clothing, Colors, Physical Attributes, Physical States, Conversational Dialogue, and Articles with Prepositions (à, au, à la, aux).
  3. Use French structures, vocabulary, and sounds communicating Locations, Times of Day, When, But, Before, After, Time of Day, Greetings, Numbers 13-20, Calendar Terms, Polite Conversation, Senses, Seasons, Speaking Languages, Numbers 21-69, Teaching and Studying Languages, Waking Up, Washing Up, Why and Because, and Grooming Habits
  4. Employ French structures, vocabulary, and sounds for Have and Need, Buying, Selling, and Shopping, Using Landmarks to Provide Directions, Leisure and Preferred Activities, Quantity Comparisons, Differentiation, Currency and Cost, Materials and Merchandise, Weight and Speed, Young and Old, Comparing and Contrasting, Size, Preference, and French Culture.
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## Outline

### **Week 1: Greetings, Chit Chat, Singular, Plural, Present Progressive, Articles, and Pronouns Direct Objects, People and Animals**

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#### Learning Outcomes

Identify structures, sounds and vocabulary for greetings, chit chat, singular, plural, present progressive, articles, and pronouns.

Identify French articles, direct objects and describe people and animals.

#### Required Readings

##### Rosetta Stone

- Unit One—Language Basics, Lesson One
- Unit One—Language Basics, Lesson Two

#### Week 1 Lesson

#### Readings and Resources

#### Assignments

#### Week 1 Forums

#### Week 1 Skill-builder Quiz

#### Week 1 Oral Exercise

### **Week 2: Gender, Colors, Sizes, Pronouns, Professions, Questions and Answers Articles, Numbers 1–6, Clothing and Quantities, Singular and Plural**

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#### Learning Outcomes

Identify French gender, colors, sizes, pronouns, professions, questions and answers

Identify French articles, singular and plural forms, Numbers 1–6, Clothing and Quantities

#### Required Readings

Rosetta Stone:

- Unit One—Language Basics, Lesson Three
- Unit One—Language Basics, Lesson Four

Week 2 Lesson

Assignments

Week 2 Forums

Week 2 Skill-builder Quiz

Assignment: Rosetta Stone Week 2

**Week 3: Conjugation, Subject Pronouns, Possessives, Demonstratives, Family Relationship, Family Relationships (Part 2), Numbers 7–12, and Ages, Oral Expression In, On, and Under, Family at Home, Location and Ownership, Partitive Articles**

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Learning Outcomes

Differentiate French structures, sounds and vocabulary for Conjugation, Subject Pronouns, Possessives, Demonstratives, Family Relationships, Numbers 7–12, and Ages, Oral Expression

Differentiate French structures, sounds and vocabulary for In, On, and Under, Family at Home, Location and Ownership

Required Readings

Rosetta Stone:

- Unit Two—Greetings and Introductions, Lesson One
- Unit Two—Greetings and Introductions, Lesson Two

Week 3 Lesson

Assignments

Week 3 Forums

Week 3 Skill-builder Quiz

Week 3 Oral Exercise

**Week 4: Greetings, Introductions, Questions, Negations, and Partitives Clothing, Colors, and Physical Attributes, Physical States, Conversational Dialogue, Articles with Prepositions (à, au, à la, aux)**

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Learning Outcomes

Differentiate French structures, sounds and vocabulary for Greetings, Introductions, Questions, Negations, and Partitives

Differentiate French structures, sounds, and vocabulary for Clothing, Colors, and Physical Attributes, Physical States, Conversational Dialogue

Required Readings

Rosetta Stone:

- Unit Two—Greetings and Introductions, Lesson Three
- Unit Two—Greetings and Introduction, Lesson Four

Week 4 Lesson

Assignments

Week 4 Forums

Week 4 Skill-builder Quiz

Assignment: Rosetta Stone Units 1 & 2

**Week 5: Locations, Times of Day, When, But, Before, After, Time of Day, Greetings and Numbers 13-20 People, Animals, States, Calendar Terms, Polite Conversation, Senses and Seasons, and Pronunciation**

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Learning Outcomes

Use French structures, sounds, and vocabulary for Locations, Times of Day, When, But, Before, After, Time of Day, Greetings and Numbers 13-20

Use French structures, sounds, and vocabulary for People, Animals, States, Calendar Terms, Polite Conversation, Senses and Seasons

