

## FLORIDA STATE COLLEGE AT JACKSONVILLE

## COLLEGE CREDIT COURSE OUTLINE

COURSE NUMBER:	FRE 1121
COURSE TITLE:	Beginning French II
PREREQUISITE(S):	FRE 1120 or equivalent
COREQUISITE(S):	None
CREDIT HOURS:	4
CONTACT HOURS/WEEK:	5
CONTACT HOUR BREAKDOWN:	
Lecture/Discussion:	4
Laboratory:	1 (Unsupervised)
Other _____:	
FACULTY WORKLOAD POINTS:	4
STANDARDIZED CLASS SIZE ALLOCATION:	22
CATALOG COURSE DESCRIPTION:	
	This course is a continuation of Beginning French I.
SUGGESTED TEXT(S):	<u>Espaces</u> . Mitchke, Tano, Thiers-Thiam. Boston, MA: Vista Higher Learning, 2007 Text, Workbook, WEBSAM bundle: ISBN: 978-1-60007-075-4
	Additional selected audio/video/interactive software at the discretion of the instructor.
IMPLEMENTATION DATE:	Winter Term, 1996 (962)
REVIEW OR MODIFICATION DATE:	January, 1999 Fall Term, 2002 (20031) Fall Term, 2008 (20091) - Outline Review 2007

COURSE TOPICS:TOPICS MAY BE ARRANGED TO ACCOMMODATE  
PROFESSOR'S INDIVIDUAL PREFERENCE ANDAPPROXIMATE NUMBER OF  
CONTACT HOURS PER UNIT TECHNIQUE

I.	Introduction To Course and Review	2
	A. Review of basic sound system, pronunciation and intonation.	
	B. Review of structures studied in FRE 1120,	
II.	Instructional Unit 6	8
	A. Structures and Communicative Goals	
	1. Talking about parties and celebrations	
	2. Talking about stages of life	
	3. Demonstrative pronouns	
	4. Passé composé with avoir	
	5. Talking about clothing and shopping	
	6. Colors	
	7. Indirect object pronouns	
	8. Regular and irregular -re verbs	
	B. Suggested Cultural Focus	
	1. Carnaval	
	2. Fashion Industry	
	3. Edith Piaf	
III.	Instructional Unit 7	8
	A. Structures and Communicative Goals	
	1. Talking about travel and vacation	
	2. Names of countries and nationalities	
	3. Passé composé with être	
	4. Direct object pronouns	
	5. Talking about hotels and reservations	
	6. Ordinal numbers	
	7. Regular -ir verbs	
	8. Commands	
	9. Verbs <i>dire, écrire, lire, décrire</i>	

COURSE TOPICS:TOPICS MAY BE ARRANGED TO ACCOMMODATE PROFESSOR'S INDIVIDUAL PREFERENCE ANDAPPROXIMATE NUMBER OF CONTACT HOURS PER UNIT TECHNIQUE

<p>B. Suggested Cultural Focus</p> <ol style="list-style-type: none"> <li>1. Musée d'Orsay</li> <li>2. French vacations</li> </ol> <p>C. Suggested Writing: Writing a website for a travel agency</p>	12
<p>IV. Instructional Unit 8</p>	
<p>A. Structures and Communicative Goals</p> <ol style="list-style-type: none"> <li>1. Parts of the house</li> <li>2. Adverbs</li> <li>3. Imparfait</li> <li>4. Terms for household chores and appliances</li> <li>5. Passé composé v. imparfait</li> <li>6. Uses of <i>savoir</i> v. <i>connaître</i></li> </ol> <p>B. Suggested Cultural Focus</p> <ol style="list-style-type: none"> <li>a. Château Frontenac</li> <li>b. Singers and Painters</li> </ol> <p>C. Suggested Writing: writing a story</p>	10
<p>V. Instructional Unit 9</p>	
<p>A. Structures and Communicative Goals</p> <ol style="list-style-type: none"> <li>1. Talking about food and meals</li> <li>2. Verb: <i>venir</i></li> <li>3. The passé récent</li> <li>4. Time expressions: <i>depuis, pendant, il y a</i></li> <li>5. Verbs : <i>devoir, vouloir, pouvoir</i></li> <li>6. Terms for eating in a restaurant, specialty food shops</li> <li>7. Comparison and superlatives</li> <li>9. Double object pronouns</li> </ol> <p>B. Suggested Cultural Focus</p> <ol style="list-style-type: none"> <li>1. At the supermarket</li> <li>2. French eating habits</li> </ol> <p>C. Suggested Writing: writing a restaurant review</p>	10

