

Las Positas College  
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## Course Outline for FREN 1A

### BEGINNING FRENCH

Effective: Spring 2019

#### I. CATALOG DESCRIPTION:

FREN 1A — BEGINNING FRENCH — 5.00 units

This introductory level course will enable students to begin speaking, reading and writing elementary level French as well as understanding the spoken language. Students are introduced to concepts of grammar, vocabulary and verb tenses in a variety of auditory, visual and written contexts.

5.00 Units Lecture

#### **Strongly Recommended**

- Eligibility for ENG 1A -

#### **Grading Methods:**

Letter or P/NP

#### **Discipline:**

- Foreign Languages: French

	<b>MIN</b>
<b>Lecture Hours:</b>	90.00
<b>Expected Outside of Class Hours:</b>	180.00
<b>Total Hours:</b>	270.00

#### II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1

#### III. PREREQUISITE AND/OR ADVISORY SKILLS:

**Before entering this course, it is strongly recommended that the student should be able to:**

- A. -Eligibility for ENG 1A
  1. Organize coherent essays around a central idea or a position
  2. Apply structural elements in writing that are appropriate to the audience and purpose
  3. Produce written work that reflects academic integrity and responsibility, particularly when integrating the exact language and ideas of an outside text into one's own writing
  4. Utilize effective grammar recall to check sentences for correct grammar and mechanics
  5. Proofread his/her own and others' prose

#### IV. MEASURABLE OBJECTIVES:

**Upon completion of this course, the student should be able to:**

- A. Identify basic parts of a sentence in French;
- B. Use nouns and accompanying adjectives in correct form;
- C. Use regular and key irregular verbs in the present tense;
- D. Use the immediate future tense in short sentences;
- E. Use singular and plural possessive adjectives appropriately;
- F. Speak in short sentences using simple vocabulary on topics such as clothing, food, family, quantities, time, weather;
- G. Summarize a video episode in simple French sentences;
- H. Understand native speakers engaged in simple conversation speaking at a slower than normal pace;
  - I. Use knowledge of English to recognize French cognates as an aid to comprehension;
- J. Recognize, discuss and compare several aspects of the culture and society of several Francophone countries, in English.
- K. Ask and answer questions in the present tense.

#### V. CONTENT:

- A. Review of basic grammatical terminology, parts of speech
- B. Gender and number agreement of nouns and adjectives
- C. Subject pronouns
- D. Basic prepositions
- E. Present tense of regular and irregular verbs
- F. Possessive adjectives

- G. Forming and answering questions.
- H. Basic vocabulary on topics such as numbers, foods, clothing, physical description, time, weather; etc.
- I. Introduction to the use of English cognates to recognize French vocabulary;
- J. Introduction of reading strategies to deduce meaning if it is not apparent. This includes comparison of English and French syntax;
- K. Using context for clues to meaning;
- L. Introduction to translating by word groups rather than word for word;
- M. Introduction to Francophone culture and history through readings, videos, and computer software: daily life, tourist attractions, geography, social and political structure, educational system, etc.

#### VI. METHODS OF INSTRUCTION:

- A. Responding in French to questions posed by instructor or other students using the structures and vocabulary under study.
- B. Viewing video in French or occasionally in English to introduce cultural materials or stories which promote discussion
- C. Reviewing difficult text or workbook assignments such as true/false, fill-in-the-blank, changing subject and make any other necessary changes in the sentence
- D. Creating sentences and dialogues in pairs or groups
- E. Playing games in French (such as guessing games)
- F. Interviewing another student and reporting information to the class
- G. Summarizing the content of a video episode or cultural reading
- H. Comparing French-speaking countries in terms of pronunciation of French, history of settlement and development of government, cultural and artistic endeavors, economies, etc.
- I. Reading cultural materials aloud to practice pronunciation and then carrying on a simple discussion in French, or a more complex analysis in English.
- J. **Lab** - Instructor working one on one with students in language lab on pronunciation and spoken structures.
- K. **Lecture** - Instructor will explain and elaborate on grammar, vocabulary and culture to elucidate the content. Instructor will present additional examples for students from the textbook.

#### VII. TYPICAL ASSIGNMENTS:

- A. Homework exercises completed on-line, such as:
  1. Recognition tasks, matching, true/false, fill-in-the-blank
  2. Changing the subject of a sentence and making any other necessary changes
  3. Changing the tense of a sentence.
  4. Reacting to pictures or situations involving comprehension and use of new structures
  5. Creating personal responses using new vocabulary and structures
  6. Creating who, what, when, where, why questions
  7. Reading comprehension questions which call for evaluation, comparison, contrast
  8. Instructional software exercises for review of selected topics of grammar as well as to practice vocabulary and comprehension
  9. Taking self-tests in preparation for classroom tests
- B. Class participation
  1. Engaged in class, actively working with partner speaking in French when possible
- C. Paragraph: 6-8 sentences in present indicative tense.
  1. Write about your life in California.
  2. Describe your family.
- D. Oral Presentation: Student summary, in French, of topics covered in the course.
  1. What do they like to do? (using present tense, future proche, articles, correct gender, sentence structure)

#### VIII. EVALUATION:

##### Methods/Frequency

- A. Exams/Tests
  - with one possible midterm (optional) and one final exam
- B. Quizzes
  - chapter quizzes about every 2 weeks,
- C. Papers
  - 1 paper due before midterm. 2nd paper due before final exam.
- D. Oral Presentation
  - one at the end of term.
- E. Class Participation
  - daily
- F. Home Work
  - daily

#### IX. TYPICAL TEXTS:

1. Mitchell, James, and Cheryl Tano. *Promenades: a travers le monde francophone*. 3 ed., Vista Higher Learning, 2018.
2. Valdman, Albert, Cathy Pons, and Ellen Scullen. *Chez Nous*. 4 ed., Pearson, 2013.
3. Manley, Joan, Stuart Smith, Marc Prévost, and John McMinn-Reyna. *Horizons*. 7 ed., Cengage, 2019.
4. Amon, Evelyne, Judith Muyskens, and Alice Omaggio-Hadley. *Vis-à-Vis*. 7 ed., McGraw Hill, 2019.
5. Promenades: a travers le monde francophone. Vista Higher Learning, (3).

#### X. OTHER MATERIALS REQUIRED OF STUDENTS: