

FLORIDA STATE COLLEGE AT JACKSONVILLE

COLLEGE CREDIT COURSE OUTLINE

COURSE NUMBER: FRE 2200

COURSE TITLE: Intermediate French I

PREREQUISITE(S): FRE 1121 or equivalent

COREQUISITE(S): None

CREDIT HOURS: 3

CONTACT HOURS/WEEK: 4

CONTACT HOUR BREAKDOWN:

Lecture/Discussion: 3

Laboratory: 1 (unsupervised)

Other _____:

FACULTY WORKLOAD POINTS: 3

STANDARDIZED CLASS SIZE ALLOCATION: 10

CATALOG COURSE DESCRIPTION:

This course integrates a thorough review of the principles of grammar with compositions and conversations planned to develop a basic active vocabulary and facility in communicating in written and spoken French. Students will study readings in the history and culture of France and Francophone countries.

SUGGESTED TEXT(S): Espaces. 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: January, 1990

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 AND TECHNIQUEAPPROXIMATE NUMBER OF CONTACT HOURS PER TOPIC

I. Instructional Unit 11	8
A. Structures and Communicative Goals	
1. Prepositions with infinitives	
2. Reciprocal reflexives	
3. Verbs ouvrir, offrir	
4. Relative pronouns: qui, que, dont, où	
B. Suggested Cultural Focus	
1. Technology in France	
2. Ariane rockets	
3. Driving in France	
C. Suggested Writing: writing a dissertation	
II. Instructional Unit 12	8
A. Structures and Communicative Goals	
1. Verbs: recevoir, apercevoir	
2. Negative and positive expressions	
3. Asking for and giving directions	
4. The future tense	
B. Suggested Cultural Focus	
1. Quebec	
2. Canada	
C. Suggested Writing : creating a brochure	
III. Instructional Unit 13	8
A. Structures and Communicative Goals	
1. Terms for the workplace	
2. Making and receiving phone calls	
3. Future tense with quand and dès que	
4. Interrogative pronouns lequel, laquelle, lesquels, lesquelles	
5. Terms for professions	
6. Discussing one's work	

COURSE TOPICS: (CONTINUED)TOPICS MAY BE ARRANGED TO ACCOMMODATE PROFESSOR'S INDIVIDUAL PREFERENCE AND TECHNIQUEAPPROXIMATE NUMBER OF CONTACT HOURS PER TOPIC

7.	Conditional + si clauses	
B.	Suggested Cultural Focus	
1.	Telephones in France	
2.	Labor Unions, strikes	
C.	Suggested Writing : writing about professions	
IV.	Instructional Unit 14	6
A.	Structures and Communicative Goals	
1.	Demonstrative pronouns	
2.	The subjunctive	
3.	Comparisons and Superlatives	
B.	Suggested Cultural Focus	
1.	Nuclear energy in France	
2.	National Parks in France	
C.	Suggested Writing : writing an article	
VI.	Instructional Unit 15	5
A.	Structures and Communicative Goals	
1.	Verbs <i>voir</i> and <i>croire</i>	
2.	Review of the subjunctive	
B.	Suggested Cultural Focus: theatre	
C.	Suggested Writing: writing a critique of a play	
VII.	<u>Instructional Unit: Review and Practice</u>	5

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

COURSE TOPICS: (CONTINUED)

TOPICS MAY BE ARRANGED TO ACCOMMODATE
PROFESSOR'S INDIVIDUAL PREFERENCE AND
TECHNIQUE

APPROXIMATE NUMBER OF
CONTACT HOURS PER TOPIC

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.

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

Able to handle successfully a variety of uncomplicated, basic and communicative tasks and social situations. Can talk simply about self and family members. Can ask and answer questions and participate in simple conversations on topics beyond the most immediate needs; e.g., personal history and leisure time activities. Utterance length increases slightly, but speech may continue to be characterized by frequent long pauses, since the smooth incorporation of even basic conversational strategies is often hindered as the speaker struggles to create appropriate language forms. Pronunciation may continue to be strongly influenced by first language and fluency may still be strained. Although misunderstandings still arise, the intermediate-Mid speaker can generally be understood by sympathetic interlocutors.

LISTENING

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

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

Able to meet a number of practical writing needs. Can write short, simple letters. Content involves personal preferences, daily routine, everyday events, and other topics grounded in personal experience. Can express present time or at least one other time frame or aspect consistently, e.g., non-past, habitual, imperfective. Evidence of control of the syntax of non-complex sentences and basic inflectional morphology, such as declensions and conjugations. Writing tends to be loose collection of sentences or sentence fragments on a given topic and provides little evidence of conscious organization. Can be understood by natives used to the writing 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.

Section 1	
COURSE PREFIX AND NUMBER: FRE 2200	SEMESTER CREDIT HOURS (CC): 3 CONTACT HOURS (NCC): ____
COURSE TITLE: <u>Intermediate French I</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

Section 5		
LEARNING OUTCOMES		METHOD OF ASSESSMENT
•	Be able to speak the Intermediate-High proficiency level (see ACTFL guidelines) in a conversational mode using all the structures learned in the previous levels. Expand students abilities to express their attitudes towards action and conditions Express verbally personal opinions and ideas	Performance-based assessment: Student's presentations. In class discussions on relevant cultural topics. Individual Oral Interviews by the Instructor in an unstructured conversational mode. Performance in language lab assignments.
•	Be able to understand long conversational sentences at the intermediate-High level. Emphasis on scanning techniques to advance comprehension.	Listening-comprehension assignments (in class and in the language lab) geared toward the measurement of general understanding. Testing this skill
•	Be able to read at the Intermediate-High proficiency level short essays, poems, and short stories. Emphasis on skimming and scanning techniques to help understanding	Check comprehension of reading by appropriate questions (i.e.: main topic, etc) in the reading section of tests.
•	Be able to write letters, short messages, charts with relevant information, compositions at the intermediate-High level (short essays, short stories, or poems should be at the instructor's discretion)	Progress Portfolio (Types: growth, showcase, evaluation). Section test of this skill.
•		Use of Rubrics in evaluating skills
•		All of the above methods should be used in addition to testing.

Section 6

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