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VI. Instructional Unit 10 10

A. Structures and Communicative Goals

1. Parts of the body
2. One's daily routine / reflexive verbs
3. Describing one's health
4. Passé composé of reflexive verbs
5. Pronouns y and en

B. Cultural Focus

1. Health care in France
2. Les Pharmacies
3. Social Security

C. Suggested Writing : writing a letter

VII. **Instructional Unit: Review and Practice** 5

This unit should be used for application and consolidation of previously studied material. It also allows for additional cultural presentations and student projects.

VIII. **Instructional Unit: Review and Testing** 5

This unit should be used for periodic reviews, quizzes and exams.

IX. **Additional Activities and Review:**

Additional activities are at the discretion of the instructor. They may include readings (in the text or from other sources) and other classroom proficiency-oriented activities and/or projects.

Supportive language lab exercises are provided for each topic to be accomplished by students on an individual basis in the language lab.

COLLEGE-LEVEL ACADEMIC SKILLS:

- A. To develop aural comprehension of simple factual material.
- B. To continue practice of pronunciation and intonation patterns.
- C. To expand oral communication skills.
- D. To cover most of the essential grammatical structures.
- E. To develop reading skills (from working with previously known material to working with new material) and vocabulary.
- F. To develop writing skills (from working with previously known patterns and simple sentences to the writing of original paragraphs with minimal error, to the writing of short compositions in good style with minimal error.)
- G. To continue to expand knowledge of and appreciation for Francophone cultures.

## ACTFL PROFICIENCY GUIDELINES

The 1986 proficiency guidelines developed by the American Council for the Teaching of foreign languages with grants from the U.S. Department of Education represent a hierarchy of global characterizations of integrated performance in speaking, listening, reading and writing. Each description is a representative, not an exhaustive, sample of a particular range of ability, and each level subsumes all previous levels, moving from simple to complex in an "all-before-and-more" fashion.

**SPEAKING**Intermediate-Low

Able to handle successfully a limited number of interactive, task-oriented and social situations. Can ask and answer questions, initiate and respond to simple statements and maintain face-to-face conversations, although in a highly restricted manner and with much conversational, although in a highly restricted manner and with much linguistic inaccuracy. Within these limitations, can perform such tasks as introducing self, ordering a meal, asking directions, and making purchases. Vocabulary is adequate to express only the most elementary needs. Strong interference from native language may occur. Misunderstandings frequently arise, but with repetition, the Intermediate-Low speaker can generally be understood by sympathetic interlocutors.

**LISTENING**Intermediate-Mid

Able to understand sentence-length utterances which consist of recombinations of learned elements in a limited number of content areas, particularly if strongly supported by the situational context. Content refers to basic personal background and needs, social conventions and routine tasks, such as getting meals and receiving simple instructions and directions. Understanding is often uneven; repetition and rewording may be necessary. Misunderstandings in both main ideas and details arise frequently.

Intermediate-Mid

Able to understand sentence-length utterances which consist of recombinations of learned utterances on a variety of topics. Content continues to refer primarily to basic personal background and needs, social conventions, and somewhat more complex tasks, such as lodging, transportation, and shopping. Additional content areas include some personal interests and activities, and a greater diversity of instructions and directions. Listening tasks not only pertain to spontaneous face-to-face conversations but also to short routine telephone conversations and media. Understanding continues to be uneven.

## READING

### Intermediate-Mid

Able to read consistently with increased understanding simple connected texts dealing with a variety of basic and social needs. Such texts are still linguistically non-complex and have a clear underlying internal structure. They impart basic information about which the reader has to make minimal suppositions and to which the reader brings personal interest and/or knowledge. Examples may include short, straightforward descriptions of persons, places, and things written for a wide audience.

