



BEGINNING FRENCH II

FRE 102 | [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: FRE 101 or instructor permission [confirm catalog] Corequisite: [If applicable]

Course Description

Beginning French II continues the development of French grammar, vocabulary, listening, speaking, reading, and writing begun in FRE 101. Students strengthen their ability to communicate about familiar present, future, and past situations while engaging Francophone cultures.

Student Learning Goals

1. Communicate with increasing comprehension, accuracy, and fluency in familiar French-language contexts.
2. Use a broader range of grammar and vocabulary to describe present, future, and past events in spoken and written French.
3. Interpret supported spoken and written French texts for main ideas, details, and cultural context.
4. Engage Francophone cultural practices and perspectives with curiosity, respect, and thoughtful comparison.

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. As students grow in their ability to communicate across linguistic and cultural differences, they will 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	Review of French I foundations	Course orientation; pronunciation and grammar review	Diagnostic reflection; review practice
2	Preferences, needs, and health expressions	Conversation using aimer, plaie, and avoir expressions	Vocabulary set 1; workbook practice
3	Travel, transportation, and locations	Plan an itinerary and ask for directions	Short written travel plan
4	Irregular present-tense verbs and prepositions	Information-gap travel activity	Unit assessment 1
5	Weather, seasons, and comparisons	Weather report and climate comparison	Vocabulary set 2; cultural response
6	Futur proche; obligations and advice	Make plans and give recommendations	Practice exercises; unit review
7	Integrated communication review	Listening and conversation stations	Unit assessment 2
8	Travel experiences and the passe composé	Narrate a completed event	Written past-event paragraph
9	Academic break / calendar adjustment	No class or instructor-announced activities	Review or make-up work, as assigned
10	Passé composé with avoir	Interview a classmate about a past weekend	Vocabulary set 3; practice exercises
11	Passé composé with être and irregular participles	Retell a short story in sequence	Unit assessment 3
12	Possession, media, and repeated actions	Discuss media habits and past experiences	Reading response; grammar practice
13	Past-tense integration and cultural texts	Small-group reading and discussion	Unit review
14	Shopping, services, and object pronouns	Role-play a purchase or service interaction	Unit assessment 4
15	Telephone/social situations; descriptive precision	Conversation workshop; composition conference	Prepare written and oral presentations
16	Written composition and oral presentation	Capstone presentations	Written presentation and oral presentation

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
Weekly assignments and participation	20 %	Ongoing practice and engagement
Individual unit assessments (4)	40 %	Grammar, vocabulary, and comprehension
Written presentation / composition	20 %	Written communication
Oral presentation	20 %	Spoken communication
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.