



BEGINNING FRENCH I

FRE 101 | [SEMESTER YEAR]

Course at a Glance

Instructor	[Name] [ACU email address]
Office location	[Building / office number]
Office phone	(602) 489-5300 ext. [####]
Office hours	[Days and times]
Meeting	[Section] [Days and time] [Building / room]
Credit / format	[Catalog credits] [Catalog delivery format]
Pre/Corequisites	Prerequisite: [Catalog prerequisite] Corequisite: [If applicable]

Course Description

Beginning French I introduces the fundamentals of listening, speaking, reading, and writing in French. Students develop practical communicative ability for everyday situations while building foundational vocabulary, grammar, pronunciation, and cultural awareness. Before distribution, replace this draft description, credit hours, and prerequisite/corequisite fields with the exact language from the catalog for the applicable academic year.

Student Learning Goals

1. Understand and use high-frequency French vocabulary and expressions in familiar, everyday contexts.
2. Communicate basic information orally and in writing using comprehensible French, primarily in the present tense.
3. Interpret short, supported spoken and written French texts for main ideas and selected details.
4. Recognize cultural practices and perspectives in France and the Francophone world, responding with curiosity and respect.

Mission of ACU and Biblical Integration

Arizona Christian University provides a biblically-integrated, liberal arts education equipping graduates to serve the Lord Jesus Christ in all aspects of life, as leaders of influence and excellence.

Language learning equips students to listen carefully, communicate truthfully, and engage neighbors from varied cultures with humility and hospitality. In this course, students will practice thoughtful communication and consider how language can support faithful service, cross-cultural understanding, and love of neighbor.

Texts and Resources

Required course text: [Title, author, edition, ISBN, and purchase/access information]

Required tools: A French-English dictionary or approved digital dictionary; reliable access to the learning-management system; headphones with microphone for listening/speaking work.

Additional materials: Instructor-provided handouts, media, and online practice resources.

Other helpful resources: French-language media, vocabulary study tools, and conversation practice resources recommended by the instructor.

Course Schedule

The schedule is a working guide. Specific readings, due dates, and adjustments will be announced in class and on the learning-management system. Important University dates, including deadlines on withdrawal and holidays, are published in the [ACU academic calendar](#).

Week	Language focus	In-class practice	Preparation / evidence
1	French alphabet; greetings; introductions; subject pronouns	Pronunciation workshop; partner introductions	Read course materials; diagnostic practice
2	Nouns, gender, articles, and adjective agreement	Describe people and objects	Vocabulary set 1; workbook practice
3	Present tense of <i>être</i> and <i>avoir</i> ; questions	Information-gap interviews	Short written self-introduction
4	Regular -er verbs; negation; numbers and time	Daily-routine conversation	Quiz 1; practice exercises
5	Family, possessives, and descriptive adjectives	Describe a family or household	Vocabulary set 2; brief speaking task
6	Food, likes/dislikes, and the verb <i>aimer</i>	Cafe role-play	Workbook practice; Quiz 2
7	Review and integrated communication	Listening and conversation stations	Exam 1 review
8	Midterm assessment; feedback and remediation	Written/listening/speaking assessment	Exam 1
9	Regular -ir/-re verbs; leisure activities	Plan an activity with a classmate	Vocabulary set 3; practice exercises
10	<i>aller</i> , <i>faire</i> , and near future	Make weekend plans	Quiz 3; short dialogue
11	Home, town, and prepositions	Give directions and describe places	Cultural exploration response
12	Weather, seasons, and clothing	Weather report; situational conversation	Vocabulary set 4; workbook practice
13	Reflexive verbs and daily routine	Sequence a typical day	Quiz 4; recorded speaking task
14	Review; Francophone cultures	Small-group cultural presentation	Prepare final conversation
15	Cumulative practice and final review	Conversation stations; writing workshop	Final review guide
16	Final assessment	Integrated listening, reading, writing, and speaking	Final exam / portfolio

Course Assessment

The following weighting provides a basic assessment model. Instructors may adjust individual assignments while preserving the stated learning goals and communicating changes clearly.

