

Prepared by the Department of Language and Literature  
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Effective: Fall 2017

1. **Course Number:** FRN101  
**Course Title:** Elementary French I
2. **Description:** This is the first semester of a two semester college elementary French sequence. It is for beginning students of French. The text and ancillary materials provide a thorough 4 skills approach: speaking, reading, writing, and understanding spoken French.
3. **Student Learning Outcomes:**  
Upon successful completion of this course, students are able to do the following:
  - Apply knowledge of English syntax and structure to speak, read, and write French.
  - Communicate effectively with some hesitation; student errors do not hinder communication.
  - Compare and contrast civic structures/infrastructures of their own culture and the cultures studied in the curriculum.
  - Create spoken texts in French using short sentences, simple questions and commands.
  - Develop a greater understanding of their own language and culture when studying others.
  - Examine the “whys” of the Francophone world – colonial expansion, francophonie, independence.
  - Learn appropriate cultural and behavioral responses.
  - Learn the Celsius/Centigrade standards of measure.
  - Learn the French number system, based on Roman numerals.
  - Listen for ideas and familiar details in context in straightforward, uncomplicated speech by a sympathetic French speaker.
  - Read short texts enhanced with visual cues and use their experience with contextual understanding to transfer their English language skills (or other language skills) to the target language.
  - Study world geography.
  - Study, in English, cultural and behavioral differences between their own culture and the cultures of the Francophone nations.
  - Tell time using the 24 hour clock.
  - Use Internet applications to access Francophone web sites for information that updates what is presented in the class text books.
  - Use numerical data, such as census figures, square kilometers, salaries, and Euros to solve problems across two systems to understand and analyze quantitative information.
  - Use received information to respond with short declarative sentences or with questions that elicit further information.
  - Use the French keyboard tools including spell checker, grammar checker
  - Write short simple declarative passages based on personal experience.
4. **Credits:** 4 credits
5. **Satisfies General Education Requirement:** Humanities and Fine Arts
6. **Prerequisite:** Satisfactory basic skills assessment score or **co-requisite:** ENL108 (Critical Reading & Thinking)
7. **Semester(s) Offered:** Fall
8. **Suggested General Guidelines for Evaluation:** The instructor will select a text and curriculum which provide cultural context for practicing and mastering the four skills: listening, speaking, reading, and writing. In class activities are structured to ensure mastery in the function, context and text type listed in student outcomes. Grading standards are based on the following rubrics:

U - UNRATABLE

- No target language; isolated words in target language
- Off task

1 - DOES NOT MEET EXPECTATIONS

- Message communicated with difficulty; unclear
- Vocabulary is often inappropriate, leading to miscommunication
- Significant patterns of error
- Content repetitious
- Self-correction is rare and usually unsuccessful

2 - MEETS EXPECTATIONS

- Message generally comprehensible
- Vocabulary is appropriate, with some grouping
- Accuracy appropriate to Stage; some patterns of error may interfere with comprehension
- Content is predictable, but adequate
- Occasional self-correction may be successful

3 - EXCEEDS EXPECTATIONS

- Message very effectively communicated
- Rich variety of vocabulary
- Highly accurate; shows no significant patterns of error
- Content supports interest level
- Self-correction increases comprehensibility
- Demonstrates thorough preparation/mastery

**9. General Topical Outline (Optional):**

Stage I includes some combination of the following topics:

- The Self: family, friends, home, rooms, health, school, schedules, leisure activities, campus life, likes and dislikes, shopping, clothes, prices, size and quantity, and pets and animals.
- Beyond Self: geography, topography, directions, buildings and monuments, weather and seasons, symbols, cultural and historical figures, places and events, colors, numbers, days, dates, months, time, food and customs, transportation, travel, and professions and work.