

LAST REVIEW: 2010-2011

(i.e. 2006-2007)

NEXT REVIEW: 2015-2016 STATUS: A

(i.e. 2011-2012)

(A, I, D)

COURSE TITLE: Beginning French 1

COMMON COURSE NUMBER: FRE 1120

CREDIT HOURS: 4

CONTACT HOUR BREAKDOWN

(Per 16 week term)

CLOCK HOURS:

(Voc. Course ONLY)

Lecture: 64

Lab:

Clinic:

Other:

PREREQUISITE(S): None

COREQUISITE(S): None

PRE/COREQUISITE(S): None

COURSE DESCRIPTION *(750 characters, maximum):*

Fundamentals of speaking, listening-comprehension, reading, writing, and Francophone culture. Classroom practice and exercises supplemented by laboratory and/or multi-media designed to develop communicative competence and cultural sensitivity. Student expected to continue further implementation and expansion of their proficiencies in FRE 1121 and FRE 2220. Students are encouraged to study abroad. Special fee charged.

General Education Requirements – Associate of Arts Degree (AA), meets Area(s): Area 2B and 8

General Education Requirements – Associate in Science Degree (AS), meets Area(s): Area 2 or 5

General Education Requirements – Associate in Applied Science Degree (AAS), meets Area(s): Area

UNIT TITLES

- 1. Basic French Pronunciation and Communication**
- 2. Identifying and Describing People, Places, and Things**
- 3. Expressing Present Reality**
- 4. Idioms and Culture**
- 5. Communicating Time, Numbers, and Weather**
- 6. Cultural Readings**

*** Complete the following only if course is seeking general education status ***

GENERAL EDUCATION Competencies and Skills *:

In the box to the right of the Competency/Skill, enter all specific **student learning outcome** unit numbers, as indicated in the course outline (i.e. 1.1, 2.7, 4.2, 4.0 and 5.12) that apply.

Course must include <u>all</u> of the following:	
1. Read with critical comprehension**	6.1, 6.2
2. Write clearly and coherently**	1.3, 6.2
3. Demonstrate literacy as appropriate within a given discipline**	1.1(b), 1.4(d), 2.4(d), 4.3(d), 5.3(d), 5.4(g), 6.1(d), 6.2(a,b,d), 6.4(d,g)
4. Apply problem solving skills or methods to make informed decisions in a variety of contexts**	1.2, 5.1
Course must include at least <u>one</u> of the following:	
5. Differentiate between ethical and unethical behavior	1.5
6. Demonstrate an understanding of the physical, biological, and social environments and how individual behaviors impact this complex system.	
7. Demonstrate an understanding of and appreciation for human diversities and commonalities.	6.1
8. Speak and listen effectively.	1.1, 1.2

**General Education Competencies and Skills endorsed by 2010-2011 General Education Task Force*

****Required Competencies**

1) Read with critical comprehension.

The student will be introduced to the basic texts, concepts, vocabulary, and methods necessary for developing an understanding of the discipline and meeting the required benchmarks as stated in the course outline.

2) Write clearly and coherently.

The student will demonstrate an understanding and mastery of subject matter in a variety of ways, including writing. Writing activities may include both graded and ungraded essays, short answer quizzes, summaries, reactions, journals, and various other reports.

3) Demonstrate and apply literacy across all the disciplines (indicate which ones apply).

- a) **Information literacy** means understanding how to locate needed information, using the appropriate technology for the task, managing and evaluating the extracted information and using it effectively and ethically.
- b) **Technology literacy** is the ability to responsibly and effectively use appropriate technology to access, manage, integrate, or create information, and/or use technology to accomplish a given task.
- c) **Workplace literacy** is having the appropriate knowledge and skills to communicate and work with others effectively and perform job duties, whether it is through the use of computers and/or other technology.
- d) **Cultural literacy** is recognizing, understanding, and appreciating the similarities and differences between one's own culture and the cultures of others through a study of the arts, customs, beliefs, values, and history that define a culture.
- e) **Quantitative literacy** is having the ability to formulate, solve and interpret mathematical/statistical operations and graphical/tabular representations to make informed decisions.
- f) **Scientific literacy** means understanding the methodology and application of the scientific process, the physical and biological worlds, and recognizing that scientific knowledge is continuously updated or revised as new information is discovered.

g) Environmental literacy is creating a context within which environmental issues can be viewed, imparting knowledge to enhance one's ability to analyze the issues, make the connections between humans' decisions and actions and the challenges facing the environment, and instilling the desire to sustain the environment through ethical practices in both one's professional and personal lives.

