City University of Hong Kong
Course Syllabus

offered by Chan Feng Men-ling Chan Shuk-lin Language Centre
with effect from Semester A 2020/21

Part I   Course Overview

Course Title:	French 1
Course Code:	LC2401
Course Duration:	1 semester
Credit Units:	3
Level:	B2

Proposed Area:
(for GE courses only)

☐ Arts and Humanities
☐ Study of Societies, Social and Business Organisations
☐ Science and Technology

Medium of Instruction:	French supplemented by English
Medium of Assessment:	French supplemented by English
Prerequisites: *(Course Code and Title)*	Nil
Precursors: *(Course Code and Title)*	Nil
Equivalent Courses: *(Course Code and Title)*	LT2401/CLA2401/EN2868 French 1
Exclusive Courses: *(Course Code and Title)*	LC2406/LT2406/CLA2406 Intensive French 1 and 2

Part II   Course Details

1.   **Abstract**

This course aims at giving students with no previous knowledge of the language a first introduction to the French language through conversation, grammar, phonetics and vocabulary. It is based on the level A1 of the European Languages framework (CECR) and the four languages skills: listening, speaking, reading and writing. It aims to provide students with a basic knowledge of the French language and the ability to handle basic grammatical structures so that they can communicate with French speakers at a basic level. At the end of the term students should reach a level A1.1 of the European Languages Framework (CECRL).

2.   **Course Intended Learning Outcomes (CILOs)**
(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs#	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	*A2*	*A3*
1.	Communicate in French at a survival level (level A1.1 of the Common European Framework of Reference for languages) by producing and understanding simple utterances with the command of a vocabulary of around 250 words	Integrated	✓	✓	✓
2.	Master the basics of French pronunciation and orthography	Integrated	✓		✓
3.	Master some basic features of French grammar such as gender and conjugation of verbs	Integrated	✓	✓	✓
* If weighting is assigned to CILOs, they should add up to 100%.		100%			

Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

A1:   *Attitude*
       Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.
A2:   *Ability*
       Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.
A3:   *Accomplishments*
       Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)
(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4			
	Role play, pair work, group work, reading exercises, writing exercises, listening exercises	x	x	x				Integrated
	French alphabet and phonetic, sounds differentiation, practise of French pronunciation		x					Integrated

4. Assessment Tasks/Activities (ATs)
(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting*	Remarks
	1	2	3					
Continuous Assessment: 100%								
Final oral test (greetings and introducing oneself)	x	x	x				20%	Individual assessment
Midterm written test based on the first six weeks	x	x	x				30%	Individual assessment
Final written test including four parts (listening, grammar and vocabulary, reading and writing) and based on the entire programme from week 7 to 13	x	x	x				50%	Individual assessment
Examination: ___% (duration: , if applicable)								

* The weightings should add up to 100%.

