

Annexe A: New/Revised Course Content in OBTL+ Format

Course Overview

Expected Implementation in Academic Year (New format)	
Semester/Trimester/Others (specify approx. Start/End date)	Semester 1
Course Author * Faculty proposing/revising the course	Estelle Bech
Course Author Email	epb@ntu.edu.sg
Course Title	French Language Level 1
Course Code	LF5001
Academic Units	3
Contact Hours	48
Research Experience Components	Not Applicable

Course Requisites (if applicable)

Pre-requisites	No previous study of the language
Co-requisites	
Pre-requisite to	
Mutually exclusive to	
Replacement course to	
Remarks (if any)	

Course Aims

This course is a Broad Deepening Elective (BDE) available to any undergraduate student with an interest in the French and Francophone language, cultures, and opportunities for study or work, with no prior knowledge of the language required. LF5001 introduces students to basic French, aiming to reach the A1.1 level according to the Common European Framework of Reference for Languages (CEFR). Adopting a student-centered approach, this course establishes a fundamental understanding of French and equips learners with essential skills for cross-cultural communication with Francophone speakers. It focuses on the development of the four key language skills—reading, writing, listening, and speaking—through an action-oriented methodology. A variety of audio-visual and online activities, centred on everyday topics such as greetings, identity, time, numbers, hobbies, locations, and daily activities, will support learning. Upon completion of this course, students will have acquired a basic proficiency in French, beneficial for travel, study, or work in Francophone countries or with French-speaking companies. Additionally, learning French may enhance your prospects and employability in an increasingly globalised world.

Course's Intended Learning Outcomes (ILOs)

Upon the successful completion of this course, you (student) would be able to:

ILO 1	Communicate in French using basic sociolinguistic norms and interact in a simple manner when performing very basic, real-life or simulated tasks.
ILO 2	Speak with sufficient fluency and accuracy on a range of highly familiar topics related to yourself or others, including personal information, family, city, hobbies, likes and dislikes, and daily life.
ILO 3	Write simple sentences and very short descriptive and informative texts on highly familiar topics.
ILO 4	Listen to, interpret and comprehend simplified spoken French content and respond to comprehension questions related to the topics referred in ILO 2.
ILO 5	Read, comprehend and interpret semi-authentic or simplified spoken French materials, and respond to comprehension questions related to the topics referred in ILO 2.
ILO 6	Demonstrate awareness of key aspects of French and Francophone culture, including social customs, traditions, and everyday life, and reflect on the similarities and differences between these cultures and your own.

List of Topics Covered:

Communicative and Interactive Skills

- Exchanging personal information, including identity, languages, occupation, address, date of birth, hobbies, likes and dislikes, family members, and daily activities and habits.
- Introducing your city and giving directions.
- Making purchases and asking about prices of items.

Phonetics

- Basic pronunciation and reading rules (e.g. blended sounds).
- French consonants and vowels (e.g. nasal vowels).
- Common “liaisons” (e.g. subject with verb, article with noun).
- Intonation patterns.

Vocabulary

- Alphabet.
- Greetings and personal identity.
- Numbers, dates, time, and prices.
- Languages and nationalities.
- Countries and names of public places/shops.
- Likes and dislikes.
- Occupations and hobbies.
- Daily activities and habits.
- Family.
- Directions.
- Colours.
- Origins.
- Common adjectives

Grammar

- Sentence structure: statements and questions.
- Common question words (WH-questions and yes/no questions).
- Verb conjugation: regular and select irregular patterns.
- Forms of address: formal vs. informal.
- Subject pronouns.
- Common conjunctions (e.g. *et*, *mais*).
- Articles: definite, indefinite, possessive.
- Agreement (verbs, nouns, adjectives).
- Basic negations.
- Prepositions of position and movement.
- Placement of adjectives and adverbs.