4. Apply problem-solving skills or methods to make informed decisions in a variety of contexts.

The student will use acquired skills or methods to recognize, analyze, adapt, and apply critical thinking to solve problems and make informed decisions.

EVALUATION:

In the box to the right of the Methods of Assessment, enter all specific learning outcome numbers (i.e. 1.1, 2.7, 4.0, 4.2 and 5.12) that apply.

1. Portfolio	
2. Short essays	
3. Research Papers	6.2
4. Group projects	6.1, 6.2
5. Discussions (In class and online)	1.2, 1.4, 2.3, 2.4, 3.3, 5.4, 6.0
6. Multiple Choice tests	4.3, 5.4
7. Presentations	1.4, 1.5, 2.4, 6.2
8. Service Learning Projects	
9. Quizzes (pop, announced, etc.)	1.0, 1.4, 2.1, 2.2, 3.2, 3.3, 5.1
10. Take-home tests	
11. Summaries, critiques, and analyses	6.2, 6.3, 6.4
12. Reaction papers	
13. Surveys	2.1, 3.2
14. Performance	1.1, 1.4, 2.4, 3.1, 4.3, 6.2
15. Short answer tests	1.4, 2.0, 3.3, 4.2, 4.3, 5.1, 6.0
16. Classroom debates and colloquia	
17. Blogs, wikis, web pages	
18. Dictation/Active Listening	1.2, 1.3, 2.2, 4.1, 6.1
19. Short Compositions	1.3, 2.0, 2.2, 3.3, 4.1, 4.3, 5.3, 6.0, 6.2
20. Online Lab	2.5, 3.3, 3.4, 5.2, 6.2

UNITS

Unit 1 Basic French Pronunciation and Communication

General Outcome:

- 1.0 The students shall be able to distinguish the French sound system compared to English and evaluate its similarities and differences. The students shall be able to identify and generate formal and informal speech according to the specific social context.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the students shall be able to:

- 1.1 Pronounce, practice, and distinguish the French vowels, consonants, and common diphthongs that are of the French sound system and alphabet. Students shall use the online lab program to accomplish tasks.
- 1.2 Examine the main differences of the French sounds and graphics compared to those of English and assess the linguistic, historical, and cultural affinities between the two languages. Students will evaluate and rely on cognates and their own knowledge of English to infer comprehension in spoken and written French.
- 1.3 Analyze the importance of French accent marks, punctuation, and their application in order to communicate, and write clearly and properly. Construct and apply French contractions and compare to those in English.
- 1.4 Practice greetings, introductions, expressions of courtesy and farewell to address Francophone people in formal and familiar social settings. Value the relevance of formal and informal address in the Francophone culture in comparison to other cultures. Students will be able to demonstrate the use of informal and formal language, including the use of formal titles of respect to communicate with Francophone people.
- 1.5 Discuss the value and difficulties encountered when learning a non-native language in order to foster sensitivity and solidarity with other learners of a second language and culture.

Common Course Number: FRE 1120

Unit 2 Identifying and Describing People, Places and Things

General Outcome:

- 2.0 The students shall be able to identify and combine a variety of new vocabulary to construct sentences describing self, others, as well as places and things. The vocabulary will illustrate physical, mental and emotional characteristics of individuals, descriptions of places and things related to daily life and it should support the organization of a well constructed sentence in French.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the students shall be able to:

- 2.1 List nouns and adjectives pertaining to daily life in Francophone countries.
- 2.2 Compose simple sentences supporting the agreement of gender and number between nouns and adjectives in French, as well as their position in the sentence.
- 2.3 Describe self and others and compare qualities that are more common in the French culture compared to the U.S.
- 2.4 Discuss the structure and role of the family in the French culture and in the U.S. Differentiate between the nuclear and the extended family and its implications on society and the economy across cultures.
- 2.5 Analyze the educational systems in the Francophone world. Examine the similarities and differences between the French and U.S. systems including the university tradition, subjects of study, location of educational institutions, student social activism, career choices, and tuition cost.

