BEGINNING FRENCH I
FREN 1010 (formerly FRE 1010)

Class Hours: 3.0   Credit Hours: 3.0
Laboratory Hours: 0.0   Date Revised: Fall 00

Catalog Course Description:
Introduction to reading, writing, speaking, and understanding the French language within a cultural context. Language laboratory required; listening and practice materials on tapes coordinated with a workbook and computer exercises.

Entry Level Standards:
Completion of developmental English and reading courses

Prerequisites:
None

Textbook(s) and Other Reference Materials Basic to the Course:
Tape Program and Computer Program: Entre Nous. Coordinated with above text and workbook

I. Week/Unit/Topic Basis:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Preliminary Unit: &quot;Bonjour!&quot; Greetings; introductions; identifying/locating people; the alphabet</td>
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<tr>
<td>2</td>
<td>Asking questions; negation; stress, pronunciation, and spelling in French; vocabulary quiz</td>
</tr>
<tr>
<td>3</td>
<td>Levels of language; pronoun subjects and &quot;etre&quot;; test</td>
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<tr>
<td>4</td>
<td>Unit 1 &quot;Tu as cours a midi?&quot; College courses; languages; questions and answers; identifying people and objects</td>
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<tr>
<td>5</td>
<td>Locating objects using prepositions; 1st-conjugation verbs; numbers (1-30); vocabulary quiz</td>
</tr>
<tr>
<td>6</td>
<td>Telling what we have (avoir); campus life; education in France; expressing location and direction with &quot;a&quot;; telling time; expressing activities with -er verbs; expressing possession; imperative; beginning reading short passages in French; test</td>
</tr>
<tr>
<td>7</td>
<td>Unit 2 &quot;Jouons au tennis samedi prochain!&quot; Talking about climate and weather,</td>
</tr>
</tbody>
</table>
months and seasons; holidays in France; reading a French calendar; preposition: of/about/from; talking about sports; telling dates

Expressing possession; expressing sequences, ranking, and dates; expressing motion and future actions; sports and games; doing activities (faire); pointing and singling out (demonstrative adjective "ce"); describing with colors

Using a 24-hour clock and numbers beyond 31; stating how often an action or event takes place; test

Unit 3 "Faisons connaissance!" Becoming familiar with French family life; describing family relationships; describing people and things; agreement of adjectives and nouns

Seeking specific information (which/what); asking oui/non questions in more varied ways (questions with inversion); describing clothing; comparing people and objects; vocabulary quiz

Using the metric system for height and weight; expressing common activities (to put, to wear); test

Unit 4 "Que veux-tu prendre?" Becoming acquainted with the role of cafes in French society; French eating customs; ordering in cafes and restaurants; expressing abilities & desires (pouvoir and vouloir; I can and I want)

Explaining daily activities; emphasizing one element of an utterance; stressed pronouns; using "on"; expressing activities with -ir and -re verbs; expressing indefinite quantities; vocabulary quiz

Interrogative adverbs and open-ended questions; understanding basic sentence patterns; irregular verbs prendre, apprendre, comprendre; Forward With French (video interviews with business people in New York state who use French in their work); review

Comprehensive Final Exam

II. Course Objectives*:

A. Listening comprehension: understand some words and phrases in French spoken at a slow conversational speed, such as simple questions and statements, high-frequency commands, and courtesy formulas. I.1

B. Speaking skills: communicate in a limited number of daily situations in simple, present-tense French, relying heavily on learned phrases. I.4

C. Speaking skills: communicate in a limited number of daily situations in simple, present-tense French, relying heavily on learned phrases. I.4

D. Writing skills: write simple sentences in present tense French. I.3

E. Cultural understanding: acquire some understanding of French traditions, language, and people. IV.1, IV.2, IV.3

*Roman numerals after course objectives reference goals of the university parallel program.

