

# FREN 0002 - ELEMENTARY FRENCH - LEVEL II

## Catalog Description

Prerequisite: Completion of FREN 1 or two years of high school French with grade(s) of "C" or better

Hours: 72 lecture

Description: Continuation of FREN 1 with greater emphasis on speaking and writing. Explores culture, historical figures, and events of the areas where French is spoken. (CSU, UC)

## Course Student Learning Outcomes

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

Through oral and written exercises, activities, assignments, students will:

1. Express words, phrases and expressions to discuss thematic areas such as social activities, traveling and vacations, fashion, lodging, food and health.
2. Identify and employ regular and irregular verbs ending in 're'.
3. Describe the past by using passé composé with être and avoir.
4. Give commands using the impératif.
5. Express past actions using the imparfait.
6. Narrate events in the recent past using "venir de".
7. Compare adjectives and nouns using comparatives and superlatives.
8. Express one's routine by conjugating reflexive verbs in the present, passé composé and imparfait forms.
9. Discuss real-life situations like booking a trip, renting an apartment, shopping for food and clothes, and visiting the doctor.

10. Use direct, indirect, "y" and "en" pronouns individually and together in sentences.
11. Recognize common vocabulary and grammatical constructions to understand spoken and written French at an elementary level.
12. Differentiate between French, Francophone, and American culture in areas such as geography, food, music, politics, governments, shopping, fashion and social life.
13. Identify French regions on a map of France.
14. Watch and discuss authentic French video clips.
15. Analyze elementary-level readings to identify main ideas, summarize content, and evaluate the validity of statements made about the 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 - 3B Humanities
  - IGETC - 6A Lang other than Eng

## Articulation Information

- CSU Transferable
- UC Transferable

## Methods of Evaluation

- Classroom Discussions
  - Example: Students will read pages in text related to French social security. They will write 2 questions and ask them to a partner in class. They will then discuss and compare their answers with the class.
- Essay Examinations
  - Example: In French, students will write a restaurant critic, making sure to address the following: ambiance, service, food and location. They will write 30 sentences and provide visuals. They will then compare and discuss their critic.
- Objective Examinations
  - Example: Students will conjugate the given verbs in the appropriate tense – imparfait or passé composé. Ex: Hier, maman \_\_\_\_\_ (préparer) un dessert pour l'anniversaire de ma soeur. Elle \_\_\_\_\_ (cuisiner) toute la matinée pendant que je \_\_\_\_\_ (décorer) le salon. Papa et mon frère \_\_\_\_\_ (faire les courses) au supermarché et aussi, ils \_\_\_\_\_ (acheter) des boissons. Grades based on correct answers.
- Course objective 3 – CSLO 3, 4. Problem Solving Examinations: Students will read a series of sentences that they will put in the chronological order: • Marine et Fatima sont arrivées à Dakar. • Marine est restée à l'hôtel. • Fatima est tombée de vélo. • Fatima a loué un vélo et a fait un tour dans la ville. • Marine et Fatima sont parties de Paris. • Elle est allée à l'hôpital. Grades based on accuracy of answers.
- Projects
  - Example: Students will record a short video - in French- in which they show their house. They will describe each room and a few objects, using the newly acquired vocabulary pertaining to lodging.
- Skill Demonstrations

- Example: Students prepare a dialogue between a hotel receptionist and a client. Students will use vocabulary and grammatical concepts related to lodging and traveling. They must each have a minimum of 8 sentences and present it in front of the class.

## Repeatable

No

## Methods of Instruction

- Lecture/Discussion
- Distance Learning

Lecture:

1. In French, the instructor will ask the date, the season and the weather to the class. The instructor will then show pictures of people doing various activities and describe what they are wearing. Between each picture, the instructor will check for understanding and ask questions such as: "qui porte une robe?", "qui n'aime pas le vert?". The instructor will then look around and ask "qui porte une casquette?", "qui porte une chemise rouge?" so that students will look around and name the person wearing that piece of clothing. After the vocabulary has been introduced in a context and in the target language, students will take turns interviewing their partner on their choice of clothes.
2. Following an instructor lecture on French supermarkets, with a partner, students will look at French supermarkets ads and devise a 3-course menu using partitive adjectives, units of measure, and vocabulary pertaining to the food unit. They will make a shopping list that includes the description and price for each item. They will then share, discuss and compare their findings with the class. (Task-based learning)

Distance Learning

1. Instructor will create a graded discussion board prompt on the LMS for students to practice past tense (passé composé). Students will reply to the prompt in written format as well as upload a voice recording. First, students will give a present-tense sentence in French. Students will post a second time to answer/ give the past tense (passé composé) for another student's present-tense sentence.
2. Instructor will assign a short reading in French on the culture and region of La Nouvelle-Aquitaine (France) from the textbook on pages 442-44
3. Instructor will then assign a student-driven research of what the student would like to do during a visit to the region. Students will write in French in the text box or upload a document file describing what they would choose to do while visiting the region. Students must also include a web url of the activity or place to visit. This could be a tourism website or link to a video showing the activity.

## Typical Out of Class Assignments

### Reading Assignments

1. Assign reading on French cheeses. Recall vocabulary, principles of grammar and cognates to understand the gist of the text. In groups, students will categorize the cheeses and discuss the data related to cheese consumption in France. Students will answer the following questions in groups: 1. Combien de types de fromage sont produits en France? 2. Quels laits sont utilisés pour faire le fromage en France? 3. À quel moment du repas les Français mangent-ils généralement le

fromage? 4. Comment célèbre-t-on la Journée nationale du fromage? Grades based on correct answers. 2. Students will watch a short video on Corsica and find its location on a map. Students will then look at a travel brochure on Corsica in pairs. Based on the reading, the students will draw the itinerary on a map and discuss activities offered for each day. After the reading, the students will answer the following questions: 1. Comment allez-vous en Corse? 2. Où le vol arrive-t-il en Corse? 3. Qu'est-ce que vous allez faire à Bastia? 4. Est-ce que vous allez dormir dans des auberges de jeunesse? 5. Qu'est-ce que vous allez prendre comme transports en Corse? 6. Allez-vous faire des randonnées pendant votre séjour? Graded on a rubric.

## Writing, Problem Solving or Performance

1. Students will write a short paragraph describing their childhood house in the past-tense. They will write about the home's location, the rooms, the furniture, the condition of the house, and the activities they did in the rooms.

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

1. Internet search on lodging in France. Compare prices, size, indoor and outdoor features of houses/apartments. Discuss findings with a group. Grades based on accuracy of answers. 2. Group presentation of a dish and a French-speaking region or country. Students will talk about the location of the region/country, its historical background, and its specialties. Students will prepare a dish and bring it to class. Rubric grading.

## 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.

Passcode for online homework.