COURSE OUTLINE

Course Number          Course Title          Credits
FRE 101                Beginning FRENCH I      3

Hours: Co- or Pre-requisite Implementation
3 lecture         N/A            Spring 2017

Catalog description (2018-2019 Catalog): Prerequisite: N/A, Placement by exam or permission of instructor is recommended. The first in a sequence of courses designed for students with little or no prior knowledge of French. Spoken communication in French is both the end goal and the means of instruction. The course emphasizes the four communicative skills in a culturally authentic context. Reading and writing are assigned out of class to facilitate effective listening and speaking practice in class. Basic grammar skills are also introduced.

Is course New, Revised, or Modified? Revised

Required texts/other materials:
 Portails. Publisher: Vista Higher Learning.

Revision date: Course coordinator: Daniel D’Arpa
Spring 2019 (609)570-3318 darpad@mccc.edu

Information resources:
Access code to vhlcentral.com
(The passcode gives students access to a web-based instructional system that supports the textbook and includes learning and assessment tools.)
Access to Blackboard learning platform

Other learning resources:

Students are encouraged to purchase a French-English dictionary or gain access to such dictionaries online. French tutoring is available in the Learning Center. French language learning software is available on the MCCC library website.

Course Competencies/Goals:

Upon successful completion of the course, the student will be able to:

1. Demonstrate reading comprehension of written French on basic level. (ILG 6,10) [Methods of assessment: small and large group discussion; individual written assignments; written test]
2. Demonstrate the ability to move a spoken conversation forward, with basic listening comprehension and speaking skills. (ILG 6,10) [Methods of assessment: small and large group discussion; guided dialogue]
3. Write French on a basic level. (ILG 6,10) [Methods of assessment; short essay; written test]
4. Identify basic grammatical elements of French sentence structure. (ILG 4, 6, 10) [Methods of assessment: completion of written tasks; tests]
5. Demonstrate knowledge of the daily lives of the French-speaking peoples of the world; and current and past contributions made by French-speaking peoples to world literature, art, music, science, and commerce. (ILG 8, 10) [Methods of assessment: small and large group discussion; tests; completion of homework assignments].

ILGs: The course meets the following Institutional Learning Goals (ILG)

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 and Global Perspective: Students will understand the importance of a global perspective and culturally diverse peoples.
Goal 10. 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.

UNITS OF STUDY IN DETAIL:

UNIT 1: Friends, Colleagues and the Classroom [SLO 1-5; ILG 4,6,8,10]

The student will demonstrate in French how to:

1. Greet people and introduce oneself
2. Describe people and things
3. Ask questions and conduct classroom business
4. Recognize, list, and communicatively formulate differences in formal vs. informal speech, interrogative words, subject pronouns, and adjectives and conjugate the verb ‘être’

5. Identify and explain differences in the use of formal and informal speech depending on regions.

6. Compare and contrast constructions in the action of greetings and goodbyes between the U.S. and Francophone cultures.

UNIT 2: University Life[SLO 1-5; ILG 4,6,8,10]

The student will demonstrate in French how to:

1. Talk about pasttimes and daily activities.
2. Express likes and dislikes.
3. Describe the university campus and course schedules including telling time.
4. Recognize, pronounce, and communicatively formulate expressions of negation and definite articles; conjugate ‘-er’ verbs and the verb ‘avoir’.
5. Identify characteristics of Francophone universities.

UNIT 3: Home Life[SLO 1-5; ILG 4,6,8,10]

The student will demonstrate in French how to:

1. Talk about family and relationships
2. Describe personality characteristics
3. Discuss personal life activities
4. Rent a room or apartment
5. Recognize, pronounce and communicatively formulate possessive adjectives, descriptive adjectives, and prepositions of space and conjugate the verb ‘venir’.
6. Compare and contrast features of family relations and home life between the U.S. and Francophone cultures.

UNIT 4: Work and leisure[SLO 1-5; ILG 4,6,8,10]

The student will demonstrate in French how to:

1. Talk about jobs and the workplace.
2. Describe nationalities.
3. Tell time.

4. Discuss daily activities and make future plans

5. Distinguish between ‘il est’ vs. ‘c’est’, and conjugate the verbs ‘aller, faire, and jouer’.

6. Identify traditional and modern professions in Francophone cultures.

7. Compare and contrast sports between U.S. and Francophone cultures.

UNIT 5: Getting together, hanging out [SLO 1-5; ILG 4,6,8,10]

The student will demonstrate in French how to:

1. Talk about responsibilities and desires.
2. Make plans with friends.
3. Discuss eating habits.
4. Invite someone to eat.
5. Identify, pronounce and communicatively formulate interrogative questions and stressed pronouns; and conjugate the verbs ‘vouloir, pouvoir, devoir, sortir, prendre, boire’, and ‘-er’ verbs.
6. Identify popular and traditional Francophone celebrations.
7. Compare and contrast eating habits between the U.S. and Francophone cultures.

UNIT 6: What Happened? [SLO 1-5; ILG 4,6,8,10]

The student will demonstrate in French how to:

1. Tell a story.
2. Talk about past events.
3. Conjugate and communicatively formulate verbs in the ‘passe composé’, and using direct object pronouns and verbs like ‘venir and choisir’.

Evaluation of student learning:

- Students will complete a written test after each unit studied including a Midterm and a Final examination. The Midterm will be comprehensive of units 1-3 and the Final will be comprehensive of units 4-6. These written assessments will measure skill levels in reading comprehension, writing, grammar constructions and listening comprehension.
- Further assessment of writing skills will be evaluated by at least three in-class short essay writing.
- Spoken communication (speaking and listening) will be assessed by at least two oral
presentations in the form of spontaneous dialogue.

- Required work in preparation for each class includes the study of vocabulary lists and grammar explanations. Activities that contextualize these points will be completed on a daily basis. These assignments can be done individually by students and are not necessarily communicative in nature.
- Daily in-class course work will be comprised of communicative activities which develop precisely those skills that the student cannot perform alone at home: that is, speaking with others in French. The language of instruction and classroom business is French.

**Academic Integrity Statement: Academic Integrity Policy:**

The Academic Integrity Policies of Mercer County Community College are based on the premise that each student has the responsibility (1) to uphold the highest standards of academic integrity in the student’s own work, (2) to refuse to tolerate academic dishonesty in the college community, and (3) to foster a high sense of integrity and social responsibility on the part of the college community. Students should become familiar with and strictly adhere to MCCC's Academic Integrity policies. Refer to [http://www.mccc.edu/admissions_policies_integrity.shtml](http://www.mccc.edu/admissions_policies_integrity.shtml).