Common Course Number FRE 1120

Unit 3 Expressing Present Reality

General Outcome:

- 3.0 The students shall be able to develop a command of the present indicative tense of all regular and most commonly used irregular verb conjugations to express daily activities, preferences, and emotional conditions.

Specific Measurable Learning Outcomes:

Upon the successful completion of this unit, the students shall be able to:

- 3.1 Use all subject pronouns and honorific titles, identifying their linguistic and cultural distinctions within Francophone cultures.
- 3.2 Demonstrate ability to form and answer questions and how these structures differ from English.
- 3.3 Compose negative sentences.
- 3.4 Use the immediate future and differentiate its use from the present indicative. Students shall be able to contrast the use of immediate future from the use of the future tense in English.

Course Number: FRE 1120

Unit 4 Idioms and Culture

General Outcome:

- 4.0 The students shall be able to use and distinguish the most common idioms necessary for daily communication and compare their linguistic and cultural relevance and differences to English.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the students shall be able to:

- 4.1 Identify and appropriately employ commonly used expressions with AVOIR, ÊTRE, FAIRE, and ALLER to convey linguistic and cultural meaning.
- 4.2 Demonstrate a command of the idiomatic use of verbs such as AVOIR, ÊTRE, FAIRE, and ALLER. Students shall be able to utilize these typical irregular verbs to communicate daily activities and examine how some of these key verbs are used to convey idiomatic expressions and meaning differently than English.
- 4.3 Analyze the intrinsic connection between language and culture through French idioms. The students shall be able to question and compare how language reveals a unique way of viewing reality and reflecting a particular culture and world view.

Common Course Number: FRE 1120

Unit 5 Communicating Time, Numbers, and Weather

General Outcome:

- 5.0 The students shall be able to communicate the concept of time, numbers, and weather, and differentiate its specific use in the French culture.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the students shall be able to:

- 5.1 Express cardinal numbers through one thousand and use them to solve mathematical problems, currency exchange conversions, weight measurements, shopping, and other current global applications. Students shall be able to evaluate the monetary system, metric system, and other related units of measurements used around the world and how they can impact the U.S. economy.
- 5.2 Discuss the ordinal numbers and Roman numerals, examine the use of commas and decimal points in the Francophone world in contrast to the American usage.
- 5.3 Combine numbers and expressions of time to convey time of day and days of the week. Students shall be able to evaluate cultural differences when discussing time and calendar, and how beliefs and behaviors are impacted by these differences, such as work schedules in the Francophone world.
- 5.4 Students shall be able to identify the names of seasons and the months of the year and examine the change of seasons according to geographic location. Describe and examine current weather phenomena and their social, economic, and environmental impact.

Unit 6 Cultural Readings

General Outcome:

- 6.0 The students will demonstrate a better understanding of the world and recognize its diversity and commonalities through readings, writing opportunities and class discussions.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 6.1 Read and comprehend selected readings in French. Demonstrate cultural literacy and a greater understanding of others and self in terms of linguistic and cultural differences. Through a series of cultural readings and dialogues students shall be able to discuss and compare cultural differences on important topics in the Francophone world.
- 6.2 Acquire vocabulary, improve pronunciation, and write short compositions. Expand linguistic and cultural literacy beyond the textbook by researching and presenting other related cultural topics through written and oral assignments and the use of technology and multimedia tools.
- 6.3 Analyze grammatical and cultural aspects of the readings and argue their universal value.
- 6.4 Relate and value the natural and social settings that inform our planet across the experience of the different civilizations that make up the Francophone world, i.e., natural phenomena and development, ecotourism and the environment, modern living and its consequence on the physical world and social relations and institutions.