## WRITING

### Intermediate-Low

Able to meet limited practical writing needs. Can write short messages, postcards, and take down simple notes, such as telephone messages. Can create statements or questions within the scope of limited language experience. Material produced consists of recombinations of learned vocabulary and structures into simple sentences on very familiar topics. Language is inadequate to express in writing anything but elementary needs. Frequent errors in grammar, vocabulary, punctuation, spelling and in formation of non-alphabetic symbols occur, but writing can be understood by natives used to the wringing of non-natives.



NOTE: Use either the Tab key or mouse click to move from field to field. The box will expand to accommodate your entry.

<b>Section 1</b>	
<b>COURSE PREFIX AND NUMBER:</b> <u>FRE 1121</u>	<b>SEMESTER CREDIT HOURS (CC):</b> <u>4</u> <b>CONTACT HOURS (NCC):</b> _____
<b>COURSE TITLE:</b> <u>Beginning French II</u>	

**Section 2**  
**TYPE OF COURSE: (Click on the box to check all that apply)**

<input checked="" type="checkbox"/> AA Elective	<input type="checkbox"/> AS Required Professional Course	<input type="checkbox"/> College Prep
<input type="checkbox"/> AS Professional Elective	<input type="checkbox"/> AAS Required Professional Course	<input type="checkbox"/> Technical Certificate
<input type="checkbox"/> Other _____	<input type="checkbox"/> PSAV	<input type="checkbox"/> Apprenticeship
<input type="checkbox"/> General Education: (For General Education courses, you must also complete Section 3 and Section 7)		

**Section 3 (If applicable)**  
**INDICATE BELOW THE DISCIPLINE AREA FOR GENERAL EDUCATION COURSES:**

<input type="checkbox"/> Communications	<input type="checkbox"/> Social & Behavioral Sciences	<input type="checkbox"/> Mathematics
<input type="checkbox"/> Natural Sciences	<input type="checkbox"/> Humanities	

**Section 4**  
**INTELLECTUAL COMPETENCIES:**

<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Speaking	<input type="checkbox"/> Critical Analysis	<input type="checkbox"/> Quantitative Skills	<input type="checkbox"/> Scientific Method of Inquiry
<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> Listening	<input type="checkbox"/> Information Literacy	<input type="checkbox"/> Ethical Judgment	<input type="checkbox"/> Working Collaboratively

<b>Section 5</b>	
<b>LEARNING OUTCOMES</b>	<b>METHOD OF ASSESSMENT</b>
<ul style="list-style-type: none"> <li>Be able to speak successfully at the Intermediate-Low proficiency level (see ACTFL guidelines) in a limited number of interactive, task-oriented and social situations. Can initiate and respond to simple statements and maintain face-to-face conversations. Can perform such tasks as introducing self, ordering a meal, asking directions and making purchases.</li> </ul>	Performance-based assessments: in-class discussions, individual oral evaluations by the Instructor in an unstructured conversational mode. Student's scenarios in class and performance in language lab assignments.
<ul style="list-style-type: none"> <li>Be able to understand sentence-length utterances at the Intermediate-Mid proficiency level which consist of recombinations of learned elements in a limited number of content areas. Content refers to basic personal background and needs, social conventions and routine tasks.</li> </ul>	Listening-comprehension assignments (in class and in the language lab) geared toward the measurement of general understanding. Testing of this skill.
<ul style="list-style-type: none"> <li>Be able to read consistently at the Intermediate-Mid proficiency level with increased understanding of simple connected texts dealing with a variety of basic and social needs. Examples may include short, straightforward descriptions of persons, places and things written for wide audiences.</li> </ul>	Check comprehension of reading by appropriate questions and activities in class, in the language lab and in the reading section of tests.

Section 5 (Continued)

<b>Section 5</b>		
<b>LEARNING OUTCOMES</b>		<b>METHOD OF ASSESSMENT</b>
<ul style="list-style-type: none"><li>•</li></ul>	Be able to meet limited practical writing needs at the Intermediate-Low proficiency level. Can write short messages, postcards and take down simple notes. Can create statements or questions within the scope of limited language experience.	In class writing assignments, homework and language lab activities. Writing section of tests.

**Section 6**

Name of Person Completing This Form: John Fields and Marlène Tégé-MacMillin Date: 11/19/07