Culture

- French influence in Singapore and South East Asia
- The French language around the world and Francophone countries
- Understanding shopping habits in France
- Understanding telephone numbers in France.
- Writing an address in French.
- Understanding French territorial and administrative divisions.
- Learning about famous French-speaking figures (e.g. politicians, writers, artists, athletes).
- Knowing when to use formal and informal modes of address.

- Discovering key cities and monuments in Francophone countries.
- Learning about notable French festivals, films, songs, and brands.
- Exploring aspects of French daily life (e.g. meals, eating habits).
- Understanding the structure of French families (e.g. birth rate, life expectancy, family dynamics).
- Temporal habits of the French people

Reading and References (if applicable)

Bech E., (2020), Coursiel 1, NTU (to be downloaded from NTULearn Main site)

Biras P., Chevrier A., Jade C., Witta S. (2019) *Défi 1*, Paris, Maison des Langues.

Girardet J., Pécheur J., Gibbe C., Parizet M.-L. (2017) *Tendances 1*, Paris : Clé internationale.

Hirschprung N., Tricot T., Veillon Leroux A., Azevedo Rodrigues S. (2019) *Cosmopolite 1*, Paris, Hachette FLE international.

Mabilat J.-J., Heu E. (2021) *Edito A1*, 2nde édition, Paris, Didier FLE

TV5 monde website: <https://apprendre.tv5monde.com/fr>

RFI website : <https://en.rfi.fr/>

Girardet J., Pécheur J., Gibbe C., Parizet M.-L. (2017) *Tendances 1*, Paris: Clé internationale. ISBN : 9782090385250

Planned Schedule

Week or Session	Topics or Themes	ILO	Delivery Mode	Activities	Readings
1	[Week 2] Telling your name & spelling names	All	In-person	Classiel 1/ Coursiel 1	Telling your name & spelling names Chapter : Tendances 1, U0, L1, pp. 12-13 At the end of this lesson, you will be able to: - greet someone - introduce yourself and someone else (name) - spell French names and words In vocabulary and culture, you will learn: - greeting words: bonjour, salut, au revoir, ça va ? - vocabulary to introduce people (ex: My name is ..., what's your name?) - French alphabet and French names - famous French acronyms - Meaning of a few Singaporean/French condo names In grammar, you will use: - personal pronouns (subject) (ex: I, you informal) - the verb s'appeler" ("to be named") with je, tu, il, elle - the interrogative pronouns « comment » (how) - stressed pronouns « moi » and « toi ». - make simple yes or no questions with a rising intonation In phonetics, you will be able to pronounce or read - " en " = / ɛ̃ / (e.g.: comment) - " ç " = / s / (e.g. ça va ?) - " u " = / y / (e.g. tu, salut) - " on " = / ɔ̃ / (e.g. Bonjour, pardon)

Week or Session	Topics or Themes	ILO	Delivery Mode	Activities	Readings
					- “ou” = / u / (e.g. Bonjour) - “au” = / o / (e.g. au revoir) - “oi” = / wa / (e.g. au revoir) - a double consonant (eg. comment) - the final consonant of a word (e.g. comment, bonjour)
2	[Week 2] Making contact: telling the languages you speak	All	In-person	Classiel 2/Coursiel 2	Making contact: telling the languages you speak Chapter : Tendances 1, U0, L1, pp.13 & U0, L3, pp. 16-17. At the end of this lesson, you will be able to: - tell the language you speak - use basic polite words in French - spell French names and words (review) - count to 10 in French In vocabulary and culture, you will learn: - languages (ex français/French, anglais/English, etc.) - basic words and polite expressions (merci, de rien, excusez-moi, s’il vous /te plaît, etc.) - how and when to address politely to a French person - how to present a business card and shake hands - usual finger gestures to count until 10 In grammar, you will be able to: - use personal pronouns (subject) - choose a form of address: « tu » or « vous »? - understand the interrogative pronoun « qui » (who) - understand the principle and concept of conjugation - conjugate regular –ER

