

FREN101

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 : FREN101 **Title :** French II

Length of Course : 8

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

Description

Course Description: This course is a continuation of FREN100, French I. Students will continue to build vocabulary and be introduced to more advanced grammatical usage. In addition to similar—but more advanced—online listening, speaking, reading and writing exercises, students will also learn to communicate in more abstract patterns of thought as demonstrated through the use of cartoons and humor. 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 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. actions; seasons; all, none, some, most, both, neither, other; numbers and order;
2. geography; comparisons; locations and directions.
3. comparison; antonyms; formal and informal address; office activities; asking for help;
4. travel and transportation; grooming; measurement; social conversation; telephone calls;
5. attire; physical interactions and activities; driving and traffic signs; antonyms;
6. frequency; bank transactions; sounds; commands and exclamations; animals.
7. oral comprehension, oral expression, accentuation, intonation, and rhythmic groups.

Objectives

Demonstrate intermediate French literacy through reading, speaking, writing and listening.

1. Identify structures, vocabulary, and sounds for Travel and Destinations, Spatial Relationships, Exploring Ordinal Numbers, Directions and Location, Subject Pronouns, The Present Tense, Telling Time, Arriving and Departing, Travel and Distance, Weather Today, Weather Tomorrow, *le passé composé*

2. Differentiate structures, vocabulary, and sounds for Future Tenses, Giving, Letter Writing, Oral Comprehension, School Subjects, Meaning and Understanding, Imperfect, When and Was, Work Role, Practicing the Imperfect, Manners, *le passé composé vs. l'imparfait*.
 3. Use structures, vocabulary, and sounds for Formal Imperatives, Giving and Following Instructions, Months of the Year, Social Interaction Verbs, Timeliness and Numbers Greater Than 10, Contact Information, Calendar Dates, Imperatives, Future, Parties and Meals, Requirements, Celebrations and Culture, Oral Expression, Music and Forms of Good and Bad, Busy and Free, Apology and Acceptance, Conditional Mode
 4. Employ structures, vocabulary, and sounds for Expectations About the Future, Asking and Answering, Dining In and Dining Out, Music and Art, Cities, Seek and Find, Accentuation, Intonation, Rhythmic Groups, Worship Sites and Basic Emotions, Length of Time Sequencing, An Aspect of Culture, Vacations, Quantity and Ability, Going to the Beach.
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Outline

Week 1: Travel and Destinations, Spatial Relationships Exploring Ordinal Numbers, Directions, Location, Subject Pronouns, and The Present Tense

Learning Outcomes

Identify structures, vocabulary, and sounds for Travel and Destinations, Spatial Relationships

Identify structures, vocabulary, and sounds for Exploring Ordinal Numbers, Directions and Location, Subject Pronouns, and the Present Tense

Required Readings

Syllabus and User Guide\

Sakai Lessons 1

Rosetta Stone: Unit One, Lessons One and Two

Assignments

Syllabus and User Guide Quiz: Under Quizzes

Skill-builder 1: Under Quizzes Forum 1: Under Forums

Vocabulary Builder 1: Under Assignments

Week 2: Telling Time, Arriving and Departing, Travel and Distance Weather Today, Weather Tomorrow, le passé composé

Learning Outcomes

Identify structures, vocabulary, and sounds for Telling Time, Arriving and Departing, Travel and Distance

Identify structures, vocabulary, and sounds for Weather Today, Weather Tomorrow, and passé composé

Required Readings

Sakai Lesson 2

Rosetta Stone: Unit One, Lessons Three and Four

Assignments

Skill-builder 2

Forum 2: Under Forums (Include a recording where you say at least one word in French).

Vocabulary Builder 2

Under Assignments: Submit a PDF Learner Progress Report and a note stating you completed Unit 1 of Rosetta Stone.

Week 3: Past and Future Tenses, Giving, Letter Writing School Subjects, Meaning and Understanding, l'imparfait

Learning Outcomes

Differentiate structures, vocabulary, and sounds for Past and Future Tenses, Giving, Letter Writing

Differentiate structures, vocabulary, and sounds for School Subjects, Meaning and Understanding, Past Tense, and Imperfect

Required Readings

Sakai Lesson 3

Rosetta Stone: Unit Two, Lessons One and Two

Assignments

Skill-builder 3

Forum 3

Vocabulary Builder 3

Initiation to Transcription / La dictée

Week 4: The Past Imperfect, When and Was, Work Role Practice the Imperfect, Manners, le passé composé vs. l'imparfait

Learning Outcomes

Differentiate structures, vocabulary, and sounds for Past Imperfect, When and Was, Work Role

