

COURSE TITLE	ELEMENTARY FRENCH					
Course code	SEL058	Year of study	2.			
Lecturer(s)	Katarina Krnić, senior lecturer	ECTS (Number of credits allocated)	4			
Associates	/	Total lesson hours per semester	Lecture	Seminar	Practical	Laboratory
			0	60	0	0
Course status	Optional	Percentage share of e-learning	20%			
COURSE DESCRIPTION						
Course Objectives	<ul style="list-style-type: none"> To use and develop all language skills (speaking, listening, reading and writing). To acquire relevant grammar and lexical structures of the French language in everyday situations (at A1 level of the Common European Framework of Reference for Languages). 					
Course enrolment requirements and entry competencies required for the course	None					
Learning outcomes On successful completion of this course, student should be able to:	<ol style="list-style-type: none"> Use dictionaries and other reference sources competently. Distinguish basic grammatical concepts and structures. Connect the parts of the sentence/text into a meaningful linguistic whole. Recognize on a global level the content of the authentic listening/reading texts. Apply the acquired terminology in everyday situational context: introducing yourselves, jobs, family relationships, city plan, directions and finding a way in unknown places, expressing time, free time activities. Demonstrate the communicative function of the language in guided written/oral activities. Distinguish basic orthographic and phonological elements in written and speech production. Identify culturally relevant data in the text. 					
Course content	Introduction. Vous vous appeler comment? L`alphabet français. La prononciation française. Être, s`appeler, habiter (présent). Saluer, se présenter. Nationalités, pays. Pratique: écouter et lire.					
	Avoir, les nombres (0-69). Dire l`âge, c`est / il est. Qui êtes-vous? Demande de carte de séjour.					
	Les articles définis et indéfinis. Pratique: écouter et lire.					
	Inscription à un club. Adjectifs possessifs (singulier). C`est / ce sont. Conversation au téléphone. Quel / où / comment. Les noms de professions. Pratique: écouter et lire. Devoir.					

	<p>Qui sont-ils? Identification, présentation de familles. Pluriel des noms. Où / d'où. Pratique: écouter et lire. Devoir.</p>
	<p>La négation, l'interrogation. S'informer sur liens familiaux. Venir et faire (présent). Présentation des personnages célèbres. Origine, appartenance, profession. Pratique: écouter et lire. Devoir.</p>
	<p>Où est-ce que? Déclaration de vol dans un commissariat. Présentation d'un nouveau locataire. Adjectifs démonstratifs. Exprimer la possession. Pratique: lire et parler. Devoir.</p>
	<p>Petites annonces. Prépositions de lieu. Mettre et prendre (présent et impératif). Lettre de demande de renseignements. Adjectifs ordinaux. Réponse avec <i>si</i>. Récapitulation.</p>
	<p>1° Test de contrôle Où vont-ils? Situer dans une ville. Prépositions et adverbes de lieu. Pouvoir (présent) et aller (présent et impératif). Pratique: lire et parler.</p>
	<p>Demander et indiquer des directions. Pourquoi? / Parce que... S'excuser, remercier. Lettre d'invitation / lettre de réponse. Lire un plan de ville. Pratique: lire et parler.</p>
	<p>La ville de Quebec. Paris rive gauche. Que voulez-vous? Donner des ordres, interdictions. Vouloir (présent). Pratique: écouter et écrire. Devoir.</p>
	<p>Donner des conseils, possibilité. Impératif. Offrir de l'aide. Pronoms compléments d'objet direct (COD). Pratique: écouter et lire. Devoir.</p>
	<p>Modes et emploi d'appareils. Pronoms compléments d'objet indirect (COI). Qu'est-ce qu'ils font? Scènes de la vie quotidienne. Demander et dire l'heure. Pratique: écouter et écrire. Devoir.</p>
	<p>Invitation. Emploi du présent. Prise de congé. Emploi du passé composé. Proposer, accepter, refuser, apprécier. Pratique: lire et parler. Devoir.</p>
	<p>Les verbes pronominaux au présent. Curriculum vitae. Reportage. Le présent des verbes en -ir. Pratique: lire et écrire.</p>
	<p>Comment se passent vos journées? Les loisirs des jeunes. Une journée ordinaire, une vie extraordinaire. Récapitulation. 2° Test de contrôle</p>