Week or Session	Topics or Themes	ILO	Delivery Mode	Activities	Readings
					verbs (parler) with je, tu, vous. - use the verb s'appeler" ("to be named") with vous. In phonetics, you will be able to pronounce or read - " ai " " ê " = / ɛ / (e.g. anglais) (eg. vous êtes) - " an " = / ɑ̃ / (e.g. français) - " h " (e.g. hindi) - " gn " = / ɲ / (e.g. espagnol) - " ch " = / ʃ / (e.g. chinois) - " qu " = / k / (e.g. quatre, qui) - " j " = / ʒ / (e.g. japonais) - « -ez » = / e / (eg. vous parlez vs tu parles) - rhythm and stress in French

Week or Session	Topics or Themes	ILO	Delivery Mode	Activities	Readings
3	[Week 3] Introducing yourself: telling where you live	All	In-person	Classiel 3 / Coursiel 3	Introducing yourself: telling where you live (city & address) & your occupation Chapter: Tendances 1, U1, L1, pp. 20-21. At the end of this lesson, you will be able to: - tell where you live (city and address) - tell your email address (1) - fill in a very simple form about yourself - introduce yourself and someone else formally In vocabulary and culture, you will: - get cultural information about postal address in French - count from 10 to 20 (review: 1 to 10) - discover a few French celebrities In grammar, you will: - use -ER verbs conjugation (habiter, étudier) - use the interrogative pronoun « où » (where) - use the verb "être" (to be) with je and vous. - use je or j' - à + city = in + city In phonetics, you will be able to pronounce or read - " é " or " ez " or " er " = / e / (e.g. café, vous habitez, habiter) - " h " (e.g. habiter) - " à " " â " = / a / (e.g. cat) - " -en " = / è / (e.g. italien, coréen) - " in " " ym " = / è / (e.g. Singapour, sympa) - " eu " = / oe / or / ø / (e.g. ingénieur, neuf, deux) - Rhythm and stress in French

Week or Session	Topics or Themes	ILO	Delivery Mode	Activities	Readings
4	[Week 3] Telling your nationality & your occupation	All	In-person	Classiel 4 / Coursiel 4	Telling your nationality & your occupation Chapter : Tendances 1, U1, L2 pp. 22-23 At the end of this lesson, you will be able to: - tell your nationality and someone else's - tell your occupation and someone else's In vocabulary and culture, you will learn: - adjectives of nationalities - a few jobs titles - learn numbers 20 to 69 (review: 10 to 20) - discover the Francophones and the world of Francophonie In grammar, you will: - use adjectives of nationalities and job titles in masculine/ feminine/ plural forms - use the verb "être" (to be) conjugation - learn the agreement rules with verb "être" In phonetics, you will be able to pronounce or read - "ph" = "f" (e.g. graphiste) - "ai" "ê" "è" "ei" = /ɛ/ (eg. seize, treize) - The nasal vowels and denasalisation with feminine form ("en" = /ã/; "on" = /õ/; "ien" = /jè/; "ain" or "in")

Week or Session	Topics or Themes	ILO	Delivery Mode	Activities	Readings
5	[Week 4] Telling your date of birth & your likes and dislikes	All	In-person	Classiel 5 / Coursiel 5	Telling your date of birth & your likes and dislikes Chapter : Tendances 1, U1, L2 & Projet At the end of this lesson, you will be able to: - tell the date and your date of birth (1) - to say your likes and dislikes In vocabulary and culture, you will: - learn the months of the year + the days of the week - a few adverbs (un peu, beaucoup, bien, assez) - learn a few names of countries - review number 1 to 30. In grammar, you will: - use definite articles (le, la, les, l') (p. 23) - use the interrogative pronouns "quand" (when) - understand the construction nom + de + nom - place simple adverbs in a sentence In phonetics, you will be able to pronounce or read - /ə/ vs /e/ (eg. je, le, les)

