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<th>Course Number</th>
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<td>FRE 102</td>
<td>Beginning French II</td>
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**Hours:** 3 lecture  
**Co- or Pre-requisite:** FRE 101, Placement by exam, or Permission of Instructor  
**Implementation:** Spring 2017

**Catalog description:** Prerequisite: FRE 101 with a minimum C grade, placement by exam, or permission of instructor. The second 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:** Spring 2019  
**Course coordinator:** Daniel D’Arpa. (609)570-3318, darpad@mccc.edu

**Information resources:**  
Access code to vhcentral.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)
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

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’.

UNIT 7: Eating and Cuisine [SLO 1-5; ILG 4,6,8,10]
The student will demonstrate in French how to:
1. Explain the preparation of foods
2. Describe and follow food recipes
3. Instruct others in preparing meals
4. Recognize, list, and communicatively formulate expressions with indefinite quantities, the pronoun “en”, direct object pronouns, and command forms and conjugate verbs of minor spelling changes
5. Compare and contrast constructions in eating habits between the U.S. and Francophone cultures.

UNIT 8: Memories [SLO 1-5; ILG 4,6,8,10]
The student will demonstrate in French how to:
1. Talk about earlier stages of life and past experiences.
2. Express lifestyle differences between ages and stages of life.
3. Describe images and events in a photo album.
4. Recognize, pronounce, and communicatively formulate expressions of comparison;
conjugate verbs in past tense (imparfait and passé compose); and link ideas with “qui, que, ou”.
6. Identify characteristics of Francophone primary schools.
7. Compare and contrast experiences of primary school and elementary education between U.S. and Francophone cultures.

UNIT 9: The Francophone World [SLO 1-5; ILG 4,6,8,10]
The student will demonstrate in French how to:
1. Talk about modes of transportation
2. Describe geography of francophone regions
3. Plan a vacation itinerary
4. Recognize, pronounce and communicatively formulate expressions with the pronoun “y”, comparatives and superlatives; making recommendations with “il faut, il vaut mieux, etc”; differentiating between “savoir” and “connaitre”.
5. Compare and contrast art and music between the U.S. and Francophone cultures.

UNIT 10: The home and daily routines [SLO 1-5; ILG 4,6,8,10]
The student will demonstrate in French how to:
1. Talk about daily routines.
2. Describe physical spaces of a home.
3. Discuss chores and home work.
4. Use negative expressions, conjugate pronominal verbs and conjugate verbs in the imperative form.
5. Identify traditional and modern concepts of roles and responsibilities in Francophone households.
6. Compare and contrast domestic chores and family member roles between U.S. and Francophone households.

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).