Differentiate structures, vocabulary, and sounds for the Imperfect, Manners

Required Readings

Sakai Lesson 4

Rosetta Stone: Unit Two, Lessons Three and Four

Assignments

Skill-builder 4

Forum 4

Vocabulary Builder 4

Week 5: Formal Imperatives, Giving and Following Instructions, Months of the Year Social Interaction Verbs, Timeliness and Numbers Greater Than 10, Contact Information, Calendar Dates, Imperatives, Future

Learning Outcomes

Use structures, vocabulary, and sounds for Formal Imperatives, Giving and Following Instructions, Months of the Year

Use structures, vocabulary, and sounds for Social Interaction Verbs, Timeliness and Numbers Greater Than 10, Contact Information, Calendar Dates, Imperatives, and Future

Required Readings

Sakai Lesson 5

Rosetta Stone: Unit Three, Lessons One and Two

Assignments

Skill-builder 5

Forum 5

Vocabulary Builder 5

Week 6: Parties and Meals, Requirements, Celebrations and Culture Music and Forms of Good and Bad, Busy and Free, Apology and Acceptance, Conditional Mode

Learning Outcomes

Use structures, vocabulary, and sounds for Parties and Meals, Requirements, Celebrations and Culture

Use structures, vocabulary, and sounds for Music and Forms of Good and Bad, Busy and Free, Apology and Acceptance, and Conditional?

Required Readings

Sakai Lesson 6

Rosetta Stone: Unit Three, Lessons Three and Four

Assignments

Skill-builder 6

Forum 6

Vocabulary Builder 6

Under Assignments: Submit a PDF Learner Progress Report and a note stating you completed Units 1, 2, and 3 of Rosetta Stone.

Week 7: Expectations About the Future, Asking and Answering, Dining In and Dining Out Music and Art, Cities, Seek and Find, Accentuation, Intonation, Rhythmic Groups

Learning Outcomes

Employ structures, vocabulary, and sounds for Expectations About the Future, Asking and Answering, Dining In and Dining Out

Employ structures, vocabulary, and sounds for Music and Art, Cities, Seek and Find, Accentuation, Intonation, Rhythmic Groups

Required Readings

Sakai Lesson 7

Rosetta Stone: Unit Four, Lessons One and Two

Assignments

Skill-builder 7

Forum 7

Vocabulary Builder 7

Week 8: Worship Sites and Basic Emotions, Length of Time Sequencing, An Aspect of Culture Vacations, Quantity and Ability, Going to the Beach

Learning Outcomes

Employ structures, vocabulary, and sounds for Worship Sites and Basic Emotions, Length of Time Sequencing

Employ structures, vocabulary, and sounds for Vacations, Quantity and Ability, Going to the Beach

Required Readings

Sakai Lesson 8

Rosetta Stone: Unit Four, Lessons Three and Four

Assignments

Under Assignments: Submit a PDF Learner Progress Report and a note stating you completed Units 1, 2, 3, and 4 of Rosetta Stone.

Multiple Choice Exam

Short Essay Exam

Final Forum Post

Evaluation

1. **Lessons:** Here you will find the course structure and curriculum, the essential instructions and material for this course. You should read and study this material, which you will be quizzed and tested on. The material in Lessons supports and connects with the material in Rosetta Stone.
2. **Rosetta Stone (Four Units, 16 Lessons, & Four Milestones):** You can think of this element as the language laboratory of this course where—through an interactive multimedia platform—you spend the time required to practice listening, speaking, reading, and writing the language in order to achieve linguistic competence.

Please be advised that this course contains four units of Rosetta Stone, meaning 16 lessons over the course of 8 weeks. Thirty percent of your course grade comes from the completion of these 16 lessons comprising the 4 UNITS.

There are two ways to receive credit for the Rosetta Stone portion. Choose one of the two options. If you have no experience in the French language, I recommend option one.

- A. **Option A, Full Completion:** Complete 100% of the exercises from the four lessons and reviews in each of the four units. In other words, to receive 100% credit, complete 100% of the Rosetta Stone exercises available to you. If you are a beginning student and you want to learn the language, this is the option that we would most recommend to you.
- B. **Option B, Performance on End of Lesson Reviews and Milestones:** At the end of the sixteen lessons, you will find a “Review” Section. To receive 100% credit for that lesson, you must to achieve a score of 80% or higher on that “Review” at the end of each of the 16 lessons. (If you take this option, you

do not have to complete all of the lessons in the unit.) To receive full credit for the Unit, you must achieve a score of 80% or higher on each of the “Milestones” with at the end of each unit.

If you already understand the language and you would like to certify that knowledge with college credit, this is the option that we would recommend to you.

