



## COURSE OUTLINE SPRING 2009

Course Number	Course Title	Credits
FRE 101	Beginning FRENCH I	3
<b>Hours:</b>	<b>Co- or Pre-requisite</b>	<b>Implementation</b>
3 lecture	N/A	Fall 2008

### **Catalog description (2006-2009 Catalog):**

Introduces fundamentals of grammar, pronunciation and vocabulary. Strong emphasis on interactive conversation, basic skills in listening, reading and writing. Emphasis on geography, culture and major figures of French-speaking countries.

**Is course New, Revised, or Modified?** Revised

### **Required texts/other materials:**

Oates and Oukada. *ENTRE AMIS*. Houghton Mifflin. 2006.

**Revision date:** **Course coordinator:** Dr. D. Seider,

July 2008

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**Information resources:**

[www.hmco.com](http://www.hmco.com)

student laboratory manual for *ENTRE AMIS*

**Other learning resources:** (Describe any other student learning resources that are specific to this course, including any special tutoring or study group support, learning system software, etc.)

In-Text Audio CD 1  
In-Text Audio CD 2  
Student homework CD

**Course Competencies/Goals**

***The student will be able to***

1. develop competencies in reading, writing, speaking and listening.
2. to conjugate regular er verbs, regular re verbs, regular ir verbs, and the irregular verbs we cover in class.
3. read passages in French, recite them and translate them.
4. memorize selected short French conversations and recite them.
5. listen to French dictation and write exactly what they hear.
6. complete laboratory exercises in our class lab manual which correspond to each completed chapter in our text.
7. demonstrate excellence in the French language by completing five computerized exercises at the text's website.
8. listen to the CD-ROM which accompanies the text on a weekly basis, enhancing listening and speaking ability in the French language.
9. compare and contrast cultural practices in France and in French-speaking areas of the world with American cultural practices.
10. create and participate in conversational role-plays using vocabulary acquired in class and in text.

## **General Education Knowledge Goals:**

**Goal 1. Communication.** Students will communicate effectively in both speech and writing.

**Goal 4. Technology.** Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

**Goal 6. Humanities.** Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

**Goal 8. Diversity.** Students will understand the importance of a global perspective and culturally diverse peoples.

**Goal 9. Ethical Reasoning and Action.** Students will understand ethical issues and situations.

## **MCCC CORE SKILLS:**

**Goal A. Written and Oral Communication in English.** Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.

**Goal B. Critical Thinking and Problem-solving.** Students will use critical thinking and problem solving skills in analyzing information.

**Goal C. Ethical Decision-Making.** Students will recognize, analyze and assess ethical issues and situations.

**Goal D. Information Literacy.** Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

**Goal E. Computer Literacy.** Students will use computers to access, analyze or present information, solve problems, and communicate with others.

**Goal F. Collaboration and Cooperation.** Students will develop the interpersonal skills required for effective performance in group situations.

**Goal G. Intra-Cultural and Inter-Cultural Responsibility.** Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

## **UNITS OF STUDY IN DETAIL:**

### **PRELIMINARY UNIT-** Numbers, Time, Gender, Alphabet and Weather

#### **Student Learning Outcomes:**

##### ***The student will be able to:***

Count to 20 (COURSE SLO: 1 GEN. ED. GOAL: 1 MCCC CORE SKILL: A

Tell clock time 1,3, B

Differentiate between le for masculine and la for feminine 1,1,G

Recite the French alphabet 1,1, D

Describe the weather 1,1,D

Complete Lab Manual Preliminary exercises 6, 6, D

### **UNIT I- Bonjour!**

##### ***The student will be able to:***

Introduce self and others 10, 1, F

Ask pertinent introductory questions such as:” Where do you live?” 1,8,D

Memorize a conversation in a Paris hotel 4, 1, D

Explain basic accent and rhythm in the French language 8,1, A

Pronounce vocabulary in the chapter 1,1, D

Complete laboratory exercises 6, 6, D

Practice speaking with our CD for this unit 8,1,E

### **UNIT II- Getting to Know You**

##### ***The student will be able to:***

Use the French alphabet in spelling names and places 1,1,D

Demonstrate a detailed understanding of French accent marks 1, 6, D

Ask and respond to "How are you?" 1, 1, A

Give compliments and respond to them 10, 1, D

Use vocabulary used in offering, accepting and refusing food and beverages 10, 1, D

Express likes and dislikes 2, 6, B

Complete laboratory exercises 6, 6, B

Take a dictation on information in this unit 5, 6, D

Conjugate 24 regular er verbs 2, 6, D

Practice speaking with our CD for this unit 8, 1, G

### **UNIT III- At our Home**

#### ***The student will be able to:***

Point out family members in a family photo 1, 6, B

Share more sophisticated numerical information 1, 1, F

Identify furniture, appliances and technological equipment in one's home 9, 6, G

Use vocabulary appropriate to arriving at a train station in France 10, 1, F

Demonstrate mastery of the possessive adjectives: mon, ma, mes, ton, ta, tes, son, sa, ses, notre, notre, nos, votre, votre, vos, leur, leur, leurs 1, 1, D

Explain the cultural question for this unit on the use of "tu" and "vous," and the use of "euh" 1, 1, A

Complete laboratory exercises on this unit 6, 8, G

Pronounce conversational section of our CD for this unit 8, 1, D

## **UNIT IV- Identity**

### ***The student will be able to:***

- Write a postcard in French to a friend, using vocabulary in this unit 1,1,D
- Understand nasal vowels and how they differ from other vowels 1, 1, B
- Describe personal characteristics such as “charmant” 3, 6, B
- Name clothing that is worn on a regular basis as well as accessories 1, 8,G
- Discuss what they do at home 1,8,G
- List professions and areas of interest 9,1, G
- Explain cultural influences of the English language on the French language, such as “le tee shirt” and “le software” 9,1,G
- Complete writing exercises in our lab manual 6,1,B
- Perform more extensive practice with our class CD 8,1, E

## **UNIT V- What’s New?**

### ***The student will be able to:***

- Explain the immediate future such as: I “am going to” dance 2,6,B
- Memorize a conversation about going out for the evening 4,1,G
- Explain a schedule of events 7,1, B
- List at least 25 places such as the library, university, gym, cafeteria, mall, etc. and explain where to find them 1,1, B
- Read French poetry and recite it in class, either from our text or supplements selected by the professor 3,6,G
- Complete laboratory exercises 6,1,B
- Take a dictation using vocabulary of this unit 5,1,D
- Write a composition using the places enumerated in this unit 1,1, B

**Evaluation of Student Learning:**

1. Weekly textbook exercises- 5%
2. Weekly laboratory manual exercises-10%
3. 5 UNIT tests per semester-70%
4. Dictation-5%
5. Exit requirement-recitation of a memorized conversation-10%

**Statement of Academic Integrity:**

MCCC maintains an ethical policy on originality of student work. All use of the work of others must be surrounded by quotation marks if the author is directly quoted, or given citations if the author is paraphrased. The College's academic integrity policy is available on: [http://mlink.mccc.edu/omb/0403\\_academic\\_integrity\\_OMB210.pdf](http://mlink.mccc.edu/omb/0403_academic_integrity_OMB210.pdf)