Week or Session	Topics or Themes	ILO	Delivery Mode	Activities	Readings
6	[Week 4] Asking and giving information about yourself (1)	All	In-person	Classiel 6 / Coursiel 6	Asking and giving information about yourself (1) Chapter: Tendances 1, U1, L3, pp. 24-25 At the end of this lesson, you will be able to: - give information about your age - say no and use negation In vocabulary and culture, you will learn: - numbers (69 to 100) - the alphabet (review) In grammar, you will: - make the simple negation “ne...pas” et « ne ..pas du tout » - use the verbs “avoir” (to have) - understand the verb “comprendre” (to understand) - understand the verb “connaître” (to know) In phonetics, you will be able to pronounce or read: - liaison (between subject pronoun and verb) - “eau” = / o / (eg. bureau)

Week or Session	Topics or Themes	ILO	Delivery Mode	Activities	Readings
7	[Week 5] Asking and giving information about yourself (2)	All	In-person	Classiel 7 / Coursiel 7	Asking and giving information about yourself (2) Chapter: Tendances 1, U1, L4, pp. 26 At the end of this lesson, you will be able to: - tell your first and last names - ask and give information about your personal details (2) (telephone, email & marital status) In vocabulary and culture, you will: - get cultural info about telephone numbers and family names in France - review numbers (69 to 100) - learn a few more occupations In grammar & phonetics, you will: - use the interrogative adjective « quel » (what/which) - use the possessive adjective « votre » (your) - review other interrogative pronouns In phonetics, you will be able to pronounce or read: - "oin" (eg. Point)

Week or Session	Topics or Themes	ILO	Delivery Mode	Activities	Readings
8	[Week 5] Introducing your city	All	In-person	Classiel 8/ Coursiel 8	Introducing your city Chapter: Tendances 1, U1, L4, pp. 27 UNIT 2 - DISCOVERING A FRENCH CITY At the end of this lesson, you will be able to - present and introduce your city In vocabulary and culture, you will learn: - names of public places (1) - names of famous French people and places - a few more professions In grammar, you will use: - the indefinite articles (un, une, des, de) - indefinite articles vs definite articles - « Il y a » (there is/are) In phonetics, you will be able to pronounce or read: - liaison (between article and noun)
9	[Week 6] CA 1	All	In-person	Classiel Written 1	CA Written 1 (15% CA) Preparation and review for CA Oral 1 (15% CA)
10	[Week 6] CA2	1,2,4	In-person		CA Oral 1 (15% CA)

Week or Session	Topics or Themes	ILO	Delivery Mode	Activities	Readings
11	[Week 7] Understanding and giving directions	All	In-person	Classiel 9 / Coursiel 9	Chapter: Tendances 1, U2, L1, pp. 34-35 At the end of this lesson, you will be able to: - follow and give directions In vocabulary and culture, you will learn: - names of places in a city (2) - (avenue, boulevard, rue, feu, etc) - ordinal numbers (first, second, third, etc.) - useful words for directions (aller, tourner, arriver, passer, traverser, gauche, droite...) In grammar & phonetics, you will use: - the verb "aller" in the present tense - prepositions of place: à/chez + public places/people - contracted articles (au, aux)

Week or Session	Topics or Themes	ILO	Delivery Mode	Activities	Readings
12	[Week 7] Finding an address	All	In-person	Classiel 10 / Coursiel 10	Finding an address Chapter : Tendances 1, U2, L2, pp. 36-37 At the end of this lesson, you will be able to: - understand and localise addresses in a city - characterise places /cities/people in a simple way In vocabulary and culture, you will: - learn simple prepositions of position (devant, derrière, en face de, en haut de, etc) - get cultural information about French addresses In grammar & phonetics, you will use: - prepositions of position - understand contracted articles (du, des) - high frequency adjectives (feminine and plural forms) - agreements between articles, nouns and adjectives - usual place of the adjectives