Required Readings

Rosetta Stone:

- Unit Three—Work and School, Lesson One
- Unit Three—Work and School, Lesson Two

Week 5 Lesson

Assignments

Week 5 Forums

Week 5 Skill-builder Quiz

Week 5 Oral Exercise

**Week 6: Speaking Languages, Numbers 21-69, Teaching and Studying Languages Waking Up and Washing Up, Why and Because, Grooming Habits, Routines, and Music**

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Learning Outcomes

Use French structures, sounds, and vocabulary for Speaking Languages, Numbers 21-69, Teaching and Studying Languages

Use French structures, sounds, and vocabulary for Waking Up and Washing Up, Why and Because, Grooming Habits, Routines, and Music

Required Readings

Rosetta Stone:

- Unit Three—Work and School, Lesson Three
- Unit Three—Work and School, Lesson Four

Week 6 Lesson

Assignments

Week 6 Forums

Week 6 Skill-builder Quiz

Assignment: Rosetta Stone Units 1, 2, & 3

**Week 7: Have and Need, Buying, Selling, and Shopping, Using Landmarks to Provide Directions  
Leisure and Preferred Activities, Quantity Comparisons, Differentiation, Currency and Cost, Books,  
Food, and the News**

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Learning Outcomes

Employ French structures, sounds, and vocabulary for Have and Need, Buying, Selling, and Shopping, Using Landmarks to Provide Directions

Employ French structures, sounds, and vocabulary for Leisure and Preferred Activities, Quantity Comparisons and Differentiation, Currency and Cost, Books, Food, and the News

Required Readings

Rosetta Stone:

- Unit Four—Shopping, Lesson One
- Unit Four—Shopping, Lesson Two

Week 7 Lesson

Assignments

Week 7 Forum

Week 7 Skill-builder Quiz

Week 7 Oral Exercise

**Week 8: Materials and Merchandise, Weight and Speed, Young and Old, French Culture Comparing  
and Contrasting, Size, Preference, Final Assessment Activities**

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Learning Outcomes

Employ French structures, sounds, and vocabulary for Materials and Merchandise, Weight and Speed, Young and Old

Employ French structures, sounds, and vocabulary for Comparing and Contrasting, Size, Preference

Required Readings

Rosetta Stone:

- Unit Four—Shopping, Lesson Three
- Unit Four—Shopping, Lesson Four

## Week 8 Lesson

## Assignments

## Week 8 Forum

## French Short Essay Final Exam

Assignment: Rosetta Stone Units 1, 2, 3, & 4

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## Evaluation

### Grading:

Name	Grade %
French Forums	40.00 %
Week 1 Présentez-vous	3.08 %
Week 2 Qu'est-ce que vous faites	3.08 %
Week 2 Virtual Voyage to a Place that Speaks French	3.08 %
Week 3 Vos vêtements	3.08 %
Week 3 A French Voyage	3.08 %
Week 4 Présentez votre famille	3.08 %
Week 4 Art and Architecture	3.08 %
Week 5 Que faites-vous au travail	3.08 %
Week 5 Historic French or Francophone Figure, Era, or Government	3.08 %
Week 6 Que faites-vous chez vous	3.08 %
Week 6 Discovering French or francophone music	3.08 %
Week 7 Votre ville	3.08 %
Week 8 Et Maintenant	3.08 %
Skillbuilder Quizzes	15.00 %
Skill-builder 1	0.00 %
Skill-builder 2	0.00 %
Skill-builder 3	0.00 %
Skill-builder 4	0.00 %
Skill-builder 5	0.00 %
Skill-builder 6	0.00 %
Skill-builder 7	2.14 %
Oral Exercises	20.00 %
Week 1 Oral Exercise	5.00 %
Week 3 Oral Exercise	5.00 %
Week 5 Oral Exercise	5.00 %
Week 7 Oral Exercise	5.00 %
Rosetta Stone	20.00 %
Week 2 - Rosetta Stone Unit 1	5.00 %
Week 4 - Rosetta Stone Units 1 and 2	5.00 %
Week 6 - Rosetta Stone Units 1, 2, and 3	5.00 %
Week 8 - Rosetta Stone Units 1, 2, 3 and 4	5.00 %
Final Assessment	5.00 %
French Short Essay Final Exam	5.00 %