100%

5. Assessment Rubrics
(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Final oral test	Demonstrate an ability to speak and interact using grammatical features and vocabulary, proper questions and answers and to pronounce effectively and perceptibly. Use of conversation skills at an A1.1 level of the Common European Framework of Reference for Languages	The student's pronunciation is intelligible and perceptible almost like a native speaker. There is no grammar or sentence structure mistake. The student is engaged in the conversation answering questions without hesitation when needed. The vocabulary is well utilized.	The student's pronunciation is intelligible with a few mistakes. There are a few grammar or sentence structure mistakes. The student is engaged in the conversation, answering questions sometimes with hesitation.	The student's pronunciation is not very accurate but still understandable. There are some grammar or sentence structure mistakes. The student is engaged in the conversation but looks for his/her words or hesitate.	The student's pronunciation is not accurate and difficult to understand. Many grammar and/or sentence structure mistakes make the conversation difficult to follow. The vocabulary is poor.	The student's pronunciation is not accurate and not intelligible. The student lacks the necessary grammar, vocabulary and sentence structure. The student does not understand the questions.
2. Midterm written test	Demonstrate an ability to write using grammatical features and vocabulary, read a document and listen at an A1.1 level of the Common European Framework of Reference for Languages	The student is able to apply the grammar concepts and write about him/herself in the target language. He/she is able to read a French text, understand its content and answer question referring to this text. He/she is able to listen to a short dialogue in the target language and explain its content.	The student does not apply all the grammar concepts seen in class and write about him/herself in the target language with some mistakes. He/she is able to read a French text but does not fully understand its content and answer question referring to this text with a few mistakes. He/she is not able to transcribe the full content of a dialogue (listening)	The student does not apply the grammar concepts seen in class and write about him/herself in the target language with mistakes. He/she is able to read a French text but does not fully understand its content and answer question referring to this text with mistakes. He/she is not able to transcribe the full content of a dialogue (listening)	The student does not apply the grammar concepts seen in class and lack the writing ability to write about him/herself in the target language. He/she struggle to read a French text and have difficulty explaining its content. He/she is not able to transcribe the content of a dialogue (listening)	The student does not apply the grammar concepts seen in class and cannot write about him/herself in the target language. He/she cannot read a French text and explain its content. He/she is not able to transcribe the content of a dialogue (listening)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
3. Final written test	Demonstrate an ability to write using grammatical features and vocabulary, read a document and listen at an A1.1 level of the Common European Framework of Reference for Languages.	The student is able to apply the grammar concepts and write about him/herself in the target language. He/she is able to read a French text, understand its content and answer question referring to this text. He/she is able to listen to a short dialogue in the target language and explain its content.	The student does not apply all the grammar concepts seen in class and write about him/herself in the target language with some mistakes. He/she is able to read a French text but does not fully understand its content and answer question referring to this text with a few mistakes. He/she is not able to transcribe the full content of a dialogue (listening)	The student does not apply the grammar concepts seen in class and write about him/herself in the target language with mistakes. He/she is able to read a French text but does not fully understand its content and answer question referring to this text with mistakes. He/she is not able to transcribe the full content of a dialogue (listening)	The student does not apply the grammar concepts seen in class and lack the writing ability to write about him/herself in the target language. He/she struggle to read a French text and have difficulty explaining its content. He/she is not able to transcribe the content of a dialogue (listening)	The student does not apply the grammar concepts seen in class and cannot write about him/herself in the target language. He/she cannot read a French text and explain its content. He/she is not able to transcribe the content of a dialogue (listening)

Part III   Other Information (more details can be provided separately in the teaching plan)

1. **Keyword Syllabus**

French language. Grammar. Pronunciation. Introducing yourself (“*Je m'appelle…*”, “*Je suis… »*). Asking and giving information about people (“*Qui c'est ?*”, “*Tu habites où ?*” “*Quelle est ta profession ? »*, etc.). Nationalities (“*chinois, allemand, américain, etc.*”) Professions (“*policier, ingénieur, boulanger, etc.*”) Understanding simple questions (“*Tu as quel âge ?*”, “*Quel est ton nom de famille ?*”).Talking about an object (« *Qu'est-ce que c'est ? »*) Numbers. Making a short dialogue (“Il s'appelle Antoine, il est français, il est marié, etc. ») Asking for something. Likes and dislikes (“*J'aime, je déteste…*”). Negative sentence (“*ne…pas*”)

2. **Reading List**

2.1   **Compulsory Readings**
(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	LT2401 French 1 student book (provided by the coordinator)
2.	
3.	
…	

2.2   **Additional Readings**
(Additional references for students to learn to expand their knowledge about the subject.)

1.	Sylvie Poisson-Quinton, Evelyne Siréjols, Cécile Bruley (2010). *Intro. Méthode de Français*. Paris. Clé International
2.	Guy Capelle, Robert Menand (2009). *Le nouveau Taxi 1*. Paris. Hachette
3.	Maia Grégoire (1998). *Grammaire Progressive du Français. Niveau Débutants*. Paris : Clé International
4.	Lucile Charliac, Jean-Thierry Le Bougnec, Bernard Loreil, Annie-Claude Motron (2003). *Phonétique Progressive du Français*. Paris : Clé International
5.	Claire Miquel (2001). *Vocabulaire Progressif du Français*. *Niveau Débutant*. Paris : Clé International