Assessment	Weight	Purpose
Preparation, participation, and in-class activities	20%	Practice and engagement
Homework and online practice	20%	Independent language practice
Quizzes	15%	Vocabulary and grammar checks
Speaking/listening tasks	15%	Interpersonal communication
Exam 1	15%	First-half proficiency
Final exam or portfolio	15%	Cumulative proficiency
Total	100%	

Grade Scale

A = 90-100% | B = 80-89% | C = 70-79% | D = 60-69% | F = below 60%

Preparation, Participation, and Late Work

Language learning is cumulative and interactive. Students should arrive prepared, participate in French to the best of their ability, and complete assigned practice before class.

Late-work policy: [Insert instructor-specific late-work policy, including deadlines, any penalty, and make-up-work procedure.]

Attendance

My goal is to foster your growth as an academic scholar. However, it is essential that you take stewardship of your education. Your feedback and participation are important to me and to your classmates. Make sure you attend class on time and are ready to participate in the tasks assigned for the session.

A student may miss up to two weeks' worth of classes during a semester (for classes that meet twice per week, up to four classes may be missed in the term; for classes that meet once per week, two classes may be missed in a term). If a student misses between two and three weeks of class, the final grade may be deducted by one letter. If a student misses more than three weeks' worth of classes during a semester (for classes that meet twice per week, more than six classes), the student may fail the course.

There are no excused or unexcused absences; the two weeks' worth of absences is yours to use wisely. If you are struggling with attendance, please contact me so we can discuss options such as an incomplete or withdrawal.

If you are absent for a University-sanctioned event, the absence is not counted toward the totals above. You remain responsible for making up all work missed while away. Work with classmates to obtain notes and other information, and contact the instructor for procedures to make up any in-class assignments.

Academic Integrity and Technology

We want you to learn and grow to become men and women of integrity and excellence. All assignments in this class are expected to be completed honestly and to reflect your effort and understanding. More specific instructions will be included with assignments.

Citation: Any assignment - for example, a presentation, speech, discussion post, or paper - should be cited accurately in a way appropriate for the type of assignment.

Working with others: You may be encouraged to work in groups for learning activities, but assessments should be completed independently unless otherwise stated.

Technology and artificial intelligence: Technology and AI can enhance learning and productivity when the instructor permits them. When an assignment prohibits such aids, using them - including having a chatbot generate any part of the work - is academically dishonest.

New work: Work submitted for this class is assumed to be new and not previously submitted for credit in another class. Obtain instructor permission before reusing prior work; substantial revision or expansion may be required.

Consequences: If academic dishonesty occurs, the instructor will contact the student directly. Consequences may include redoing the assignment for credit, receiving no credit, or referral to the dean or Vice President of Academic Affairs for further action.

Course Expectations and Student Support

Campus policies for students can be found in the [Student Handbook](#); the ACU catalog can be found in the [ACU Catalog](#).

Classroom Technology and Netiquette

Use devices to support course participation, language practice, and assigned learning activities. Silence non-course notifications during class. Communicate respectfully in person and online; offer classmates the patience and encouragement that language learning requires.

Read the [Netiquette Expectations](#).

Accommodations and Accessibility

Arizona Christian University is committed to fostering learning environments that meet the needs of its diverse student population. If you believe a disability-related barrier is preventing access to learning in this course, contact Disability Services to discuss reasonable accommodation(s). Accommodations are not retroactive, and only those approved by Disability Services will be implemented. Refer to the Disability Services section of the current Student Handbook for additional information.

Disability Services: Administration Building - Office 40 | (602) 489-5300 ext. 3023 | disabilityservices@arizonachristian.edu. Current direct contact: AnnMarie Callahan, Disability Services Coordinator, annmarie.callahan@arizonachristian.edu.

Technical Support

ACU Email / WiFi: Contact your EMS for email support; contact your RA or EMS for WiFi support.

Populi: Email populi@arizonachristian.edu from your ACU email address with your full name, student ID number, a detailed issue description, and screenshots when applicable.

Canvas: Email canvas@arizonachristian.edu from your ACU email address with your full name, student ID number, a detailed issue description, and screenshots when applicable.

Semester Dates

Please review the current [Campus Calendar](#) for withdrawal deadlines, tuition refund policies, Academic Symposium, and the finals schedule. Students are required to attend all classes, even during finals week.

Final Note

We need to be flexible as items outside our control or anticipation can change the best way to move through the material. This syllabus is subject to modification, and the instructor will communicate any changes that occur. In addition, the instructor will use best judgment in evaluating exceptional cases with regard to assigning grades and implementing these policies.