### Grading:

Name	Grade %
French Forums	40.00 %
Week 1 PrÃ©sentez-vous	3.08 %
Week 2 Qu'est-ce que vous faites	3.08 %
Week 2 Virtual Voyage to a Place that Speaks French	3.08 %
Week 3 Vos vÃªtements	3.08 %

Week 3 A French Voyage	3.08 %
Week 4 PrÃ©sentez votre famille	3.08 %
Week 4 Art and Architecture	3.08 %
Week 5 Que faites-vous au travail	3.08 %
Week 5 Historic French or Francophone Figure, Era, or Government	3.08 %
Week 6 Que faites-vous chez vous	3.08 %
Week 6 Discovering French or francophone music	3.08 %
Week 7 Votre ville	3.08 %
Week 8 Et Maintenant	3.08 %
<b>Skillbuilder Quizzes</b>	<b>15.00 %</b>
Skill-builder 1	2.14 %
Skill-builder 2	2.14 %
Skill-builder 3	2.14 %
Skill-builder 4	2.14 %
Skill-builder 5	2.14 %
Skill-builder 6	2.14 %
Skill-builder 7	2.14 %
<b>Oral Exercises</b>	<b>20.00 %</b>
Week 1 Oral Exercise	5.00 %
Week 3 Oral Exercise	5.00 %
Week 5 Oral Exercise	5.00 %
Week 7 Oral Exercise	5.00 %
<b>Rosetta Stone</b>	<b>20.00 %</b>
Week 2 - Rosetta Stone Unit 1	5.00 %
Week 4 - Rosetta Stone Units 1 and 2	5.00 %
Week 6 - Rosetta Stone Units 1, 2, and 3	5.00 %
Week 8 - Rosetta Stone Units 1, 2, 3 and 4	5.00 %
<b>Final Assessment</b>	<b>5.00 %</b>
French Short Essay Final Exam	5.00 %

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## Materials

**Book Title:** The RosettaStone materials will be provided via the classroom.

**Author:**

**Publication Info:** RosettaStone

**ISBN:** NTR

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### Required Web-based Components of this Course:

**To access to Rosetta Stone**, click on Rosetta Stone in the online classroom in Sakai. All supporting documents dealing with troubleshooting technical details and set up are under Resources. You can **also**

access Rosetta Stone on your **mobile phone**. To do so, login first through Sakai, then click on our classroom number, then on the button for Rosetta Stone in the menu to the left.

Here is the [User's Guide](#).

Here's a list of [technical requirements](#) from our Classroom Support team.

Here's [How to Change your Voice Recognition Settings](#) on Rosetta Stone

Here's [How to Pull a Learner Assessment Report](#) to track and document your progress.

If you have technical difficulties with Rosetta Stone, please feel free to click support in the Rosetta Stone portal or contact the numbers below. Make sure now that your exercises are saving in the system as you move forward by pulling a Learner Assessment Report.

**Technical Support for APUS Sakai:** [classroomsupport@apus.edu](mailto:classroomsupport@apus.edu)

**Technical Support for Rosetta Stone:** [Here's how to get in touch](#)

Sometimes students must do a bit of tweaking to configure their machines during week one. Rarely do they experience these issues very long. Proactively calling Rosetta Stone Tech Support will nip these issues quickly in the bud. They have a remote access technical assistance service that can be very helpful for resolving any issues you might be experiencing. Please do give them a call if you experience problems rather than exasperating yourselves. If they are not helpful, let me know so that I can contact our sales representative on your behalf.

### **Additional Software Requirements:**

- Microsoft Office (MS Word, MS Excel, MS PowerPoint)
- Adobe Acrobat Reader ([Click here for free download](#))
- Shockwave to use the Rosetta Stone Videos ([Click here for free download](#))
- You may use [audioboom.com](http://audioboom.com).. Tutorials on recording and embedding are available on the site.
- For short recordings, you can use [vocaroo.com](http://vocaroo.com), which is very easy to use.
- [How to Record and Upload Audio and Video and Upload it to Sakai](#)
- You may use Audacity to Record Yourself. ([Click here for free download](#)). Please be sure and download the "lame encoder" also, so that you can convert the files into MP3s. [Instructions for recording MP3s](#).

### **French Accents: Required!**

It is very important that you learn immediately how to type French accents through your [operating system](#) or through [typing tools](#).