Week or Session	Topics or Themes	ILO	Delivery Mode	Activities	Readings
13	[Week 8] Traveling to a country abroad	All	In-person	Classiel 11/ Coursiel 11	Traveling to a country abroad Chapter: Tendances 1, U2, L2, pp. 36-37 At the end of this lesson, you will be able to: - localise countries In vocabulary and culture, you will: - review names of countries In grammar & phonetics, you will use: - prepositions of movement + cities/countries - review on prepositions of place: à/chez + public places/people - contracted articles (au, aux)
14	[Week 8] Meeting Someone	All	In-person	Classiel 12 / Coursiel 12	Meeting Someone (asking questions) Chapter: Tendances 1, U2, L3, pp. 36-37 At the end of this lesson, you will be able to: - ask and answer questions about yourself - make standard questions In grammar & phonetics, you will use: - the verbe "venir" (to come) in the present tense - Y/N question with « est-ce que » - WH- words with « est-ce que » - the question word « d'où » - prepositions of origin: de = from + city

Week or Session	Topics or Themes	ILO	Delivery Mode	Activities	Readings
15	[Week 9] Knowing the yearly events of a city	All	In-person	Classiel 13 / Coursiel 13	Knowing the yearly events of a city Chapter: Tendances 1, U2, L4, pp. 40-41 At the end of this lesson, you will be able to: - ask for a price and make a simple purchase - make polite requests (je voudrais) - tell your date of birth (2) (review) In vocabulary and culture, you will: - get information about French festivals - review the months of the year - learn the days of the week - learn numbers (100 to 1 000 000 000) - understand acheter, cadeau, payer. - Basic colours and review on some size adjective In grammar & phonetics, you will: - use the interrogative pronouns "combien" (how much) - learn the verb "faire" (to make/ to do) - understand the verb dire (to say/ to tell) - review quel + verb to be - review the indefinite article (une, une, des, de)

Week or Session	Topics or Themes	ILO	Delivery Mode	Activities	Readings
16	[Week 9] Meeting family members	All	In-person	Classiel 14 / Coursiel 14	Meeting family members Chapter : Tendances 1, U3, L1, pp. 48-49 At the end of this lesson, you will be able to: - introduce the members of your family In vocabulary and culture, you will learn: - Family members and kin relationship In grammar & phonetics, you will use: - the possessive articles - the structure noun+ de+ noun to express possession. - Review "faire" (to do or to make) - review avoir (to have) - review the indefinite article (une, une, des, de)
17	[Week 10] CA 3	All	In-person	Classiel Written 2	CA Written 2 (15% CA) Review and preparation for CA Oral 2

Week or Session	Topics or Themes	ILO	Delivery Mode	Activities	Readings
18	[Week 10] Telling the time	All	In-person	Classiel 15 / Coursiel 15	Telling the time & Asking questions about your habits Chapter: Tendances, U3, L2, pp. 50-51 & U3, L3. p. 53. At the end of this lesson, you will be able to: - ask for the time and tell the time - enquire about shop opening and closing hours In vocabulary and culture, you will learn: - time words (heure, demi-heure, retard, avance, etc.) - the time of the day (matin, midi, soir) - how to express am/ pm In grammar & phonetics, you will: - learn -IR verbs (ouvrir) in the present tense - review – er conjugation verbs (fermer) - Wh- word « Qu'est-ce que » (what) vs “quel” (what/which)

Week or Session	Topics or Themes	ILO	Delivery Mode	Activities	Readings
19	[Week 11] Talking about your sensations and habits	All	In-person	Classiel 16 / Coursiel 16	Chapter : Tendances 1, U3, L3, p. 53 At the end of this lesson, you will be able to: - describe your sensations - talk about your habits In vocabulary and culture, you will use: - structures such as “avoir” + words of sensation (faim, soif, sommeil, froid, chaud, peur) In grammar & phonetics, you will use: - the verbs prendre (to take) & co (comprendre, apprendre) - Wh- word « Qu’est-ce que » (what) vs “quel” (what/which)
20	[Week 11] Talking about your daily routine activities	All	In-person	Classiel 17 / Coursiel 17	Talking about your daily routine activities Chapter: Tendances 1, U3, L4, pp. 54-55 At the end of this lesson, you will be able to: - describe your daily routine In vocabulary and culture, you will use: - daily life activities words - the times of the day (review) In grammar & phonetics, you will use: - the reflexives pronouns and verbs - the verb s'appeler (full conjugation)
21	[Week 12] Review session	All	In-person	Classiel Written 3	

