Course Number: FRE 101
Course Title: Beginning FRENCH I
Credits: 3

Hours: 3 lecture
Co- or Pre-requisite: N/A
Implementation: Spring 2013

Catalog description:
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:

Revision date: Spring 2017
Course coordinator: Daniel D’Arpa
Phone: (609)570-3318
e-mail: darpad@mccc.edu
Information resources:

www.cengage.com/french/motifs

online Student Activity Manual

online iLrn: Heinle Learning Center

Other learning resources:

Students are encouraged to purchase a French-English dictionary or gain access to such online dictionaries.

Tutoring is available in the Learning Center.

French language learning software is available in the library.

Course Competencies/Goals:

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

1. Demonstrate reading comprehension of written French on a basic level.
2. Demonstrate listening comprehension of spoken French on a basic level.
3. Write French on a basic level.
4. Speak French on a basic level.
5. Identify basic grammatical elements of French sentence structure.
6. Demonstrate knowledge of the culture, history, and daily lives of the French-speaking peoples of the world.
7. Identify current and past contributions made by French-speaking peoples to world literature, art, music, science, and commerce.

Course-specific General Education Knowledge Goals and Core Skills:

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 5. Social Science. Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.

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.

MCCC Core Skills

Goal A. Written and Oral Communication […]. Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.

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:

UNIT 1: Friends, Colleagues and the Classroom

The student will demonstrate in French how to:

1. Greet people and introduce oneself (Course Goals: 1, 2, 3, 4 ; General Education Goals: 1, 4, 6; Core Skills: A, E, F )
2. Describe people and things (Course Goals: 1, 2, 3, 4 ; General Education Goals: 1, 4, 6; Core Skills: A, E, F)
3. Ask questions and conduct classroom business (Course Goals: 1, 2, 3, 4 ; General
Education Goals: 1, 4, 6; Core Skills: A, E, F)

4. Recognize, list, and communicatively formulate differences in formal vs. informal speech, interrogative words, subject pronouns, and adjectives and conjugate the verb ‘être’ (Course Goals: 5 ; General Education Goals: 4, 6 ; Core Skills: D, E, F)

5. Identify and explain differences in the use of formal and informal speech depending on regions. (Course Goals: 5; General Education Goals: 4, 6, 8; Core Skills: E, G)

6. Compare and contrast constructions in the action of greetings and goodbyes between the U.S. and Francophone cultures. (Course Goals: 6; General Education Goals: 4, 6, 8; Core Skills: E, G)

UNIT 2: University Life

The student will demonstrate in French how to:

1. Talk about pasttimes and daily activities. (Course Goals: 1, 2, 3, 4 ; General Education Goals: 1, 4, 6; Core Skills: A, E, F)

2. Express likes and dislikes. (Course Goals: 1, 2, 3, 4 ; General Education Goals: 1, 4, 6; Core Skills: A, E, F)

3. Describe the university campus and course schedules including telling time. (Course Goals: 1, 2, 3, 4 ; General Education Goals: 1, 4, 6; Core Skills: A, E, F)

4. Recognize, pronounce, and communicatively formulate expressions of negation and definite articles; conjugate ‘-er’ verbs and the verb ‘avoir’. (Course Goals: 5 ; General Education Goals: 4, 6 ; Core Skills: D, E, F)

5. Identify characteristics of Francophone universities. (Course Goals: 5; General Education Goals: 4, 6, 8; Core Skills: E, G)

7. Compare and contrast pasttimes between U.S. and Francophone cultures. (Course Goals: 6; General Education Goals: 4, 6, 8; Core Skills: E, G)

UNIT 3: Home Life

The student will demonstrate in French how to:

1. Talk about family and relationships (Course Goals: 1, 2, 3, 4 ; General Education Goals: 1, 4, 6; Core Skills: A, E, F)

2. Describe personality characteristics(Course Goals: 1, 2, 3, 4 ; General Education Goals: 1, 4, 6; Core Skills: A, E, F)

3. Discuss personal life activities (Course Goals: 1, 2, 3, 4 ; General Education Goals: 1,
UNIT 4: Work and leisure

The student will demonstrate in French how to:

1. Talk about jobs and the workplace. (Course Goals: 1, 2, 3, 4; General Education Goals: 1, 4, 6; Core Skills: A, E, F)

2. Describe nationalities. (Course Goals: 1, 2, 3, 4; General Education Goals: 1, 4, 6; Core Skills: A, E, F)

3. Tell time. (Course Goals: 1, 2, 3, 4; General Education Goals: 1, 4, 6; Core Skills: A, E, F)

4. Discuss daily activities and make future plans. (Course Goals: 1, 2, 3, 4; General Education Goals: 1, 4, 6; Core Skills: A, E, F)

5. Distinguish between ‘il est’ vs. ‘c’est’, and conjugate the verbs ‘aller, faire, and jouer’. (Course Goals: 5; General Education Goals: 4, 6; Core Skills: D, E, F)

6. Identify traditional and modern professions in Francophone cultures. (Course Goals: 5; General Education Goals: 4, 6, 8; Core Skills: E, G)

7. Compare and contrast sports between U.S. and Francophone cultures. (Course Goals: 6; General Education Goals: 4, 6, 8; Core Skills: E, G)

UNIT 5: Getting together, hanging out.

The student will demonstrate in French how to:

1. Talk about responsibilities and desires. (Course Goals: 1, 2, 3, 4; General Education Goals: 1, 4, 6; Core Skills: A, E, F)

2. Make plans with friends. (Course Goals: 1, 2, 3, 4; General Education Goals: 1, 4, 6; Core Skills: A, E, F)
3. Discuss eating habits. (Course Goals: 1, 2, 3, 4 ; General Education Goals: 1, 4, 6; Core Skills: A, E, F)

4. Invite someone to eat. (Course Goals: 1, 2, 3, 4 ; General Education Goals: 1, 4, 6; Core Skills: A, E, F)

5. Identify, pronounce and communicatively formulate interrogative questions and stressed pronouns; and conjugate the verbs ‘vouloir, pouvoir, devoir, sortir, prendre, boire’, and ‘-er’ verbs. (Course Goals: 5 ; General Education Goals: 4, 6 ; Core Skills: D, E, F)

6. Identify popular and traditional Francophone celebrations. (Course Goals: 5 ; General Education Goals: 4, 6, 8; Core Skills: E, G)

7. Compare and contrast eating habits between the U.S. and Francophone cultures. (Course Goals: 6 ; General Education Goals: 4, 6, 8; Core Skills: E, G)

UNIT 6: What Happened?

The student will demonstrate in French how to:

1. Tell a story. (Course Goals: 1, 2, 3, 4 ; General Education Goals: 1, 4, 6; Core Skills: A, E, F)

2. Talk about past events. (Course Goals: 1, 2, 3, 4 ; General Education Goals: 1, 4, 6; Core Skills: A, E, F)

3. Conjugate and communicatively formulate verbs in the ‘passe composé’, and using direct object pronouns and verbs like ‘venir and choisir’. (Course Goals: 5 ; General Education Goals: 4, 6 ; Core Skills: D, E, F)

4. Compare and contrast news media between U.S. and Francophone cultures. (Course Goals: 6 ; General Education Goals: 4, 6, 8; Core Skills: E, G)

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).