



BROWARD COLLEGE COURSE OUTLINE

LAST REVIEW: 2010-2011

NEXT REVIEW: 2015-2016

STATUS: A

COURSE TITLE: Intermediate French 1

COMMON COURSE NUMBER: FRE 2220

CREDIT HOURS: 4

CONTACT HOUR BREAKDOWN

CLOCK HOURS:

Lecture: 64

Lab:

Clinic:

Other:

PREREQUISITE(S): A grade of C or better in FRE1121 or equivalent and/or instructor's approval.

COREQUISITE(S): None

PRE/COREQUISITE(S): None

COURSE DESCRIPTION: Continuation of FRE 1121. Review of the most essential grammatical structures with an introduction of new grammatical and idiomatic material. Composition and readings in French prose and culture. Conversation at an easy and enjoyable pace. Upon successful completion of this course, the students should be able to demonstrate an understanding of the more complex concepts of the grammatical and idiomatic principles of French and write and speak properly within the limits of this course. In addition, the student must show proficiency in comprehending various cultural and literary reading selections in the original French with different levels of reading difficulty. Students are encouraged to study abroad. Special fee charged.

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

UNIT TITLES

1. Review and Reinforce learning Outcomes of FRE 1120 and FRE 1121
2. Express Future and Conditional Experiences
3. Discuss Preference, Influence, Desire, Denial and Emotion
4. Formulate Comparisons
5. Pronouns
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**	1.5 2.5, 6.1, 6.3
2. Write clearly and coherently**	1.2, 1.3, 2.4, 205, 3.0, 5.2, 5.3, 6.2
3. Demonstrate literacy as appropriate within a given discipline**	1.0(b), 1.5(d), 3.3(d), 4.3(d), 5.1(d), 6.1(d), 6.1(c), 6.2(a, b, d), 6.4(g)
4. Apply problem solving skills or methods to make informed decisions in a variety of contexts**	3.1, 3.2, 4.1, 4.2, 6.3, 6.4
Course must include at least <u>one</u> of the following:	
5. Differentiate between ethical and unethical behavior	6.4
6. Demonstrate an understanding of the physical, biological, and social environments and how individual behaviors impact this complex system.	3.3, 6.4
7. Demonstrate an understanding of and appreciation for human diversities and commonalities.	1.5, 5.1, 6.1, 6.4
8. Speak and listen effectively.	1.1, 2.5, 5.1, 6.1, 6.3

**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 more complex 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	
5. Discussions (In class and online)	1.4, 2.3, 2.5, 3.3, 4.3, 5.1, 6.1, 6.3, 6.4
6. Multiple Choice tests	
7. Presentations	6.2
8. Service Learning Projects	
9. Quizzes (pop, announced, etc.)	1.2, 3.1, 3.2, 4.1, 4.2, 5.2, 5.3, 5.4
10. Take-home tests	
11. Summaries, critiques, and analyses	
12. Reaction papers	
13. Surveys	
14. Performance	1.1, 2.4, 3.1, 5.1
15. Short answer tests	1.2, 1.3, 1.5, 2.1, 2.2, 2.4, 3.1, 3.2, 3.3, 4.1, 4.2, 5.1, 5.2, 5.3, 5.4, 6.2
16. Classroom debates and colloquia	
17. Online lab and internet assignments	1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 5.2, 5.3, 5.4
18. Short compositions	1.5, 3.3, 4.3, 6.1, 6.4

UNITS

Unit 1 Review and Reinforce Learning Outcomes of FRE 1120 and FRE 1121

General Outcome:

- 1.0 The students shall be able to demonstrate comprehension and application of French grammar and important Francophone cultural aspects learned in FRE 1120 and FRE 1121.

Specific Measurable Learning Outcomes:

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

- 1.1 Analyze and apply basic French pronunciation and communication skills.
- 1.2 Express past experience and use regular and irregular verbs in the preterite tense in oral and written communication.
- 1.3 Express past experience and use regular and irregular verbs in the imperfect tense in oral and written communication.
- 1.4 Apply idioms and compare relevant cultural aspects of the Francophone world vis-à-vis the U.S.
- 1.5 Demonstrate an ability to read and interpret select cultural readings in French.

Unit 2 Express Future and Conditional Experience

General Outcome:

- 2.0 The student shall be able to demonstrate the proper use of the future and the conditional tenses in oral and written communication.

Specific Measurable Learning Outcomes:

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

- 2.1 Recognize and use regular and irregular verbs in the future tense.
- 2.2 Recognize and use regular and irregular verbs in the conditional tense.
- 2.3 Compare the use of the future and the conditional and examine the difference of their use in other languages.
- 2.4 Combine both tenses to formulate narrations and propose hypothetical solutions, both orally and in writing.
- 2.5 Apply the knowledge of both tenses in discussion of global historical, political, and cultural events.

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Unit 3 Discuss Preference, Influence, Desire, Denial and Emotions

General Outcome:

- 3.0 The students shall be able to use the subjunctive mood and the conditional tense to describe and examine preference, desire and emotion in oral and written communication

Specific Measurable Learning Outcomes:

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

- 3.1 Recognize and use regular and irregular verbs in the subjunctive mood. Utilize those verbs to formulate a set of instructions, directions, and advice.
- 3.2 Select the proper mood, subjunctive or indicative, when expressing factual, non-factual and hypothetical conditions.
- 3.3 Compare how these preferences are expressed differently in English, with emphasis on the cultural and philosophical concept of loving people, things and activities.

Unit 4 Formulate Comparisons**General Outcome:**

- 4.0 The students shall be able to demonstrate the use of comparatives to compare and contrast people, objects and actions.

Specific Measurable Learning Outcomes:

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

- 4.1 Apply the comparative construction to compare people or objects and actions.
- 4.2 Apply the superlative construction to compare extremes in geography, daily and recreational activities and personal descriptions.
- 4.3 Discuss and value the commonalities and differences between Francophone cultures and others.

Common Course Number: FRE 2220

Unit 5 Pronouns

General Outcome:

- 5.0 The students shall be able to successfully employ pronominal pronouns. Additionally, the student will identify reflexive and reciprocal actions and learn how to link words and phrases with relative pronouns.

Specific Measurable Learning Outcomes:

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

- 5.1 Express the idea of each other or one another. Illustrate the difference between those pronouns in French with emphasis on the cultural and philosophical concept of loving people, things and daily activities.
- 5.2 Demonstrate correct pronoun placement using the present, past and future tenses, and the use of pronouns with formal commands.
- 5.3 Select and use simple and complex relative pronouns to link multiple phrases to avoid repetition.
- 5.4 Select and properly use interrogative adjectives and pronouns.

Common Course Number: FRE 2220

Unit 5 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 literary and cultural readings, students shall be able to discuss and compare cultural differences on important topics such as social and labor relationships, modern life, current events and the arts and technology.
- 6.2 Acquire vocabulary, improve pronunciation, and write short compositions. Expand their 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, ethical issues related to modern living and its consequence on the physical world.