Week or Session	Topics or Themes	ILO	Delivery Mode	Activities	Readings
22	[Week 12] CA 4	1,2,3,5	In-person	Classiel Written 3	Written 3 – (15% CA)
23	[Week 13] CA 5	1,2,4	In-person		CA Oral 2 (20% CA)
24	[Week 13] Feedback on CA 4 and 5	All	In-person		Cultural activities

Learning and Teaching Approach

Approach	How does this approach support you in achieving the learning outcomes?
Action-Oriented Approach	Developed by the Council of Europe in the years 2000, this approach encourages students to participate in resembling-like or real-life tasks, role-plays, debates, discussions and meaningful, engaging in-class activities to improve the necessary receptive and productive skills in French. The goal of this approach is to turn students into independent individuals able to perform efficiently social task in the French speaking countries.
Blended learning	Blended learning, also known as hybrid learning, is an approach to education that combines online educational materials and opportunities for interaction online with traditional place-based classroom methods. Online learning after class will support students in achieving the learning outcomes. Therefore, after each lesson, grammar acquisition, vocabulary retention, cultural knowledge, listening, reading and writing skills are also further enforced through post-class exercises called Classiels.
Peer to peer learning	Peer to peer learning helps engage students in both teaching and learning processes, increase student-led involvement, and lower student anxiety because peer tutors seem less intimidating than lecturers (Stigmar, 2016). This form of learning has also accelerated the development of generic skills and general knowledge. Students no longer feel isolated in the learning enterprise. Their incomplete knowledge is no longer felt as a liability but is an asset because it permits them to join in group activities, helping and being helped according to need.
Student-centred learning	Student-centred learning shifts the responsibility of decision-making in class from teachers to students to empower students in the learning journey (Tyma, 2009; Weimer, 2002.). This learning model diminishes test anxiety and reduces the temptation to cheat (Weimer 2002). Learner-centred methods of content delivery allow students to control their learning since they require students to take responsibility for their learning by being actively involved in the learning process rather than passively receiving information from lectures (Slunt & Giancario, 2004). Learner-centred teaching approaches were also found to produce positive results, such as increased student satisfaction (Kemm & Dantas, 2007) and motivation (Chung & Chow, 2004; Triantafyllakos et al., 2008).

Assessment Structure

Assessment Components (includes both continuous and summative assessment)

No.	Component	ILO	Related PLO or Accreditation	Weightage	Description of Assessment Component	Team/Individual	Rubrics	Level of Understanding
1	Continuous Assessment (CA): Test/Quiz(Continuous Assessment 1 (CA1): Written 1)	1,3,4,5	Competence, Civic-Mindedness, Communication, Character	15		Individual	Analytic	Multistructural
2	Continuous Assessment (CA): Oral Test(Continuous Assessment 2 (CA2): Oral 1)	1,2,4	Competence, Civic-Mindedness, Communication, Character	15		Individual	Analytic	Multistructural
3	Continuous Assessment (CA): Test/Quiz(Continuous Assessment 3 (CA3): Written 2)	1,3,4,5	Competence, Civic-Mindedness, Communication, Character	15		Individual	Analytic	Multistructural
4	Continuous Assessment (CA): Test/Quiz(Continuous Assessment 4 (CA4): Written 3)	1,3,4,5	Competence, Civic-Mindedness, Communication, Character	15		Individual	Analytic	Multistructural
5	Continuous Assessment (CA): Oral Test(Continuous Assessment 5 (CA5): Oral 2)	1,2,4	Civic-Mindedness, Communication, Character, Creativity	20		Individual	Analytic	Multistructural
6	Continuous Assessment (CA): Class Participation(Continuous Assessment 6 (CA6): Participation)	All	Civic-Mindedness, Communication, Character	20		Individual	Analytic	Multistructural

Description of Assessment Components (if applicable)

Continuous Assessments 1, 3, and 4 consist of three components: (1) listening comprehension (30%), (2) writing (40%), and (3) reading comprehension (30%).