To gain access to Rosetta Stone, click on Course Materials in the online classroom then French II. You can check to make sure you are in the right section by comparing the content with Lessons or our Weekly Schedule. You should work through the four units (with four lessons and a review in each unit) of the program at the pace outlined in the schedule below. Please be aware that each of the exercises will count towards the largest portion of your final average of this course.

Remember that you must complete two lessons per week. That means approximately every three days you must complete a lesson. I encourage you to pace yourself. Repetition and regularity are an essential elements of successful language acquisition and will greatly improve your average. I highly recommend working with Rosetta Stone for 45 to 60 minutes every single day rather than three or six hours once or twice per week. I encourage you to repeat the exercises as much as you need to achieve the scores and level of comprehension that make you comfortable.

I will be assigning you a grade four times during the semester: at the end of weeks two, four, six, and eight. The grade that you earn during week eight will replace the grade that you earn during previous weeks. You may do the exercises as many times as you like so as to improve your average. In order to maximize the learning experience, I do encourage you however to keep up throughout the term. Your last grade recorded in the system will be the one that determines your final average.

Once you complete each UNIT (at the end of each two-week period), you should submit the unit via Assignments and attach a Learner Progress Report as a PDF attachment (Not XL Please). Instructions for doing so are under assignments and resources. These reports can give you an excellent indicator of your individual progress. Review the two ways to submit mentioned above. Do not submit a unit via assignments until it is complete, and you are ready to be graded.

1. **Four Vocabulary Builders.** In a nut shell, you are responsible for certifying your memorization of six new words per day—five days per week, or 30 words per week. You should submit this progress via Assignments every two weeks. The goal of this activity is your acquisition of at least 210 new words by the end of this eight-week course. Find full instructions for submitting your word lists under Assignments in Sakai.
2. **Seven Skill-builders (under Quizzes in Sakai):** These Skill-builders test your weekly comprehension of the material under Lessons and on Rosetta Stone. Think of them as worksheets rather than quizzes: We encourage you retake them as many times as you need to achieve a perfect score and full credit for the activity.
3. **Forums (Weeks One Through Seven):** To receive full credit, respond thoughtfully to all topics by midweek and to your classmates by the week’s end. It is essential that your responses show that you

read the material from the Lessons first and that you are trying to write with proper French grammar, spelling, and accentuation. There will be cultural study forums. You must show that you have done research and are attempting to deepen your knowledge and understanding of French culture: art, literature, history, politics, cuisine, economy, etc. Please interact as frequently and regularly as possible throughout the week.

Grading:

Name	Grade %
Syllabus and User Guide Quiz	2.00 %
Week 1 - Syllabus/User Guide Quiz	2.00 %
Initiation to Dictation	3.00 %
Week 3 - Transcription / Initiation À la dictée	3.00 %
Rosetta Stone: Your "Language Lab"	30.00 %
Week 2 - RS Unit 1	7.50 %
Week 4 - RS Units 1 and 2	7.50 %
Week 6 - RS Units 1, 2, and 3	7.50 %
Week 8 - RS Units, 1, 2, 3 and 4	7.50 %
Vocabulary Builders	14.00 %
Week 1 - Vocabulary Builder 1	3.50 %
Week 2 - Vocabulary Builder 2	3.50 %
Week 3 - Vocabulary Builder 3	3.50 %
Week 4 - Vocabulary Builder 4	3.50 %
Skill-builders	14.00 %
Week 1 - Skill-builder 1	2.00 %
Week 2 - Skill-builder 2	2.00 %
Week 3- Skill-builder 3	2.00 %
Week 4 - Skill-builder 4	2.00 %
Week 5 - Skill-builder 5	2.00 %
Week 6 - Skill-builder 6	2.00 %
Week 7 - Skill-builder 7	2.00 %
Forums	22.00 %
Forum 1	3.14 %
Forum 2	3.14 %
Forum 3	3.14 %
Forum 4	3.14 %
Forum 5	3.14 %
Forum 6	3.14 %
Forum 7	3.14 %
Final Assessments	15.00 %
Week 8 - FREN101 Final Assessment: Multiple Choice and Fill in, Version A	7.50 %
Week 8 - French Short Essay Final Assessment Activity	7.50 %

Materials

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

Author:

Publication Info: RosettaStone

ISBN: NTR

Required Texts:

None

Required Equipment for Rosetta Stone Use:

If you would like Rosetta Stone to work properly, you should procure a working [headset](#) that connects to the USB port. If you do not have one, you can purchase one cheaply online. Here is how

to [configure](#) your headset.

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

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. Tutorials on recording and embedding are available on the site.
- For short recordings, you can use 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

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.***

Turn It In

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.

University Policies

[Student Handbook](#)

- [Drop/Withdrawal policy](#)
- [Extension Requests](#)

- [Academic Probation](#)
- [Appeals](#)
- [Disability Accommodations](#)

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