Library Course Guide: <http://apus.campusguides.com/FREN101>

### **Recommended Resources:**

A good verb conjugation manual

A good French dictionary

Recommended Texts:

[Library Research Guide Page](#)

[Library Language Resources](#)

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## **Course Guidelines**

## Citation and Reference Style

Students will follow MLA format as the sole citation and reference style used in written assignments submitted as part of coursework to the Humanities Department.

Please note that no formal citation style is graded on forum assignments in the School of Arts & Humanities—only attribution of sources (please see details regarding forum communication below).

## Tutoring

[Tutor.com](#) offers online homework help and learning resources by connecting students to certified tutors for one-on-one help. AMU and APU students are eligible for 10 free hours of tutoring provided by APUS. Tutors are available 24/7 unless otherwise noted. Tutor.com also has a SkillCenter Resource Library offering educational resources, worksheets, videos, websites and career help. Accessing these resources does not count against tutoring hours and is also available 24/7. Please visit the APUS Library and search for 'Tutor' to create an account.

## Late Assignments

### School of Arts & Humanities Late Policy

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution.

Work posted or submitted after the assignment due date will be reduced by 10% of the potential total score possible for each day late up to a total of five days, including forum posts/replies, quizzes, and assignments. ***Beginning on the sixth day late through the end of the course, late work, including forum posts/replies, quizzes, and assignments, will be accepted with a grade reduction of 50% of the potential total score earned.***

## Turnitin

Assignments are automatically submitted to Turnitin.com within the course. Turnitin.com will analyze an assignment submission and report a similarity score. Your assignment submission is automatically processed through the assignments area of the course when you submit your work.

## Academic Dishonesty

Academic Dishonesty incorporates more than plagiarism, which is using the work of others without citation. Academic dishonesty includes any use of content purchased or retrieved from web services such as CourseHero.com or Scribd. Additionally, allowing your work to be placed on such web services is academic dishonesty, as it is enabling the dishonesty of others. The copy and pasting of content from any web page, without citation as a direct quote, is academic dishonesty. When in doubt, do not copy/paste, and always cite.

## Submission Guidelines

Some assignments may have very specific requirements for formatting (such as font, margins, etc) and submission file type (such as .docx, .pdf, etc). See the assignment instructions for details. In general, standard file types such as those associated with Microsoft Office are preferred, unless otherwise specified.

It is the student's responsibility to ensure the all submitted work can be accessed and opened by the instructor.

## Disclaimer Statement

Course content may vary from the outline to meet the needs of a particular group or class.

## **Communicating on the Forum**

Forums are the heart of the interaction in this course. The more engaged and lively the exchanges, the more interesting and fun the course will be. Only substantive comments will receive credit. Although there is a final posting day/time after which the instructor will grade and provide feedback, it is not sufficient to wait until the last day to contribute your comments/questions on the forum. The purpose of the forums is to actively participate in an on-going discussion about the assigned content.

“Substantive” means comments that contribute something new and important to the discussion. Thus a message that simply says “I agree” is not substantive. A substantive comment contributes a new idea or perspective, a good follow-up question to a point made, offers a response to a question, provides an example or illustration of a key point, points out an inconsistency in an argument, etc.

As a class, if we run into conflicting view points, we must respect each individual's own opinion. Hateful and hurtful comments towards other individuals, students, groups, peoples, and/or societies will not be tolerated.

Students must post a response to the weekly forums prompt and post the required number of replies to other students – refer to the grading rubric and/or forum instructions for specific expectations on number of replies and word count requirements.

The main response to the forum is due mid-week – refer to the grading rubric and/or forum instructions for specific expectations. Late main response posts to a forum may not be accepted without prior instructor approval.

Replies must be posted in the week due and replies after the end of the each week may not be graded.

## **Quizzes and Exams**

Quizzes and exams may consist of true/false, multiple choice, and short essay questions. Each quiz/exam is accessible only once. Once a quiz/exam is accessed, you will not be able to access it again if you disconnect. Therefore, allocate time to complete your quiz. Weekly quizzes must be submitted by midnight Eastern Time, Day 7 of the assigned week. Late quizzes or exams will not be accepted without prior instructor approval.

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## **University Policies**

### [Student Handbook](#)

- [Drop/Withdrawal policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Disability Accommodations](#)

The mission of American Public University System is to provide high quality higher education with emphasis on educating the nation's military and public service communities by offering respected, relevant, accessible, affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society.

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