Types of teaching:	<input type="checkbox"/> lecture <input checked="" type="checkbox"/> seminars and workshop <input type="checkbox"/> practical <input checked="" type="checkbox"/> combined e-learning <input type="checkbox"/> field research		<input checked="" type="checkbox"/> self-study <input checked="" type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> mentoring work <input type="checkbox"/> (others)			
Student obligations	Attending classes; at least 70% attendance for full-time students and 50% for part-time students is required. Individual work on tasks.					
Monitoring student work (enter the share in ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Class attendance	2	Research		Practical work	
	Experimental work		Report		Portfolio	0.6
	Essay		Seminar			
	Self-study	0.6	Workshop		(others)	
	End-of-semester written tests	0.4	Office hours, mid-term exams and final exam	0.4	(others)	
Assessment and evaluation of student work during classes and at the final exam	CONTINUOUS ASSESSMENT					
	Continuous testing indicators				Performance A_i (%)	Grade ratio k_i (%)
	Class attendance and participation				70-100	10
	Portfolio				50-100	30
	First mid-term exam				50-100	30
	Second mid-term exam				50-100	30
	FINAL ASSESSMENT					
	Indicators checks				Performance A_i (%)	Grade ratio k_i (%)
	Final exam (written and oral)				50 - 100	60
	Previous activities				0 - 100	40
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	The grade (in percentages) is formed on the basis of all indicators that describe the level of student activities according to the relation:					

	$Grade (\%) = \sum_{i=1}^N k_i A_i$ <p>k_i- weighting factor for each activity, A_i- success in percentage achieved for a particular activity, N - total number of activities.</p> <table border="1" data-bbox="483 386 1516 772"> <thead> <tr> <th colspan="3">PERFORMANCE AND GRADE</th> </tr> <tr> <th>Percentage</th> <th>Criteria</th> <th>Grade</th> </tr> </thead> <tbody> <tr> <td>od 50% do 62,4%</td> <td>basic criteria met</td> <td>sufficient (2)</td> </tr> <tr> <td>od 62,5% do 74,9%</td> <td>average performance with some errors</td> <td>good (3)</td> </tr> <tr> <td>od 75% do 87,4%</td> <td>above average performance with minor errors</td> <td>very good (4)</td> </tr> <tr> <td>od 87,5% do 100%</td> <td>outstanding performance</td> <td>outstanding (5)</td> </tr> </tbody> </table>	PERFORMANCE AND GRADE			Percentage	Criteria	Grade	od 50% do 62,4%	basic criteria met	sufficient (2)	od 62,5% do 74,9%	average performance with some errors	good (3)	od 75% do 87,4%	above average performance with minor errors	very good (4)	od 87,5% do 100%	outstanding performance	outstanding (5)
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Required reading	Capelle, G., Gidon, N., (1999) <i>Le Nouvel Espaces (Le livre d'élève, Le cahier d'exercices)</i> , Hachette F.L.E., Vanves.																		
Optional reading	<ol style="list-style-type: none"> 1. Kernbberger, C., (2016) <i>Nuovo italiano nel turismo-esercizi, (prima parte)</i>, Guerra Edizioni, Perugia. 2. Štefan, Ž., (2009) <i>Benvenuti 1</i>, Školska knjiga, Zagreb. 3. Jernej, J., (1990) <i>Konverzacijska talijanska gramatika</i>, Školska knjiga, Zagreb. 4. Marin, T., Magnelli, S., (2002) <i>Progetto italiano 1- corso di lingua e civiltà italiana, livello elementare-intermedio, libro dei testi e libro degli esercizi</i>, Edizioni Edilingua, Atene. 5. Chiuchiù A., Minciarelli F., Silvestrini M., (2004) <i>In italiano – corso multimediale di lingua e civiltà a livello elementare e avanzato</i>, Edizioni Guerra, Perugia. 																		
Quality monitoring to ensure the acquisition of established learning outcomes	<ul style="list-style-type: none"> • Records of class attendance and success in performing student obligations • Updating detailed course curricula • Supervision of teaching activities • Continuous quality control of all parameters of the teaching process in accordance with the Action Plans • Semester-based student survey in accordance with the "Ordinance on the procedure of student evaluation of teaching work at the University of Split" (UNIST, Centre for Quality Improvement). 																		
Other information	Detailed course curricula, found on the MOODLE learning platform, are accessed by all students and teachers of the University Department. For the purpose of providing information to the general public, shortened versions of course curricula (in Croatian and English) are directly accessible on the website of the University Department.																		