Continuous Assessments 2 and 5 involve role-playing realistic social interactions or situations with your teacher. These assessments will evaluate your aural skills, focusing on both listening and speaking.

Participation is divided into two parts: classroom participation and the completion of e-worksheets, called Classiels, throughout the semester.

Formative Feedback

Formative assessment is integrated into classroom practice to provide feedback on learning progress to both students and teachers. All assessments in the course, including formal tests such as Continuous Assessments (CAs), are designed to be formative. Feedback will be provided promptly and constructively, with specific reference to the Intended Learning Outcomes (ILOs), as soon as possible during or after the learning activity.

The tools used for formative assessment and learning activities in this course are as follows:

Classroom Tasks: Oral or written feedback is provided for tasks performed either in groups or individually during each class session, ensuring that students or groups receive guidance on their performance.

Complementary Exercises: These include vocabulary, grammar, and comprehension exercises completed during class. Oral feedback and corrections are delivered immediately in class.

Written Assignment: Individual written feedback, with comments on vocabulary, grammar, structure, and content, is provided for each non-summative or summative writing assessment.

Oral Test: After the summative oral assessment, students receive individual or group feedback on their communication skills.

Discussion Board/WhatsApp Group: The discussion board or WhatsApp group is used to develop and guide students' writing skills throughout the course. Feedback on coherence, cohesion, and accuracy in language use is provided. It also fosters learning by allowing students to view and comment on the work of their peers.

NTU Graduate Attributes/Competency Mapping

This course intends to develop the following graduate attributes and competencies (maximum 5 most relevant)

Attributes/Competency	Level
Collaboration	Basic
Communication	Basic
Creative Thinking	Basic
Developing People	Basic
Global Perspective	Basic

Course Policy

Policy (Academic Integrity)

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values. As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the academic integrity website for more information. On the use of technological tools (such as Generative AI tools), different courses / assignments have different intended learning outcomes. Students should refer to the specific assignment instructions on their use and requirements and/or consult your instructors on how you can use these tools to help your learning. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

Policy (General)

You are expected to complete all assigned pre-class and post-class activities, attend all classes punctually and take all scheduled assignments and tests by their scheduled dates. You are expected to take responsibility to follow up with course notes, assignments, and materials for any classes you have missed. In class you are expected to participate in all discussions and activities.

Policy (Absenteeism)

Absence from class without a valid reason will affect your participation in class, and hence your overall course grade. Valid reasons include falling sick supported by MC (Medical Certificate) and participation in NTU's approved activities supported by LOA (Letter Of Absence) from the relevant bodies. There will be no make-up opportunities for in-class activities. You are required to submit all compulsory assignments on due dates. Please note that you will be awarded a zero grade if you do not attend any of your assessments. In order to be eligible for a re-test you have to inform your tutor and the French language coordinator before the test date/time. Moreover, you need to email a digital copy of your supporting documents on the same day to the same people. Remember that these documents also have to be submitted to your school for evaluation. If they warrant an excused absence, you will be granted an alternative test date. If a re-test is granted and scheduled, you have to attend the re-test on the day and time provided, otherwise you will be awarded a zero grade.

Policy (Others, if applicable)

You are required to complete your online assignments (Classiels) within the scheduled time and by the due dates. Multiple attempts are allowed for the Classiels, and your highest score will be recorded. These assignments contribute to your participation mark. Timely completion of Classiels will help you improve your communication skills in French and prepare you for both the written and oral tests. This forms part of your class participation grade.

Technical Skills To Be Developed

All skills to be developed for this course:

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Last Updated By: Estelle BECH