III. Instructional Processes*:

Students will:
1. Use the French language in pair and group exercises to exchange information and talk about their feelings. *Communication Outcome, Personal Development Outcome*

2. Complete workbook exercises in reading, writing, speaking, and understanding French. *Communication Outcome, Cultural Diversity and Social Adaptation Outcome*

3. Develop listening and speaking skills in real contexts through the use of a video and extensive audio program. *Communication Outcome, Cultural Diversity and Social Adaptation Outcome*

4. Collaborate in teams to practice verbal exercises and complete written exercises. *Communication Outcome, Problem Solving and Decision Making Outcome, Active Learning Strategies*

5. Participate in language learning experiences which call for sequencing and memorizing. *Problem Solving and Decision Making Outcome*

6. Read about differences between American culture and French culture, with some analysis of how culture is expressed through language. *Cultural Diversity and Social Adaptation Outcome*

7. Discuss video interviews of American business people who use French in their work. *Transitional Strategies*

8. Practice elements of the work ethic by regularly attending class, being punctual, participating in class activities, and demonstrating good manners. *Personal Development Outcome*

*Strategies and outcomes listed after instructional processes reference Pellissippi State's goals for strengthening general education knowledge and skills, connecting coursework to experiences beyond the classroom, and encouraging students to take active and responsible roles in the educational process.

**IV. Expectations for Student Performance***:

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

1. Understand simple statements, directions, questions, and responses in present-tense French. *A*

2. Coordinate sound-symbol association (the contrast between written and spoken French) in familiar material. *A*

3. Carry on a simple conversation in French, including greetings, basic questions and answers, and limited descriptions. *B*

4. Demonstrate correct pronunciation and intonation of spoken French. *B*

5. Translate short passages in simple present-tense French. *C*

6. Develop a basic French vocabulary of several hundred words including some irregular verbs. *C*

7. Begin learning how grammatical structures of written French differ from those of English. *C*

8. Write short original sentences in present tense French. *C,D*
9. Fill out forms written in French. C, D

10. Develop an understanding of the work involved in learning a second language and respect for those people who are multilingual. E

11. Describe specific aspects of French life such as holidays, eating customs, and family life. E

*Letters after performance expectations reference the course objectives listed above.

V. Evaluation:

A. Testing Procedures:

<table>
<thead>
<tr>
<th>Test Type</th>
<th>Points</th>
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<tbody>
<tr>
<td>REVIEWS (8)</td>
<td>40</td>
</tr>
<tr>
<td>VOCABULARY QUIZZES (7)</td>
<td>140</td>
</tr>
<tr>
<td>UNIT TESTS (7)</td>
<td>560</td>
</tr>
<tr>
<td>FINAL EXAM</td>
<td>120</td>
</tr>
<tr>
<td>LAB/WORKBOOK</td>
<td>140</td>
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</tbody>
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B. Laboratory Expectations:

Students must listen to cassette tapes and turn in completed and checked workbook pages for tape program on each Unit Quiz Day for laboratory credit. Workbook pages for the assigned unit must be completed, corrected in red ink, and turned in to instructor on each Unit Quiz Day for full credit.

C. Field Work:

When feasible, some assignments may require attendance at a performance or special program in French or about France.

E. Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Range</th>
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<tbody>
<tr>
<td>A</td>
<td>900-1000</td>
</tr>
<tr>
<td>B</td>
<td>800-900</td>
</tr>
<tr>
<td>C</td>
<td>700-800</td>
</tr>
<tr>
<td>D</td>
<td>600-700</td>
</tr>
<tr>
<td>F</td>
<td>below 600</td>
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VI. Policies:

A. Attendance Policy:

Pellissippi State Technical Community College expects students to attend all scheduled instructional activities. As a minimum students in all courses must be present for at least 75 percent of their scheduled class and laboratory meetings in order to receive credit for the course. Individual departments/programs/disciplines, with the approval of the vice president of Academic and Student Affairs, may have requirements that are more stringent.

B. Academic Dishonesty:

Plagiarism, cheating, and other forms of academic dishonesty are prohibited. A student guilty of academic misconduct, either directly or indirectly through participation or assistance, is immediately responsible to the instructor. In addition to other possible disciplinary sanctions that may be imposed through the regular Pellissippi State procedures as a result of academic misconduct (up to
and including dismissal from the College), the instructor has the authority to assign an F or a zero for the exercise or examination or to assign an F in the course.

C. Other Policies:

Students are expected to be present on Quiz days. Only one quiz will be made up (in the Testing Make-up Center)--within one week from original test date.