## COURSE OUTLINE

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRE 102</td>
<td>Beginning French II</td>
<td>3</td>
</tr>
</tbody>
</table>

### Hours:
- 3 lecture

### Co- or Pre-requisite:
- FRE 101, Placement by exam, or Permission of Instructor

### Implementation:
- Spring 2013

### 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:

### Revision date:
- Spring 2017

### Course coordinator:
- Daniel D’Arpa. (609)570-3318, 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 7: Eating and Cuisine

The student will demonstrate in French how to:

1. Explain the preparation of foods (Course Goals: 1, 2, 3, 4; General Education Goals: 1, 4, 6; Core Skills: A, E, F)

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

3. Instruct others in preparing meals (Course Goals: 1, 2, 3, 4; General Education Goals:...
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 (Course Goals: 5 ; General Education Goals: 4, 6 ; Core Skills: D, E, F)

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

UNIT 8: Memories

The student will demonstrate in French how to:

1. Talk about earlier stages of life and past experiences. (Course Goals: 1, 2, 3, 4 ; General Education Goals: 1, 4, 6; Core Skills: A, E, F)

2. Express lifestyle differences between ages and stages of life. (Course Goals: 1, 2, 3, 4 ; General Education Goals: 1, 4, 6; Core Skills: A, E, F)

3. Describe images and events in a photo album. (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 comparison; conjugate verbs in past tense (imparfait and passé compose); and link ideas with “qui, que, ou”. (Course Goals: 5 ; General Education Goals: 4, 6 ; Core Skills: D, E, F)

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

6. Compare and contrast experiences of primary school and elementary education between U.S. and Francophone cultures. (Course Goals: 6; General Education Goals: 4, 6, 8; Core Skills: E, G)

UNIT 9: The Francophone World

The student will demonstrate in French how to:

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

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

3. Plan a vacation itinerary (Course Goals: 1, 2, 3, 4 ; General Education Goals: 1, 4, 6; Core Skills: A, E, F)
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”. (Course Goals: 5 ; General Education Goals: 4, 6 ; Core Skills: D, E, F)

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

UNIT 10: The home and daily routines

The student will demonstrate in French how to:

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

2. Describe physical spaces of a home. (Course Goals: 1, 2, 3, 4 ; General Education Goals: 1, 4, 6; Core Skills: A, E, F)

3. Discuss chores and home work. (Course Goals: 1, 2, 3, 4 ; General Education Goals: 1, 4, 6; Core Skills: A, E, F)

4. Use negative expressions, conjugate pronominal verbs and conjugate verbs in the imperative form. (Course Goals: 5 ; General Education Goals: 4, 6 ; Core Skills: D, E, F)

5. Identify traditional and modern concepts of roles and responsibilities in Francophone households. (Course Goals: 6; General Education Goals: 4, 6, 8; Core Skills: E, G)

6. Compare and contrast domestic chores and family member roles between U.S. and Francophone households. (Course Goals: 6 ; General Education Goals: 4, 6, 8; Core Skills: E, G)

UNIT 11: Tourism in France.

The student will demonstrate in French how to:

1. Make reservations for travel and stay. (Course Goals: 1, 2, 3, 4 ; General Education Goals: 1, 4, 6; Core Skills: A, E, F)

2. Express needs and request information and assistance. (Course Goals: 1, 2, 3, 4 ; General Education Goals: 1, 4, 6; Core Skills: A, E, F)

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

4. Express beliefs. (Course Goals: 1, 2, 3, 4 ; General Education Goals: 1, 4, 6; Core
5. Identify, conjugate, pronounce and communicatively formulate expressions with verbs in the future tense, the verbs “voir” and “croire”, “avoir” with past participles, and the expression “Avoir besoin de...”. (Course Goals: 5 ; General Education Goals: 4, 6 ; Core Skills: D, E, F)

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

7. Compare and contrast perceptions and stereotypes of the “other” between the U.S. and Francophone cultures. (Course Goals: 6 ; General Education Goals: 4, 6, 8; Core Skills: E, G)

UNIT 12: The Youth and their Future

The student will demonstrate in French how to:

1. Discuss fads and forms of speech among young people. (Course Goals: 1, 2, 3, 4 ; General Education Goals: 1, 4, 6; Core Skills: A, E, F)

2. Give and accept compliments. (Course Goals: 1, 2, 3, 4, 6 ; General Education Goals: 1, 4, 6; Core Skills: A, E, F)

3. Communicatively formulate and pronounce expressions with relative pronouns for emphasis; and with demonstrative pronouns to point things out. (Course Goals: 5 ; General Education Goals: 4, 6 ; Core Skills: D, E, F)

4. Compare and contrast issues of communication relevant to young people 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).