

FREN 0001 - ELEMENTARY FRENCH - LEVEL I

Catalog Description

Hours: 72 lecture

Description: Listening, speaking, reading, and writing in French. Fundamentals of French pronunciation and grammar. Introduction to the culture of the French-speaking people. Corresponds to two years of high school study. (CSU, UC)

Course Student Learning Outcomes

- CSLO #1: Recognize and paraphrase elementary French spoken in simple present tense at moderate conversational speed.
- CSLO #2: Produce accurate pronunciation with grammatically correct sentences in Novice Mid level conversations.
- CSLO #3: Recognize and explain what is read in simple present tense from any elementary reading passage.
- CSLO #4: Write short sentences and paragraphs in simple present tense using correct syntax.
- CSLO #5: Compare and contrast cultural perspectives based on reading, discussions and videos.

Effective Term

Fall 2020

Course Type

Credit - Degree-applicable

Contact Hours

72

Outside of Class Hours

144

Total Student Learning Hours

216

Course Objectives

1. Differentiate between French and English stress and intonations.
2. Formulate French words and sentences using the correct intonation and sounds.
3. Recognize and use cognates in written and oral expressions.
4. Distinguish between formal and informal conversation.
5. Identify and demonstrate proper usage of articles, nouns and adjectives.
6. Compare affirmative and negative sentences.
7. Conjugate regular "er" and "ir" ending verbs in the present tense.
8. Use vocabulary to describe people, talk about activities, likes and dislikes, family, classes, time, date, weather and plans.
9. Distinguish between possessive and descriptive adjectives.
10. Recognize and practice irregular verbs 'etre', 'avoir', 'faire', "prendre" and 'aller' in the present tense.
11. Formulate questions.
12. Use prepositions to describe location.

13. Discuss and write about events taking place in the present and the near future.
14. Identify and use stem-changing verbs such as 'payer', 'acheter', "espérer", "célébrer" and 'préférer'.
15. Compare French grammar to English grammar.
16. Differentiate between French, Francophone, and American culture in areas such as geography, food, music, politics, governments, shopping, social life and student life.
17. Identify French-speaking countries on a map.
18. Watch authentic French video clips.
19. Demonstrate an understanding of French reading material.

General Education Information

- Approved College Associate Degree GE Applicability
 - AA/AS - Literature & Language
- CSU GE Applicability (Recommended-requires CSU approval)
 - CSUGE - C2 Humanities
- Cal-GETC Applicability (Recommended - Requires External Approval)
- IGETC Applicability (Recommended-requires CSU/UC approval)
 - IGETC - 6A Lang other than Eng

Articulation Information

- CSU Transferable
- UC Transferable

Methods of Evaluation

- Classroom Discussions
 - Example: Students will read a culture note in the text and answer a series of questions. They will come to class prepared to discuss the topic and share their answers. ex: In the text, read the notes on French public parks and answer the comprehension questions. Rubric graded.
- Essay Examinations
 - Example: Students write a 25 sentences essay in French on their activity for the upcoming week-end. They will use vocabulary pertaining to leisure and express themselves in the near future, using the construction "aller + infinitive". Rubric grading.
- Objective Examinations
 - Example: Students fill-in the blanks with the correct form of the conjugated verbs in parentheses. ex: 1. Marc et Noah _____ (écouter) de la musique. 2. Tu _____ (manger) au restaurant? 3. Stéphane _____ (réussir) l'examen. Grade based on correct verb forms.
- Problem Solving Examinations
 - Example: Students will choose a word and place it in the right sentence. ex: le dessin - nager - faire de la planche à voile - les cartes 1. Maman aime l'art et surtout _____. 2. Luc est sportif. Il aime _____ dans la piscine. 3. Les enfants jouent aux _____ le samedi. Grade based on correct answers.
- Projects
 - Example: Students will present a French-speaking movie with 2 partners. They will answer questions on a PowerPoint presentation and write an individual reaction paper. Graded on a rubric.
- Skill Demonstrations
 - Example: With a partner, students create a mini dialogue (in French) using chapter vocabulary and grammatical concepts

with a maximum of 8 sentences each. Students will present the dialogue in front of class. Rubric grading.

Repeatable

No

Methods of Instruction

- Lecture/Discussion
- Distance Learning

Lecture:

1. Assign chapter reading on French family life. Through in-class discussion, compare and contrast French family life to how you see families in America, thus encouraging students to respect cultural differences as well as develop an awareness of global similarities. (Course Objectives 16, 19 - CSLO 3 and 5)
2. Instructor shows pictures of celebrities using a PowerPoint presentation. The instructor describes the celebrities using new adjectives. "Emmanuel Macron. Il est brun et de taille moyenne. Il est important. Il n'est pas grand. Il est marié et il est occupé. Il est président". Then the instructor will ask questions to the class, such as: "il est américain ou français?", "il est sociable?", "il est paresseux ou travailleur?". The instructor will then proceed and go over the new adjectives using a picture to illustrate each word. After that, the students will work with a partner to describe themselves, their family members or other celebrities.

Distance Learning

1. Instructor will create a graded discussion board prompt on the LMS for students to practice their verb conjugations. Students will reply to the prompt in written format as well as upload a voice recording. Students will give a subject pronoun for another student to give the verb conjugation for être (to be). Students will post another time answering/ giving the conjugation for another student's subject pronoun.
2. Instructor will provide instructions for students to watch a Francophone film with intent to recognize spoken French by native French-speakers and recognize cultural differences and similarities. Students will watch a film (of at least 90 minutes) and will write a short response paper (500-600 words) in English of what they understood in French and explain the cultural differences and similarities to their own culture. Students will also write 10 present-tense sentences in French responding to the film.

Typical Out of Class Assignments

Reading Assignments

1. Read the following sentences and decide if they are true or false:
 - a. C'est facile d'être reçu à un examen de mathématiques.
 - b. 12 est une très bonne note.
 - c. Une bourse est très utile.
 - d. Avoir un diplôme de l'université est facile.
 - e. Je mange au resto-U.
 - f. Le français est une langue étrangère.
 - g. J'utilise un ordinateur dans le cours d'informatique.
2. Read the cultural notes on Belgium and discuss the importance of the city of Brussels. Answer comprehension questions in French. Fondée au septième siècle, la ville de Bruxelles a été choisie en 1958, en partie pour sa situation géographique centrale, comme siège de la C.E.E. Aujourd'hui, elle reste encore le siège de l'Union européenne (l'U.E.), lieu central des institutions et des décisions européennes. On y trouve le Parlement européen, organe législatif de l'U.E., et depuis 1967, le

siège de l'OTAN. Bruxelles est une ville très cosmopolite, avec un grand nombre d'habitants étrangers. Elle est aussi touristique, renommée pour sa Grand-Place, ses nombreux chocolatiers et la grande qualité de sa cuisine. a. Pourquoi est-ce que la ville de Bruxelles a été choisie comme siège de la C.E.E.? b. Quelles autres institutions sont à Bruxelles c. Pourquoi est-ce que la ville est célèbre?

Writing, Problem Solving or Performance

1. Write a composition in French giving a detailed description of your family members using descriptive and possessive adjectives. Rubric grading.
2. Introduce yourself in French, including basic information such as nationality, physical appearance, preferred activities, family and classes. Rubric grading.

Other (Term projects, research papers, portfolios, etc.)

1. In groups of 4, students will present a French-speaking movie to the class, using a PowerPoint presentation.
2. Students will complete online activity manual to practice pronunciation, spelling, intonation, grammar, reading, listening and writing skills.
3. Students will present short dialogues to the class with a partner. The dialogues will include vocabulary and grammar from the lesson being studied.

Required Materials

- Espaces
 - Author: Mitchell - Tano
 - Publisher: Vista Higher Learning
 - Publication Date: 2019
 - Text Edition: 4th
 - Classic Textbook?:
 - OER Link:
 - OER:

Other materials and-or supplies required of students that contribute to the cost of the course.

Pass code for online activities.