



## COURSE OUTLINE

**Course Number**  
**FRE 201**

**Course Title**  
**Intermediate French I**

**Credits**  
**3**

**Hours:**  
**3 lecture**

**Co- or Pre-requisite**  
**FRE102**

**Implementation**  
**Spring 2013**

**Catalog description:** Prerequisite: FRE 102 with a minimum C grade, placement by exam, or permission of instructor.

The first in a sequence of courses designed for students with a mid to high novice level of competency in French. Spoken communication in French continues to be the end goal and the means of instruction. The four communicative skills of reading, writing, listening and speaking are applied to discussions and debates of topics in Francophone culture, politics, and history. Fundamental grammar points are reviewed. 3 lecture hours.

**Is course New, Revised, or Modified?** Revised

**Required texts/other materials:**

Title: Personnages: An Intermediate Course in French Language and Francophone Culture © 2010. Authors: Michael D. Oates and Jacques Dubois. Publisher: Wiley

**Revision date:**  
Spring 2017

**Course coordinator:**  
Daniel D'Arpa, (609) 570-3318, [darpad@mccc.edu](mailto:darpad@mccc.edu)

**Information resources:**

Access to the online publisher's textbook website gives students access to a web-based instructional system that supports the textbook and can includes learning and assessment tools.

**Other learning resources:**

Students are encouraged to purchase an French-English dictionary and grammar reference guide or gain access to such tools online.

French tutoring is available in the Learning Center.

French language learning software is available in the library.

**Course Competencies/Goals:**

***Upon successful completion of the course, the student will be able to:***

1. Demonstrate reading comprehension of written French on an advanced level.
2. Demonstrate listening comprehension of spoken French on an advanced level.
3. Write French on an intermediate-high level.
4. Speak French on an intermediate-high level.
5. Identify all grammatical elements of French sentence structure.
6. Demonstrate ability to discuss and compare the social and political history, culture, and daily lives of the Francophone peoples of the world.

- List and identify current and past contributions made by Francophone peoples to world literature, art, music, science, and commerce.

### **Course-specific General Education Knowledge Goals and Core Skills.**

#### **General Education Knowledge Goals**

**Goal 1. Communication.** Students will communicate effectively in both speech and writing.

**Goal 4. Technology.** Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

**Goal 5. Social Science.** Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.

**Goal 6. Humanities.** Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

**Goal 8. Diversity.** Students will understand the importance of a global perspective and culturally diverse peoples.

#### **MCCC Core Skills**

**Goal A. Written and Oral Communication in [French].** Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.

**Goal D. Information Literacy.** Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

**Goal E. Computer Literacy.** Students will use computers to access, analyze or present information, solve problems, and communicate with others.

**Goal F. Collaboration and Cooperation.** Students will develop the interpersonal skills required for effective performance in group situations.

**Goal G. Intra-Cultural and Inter-Cultural Responsibility.** Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

#### **Units of study in detail.**

##### **Unit 1: Une étudiante nord-américaine à Paris**

*Students will demonstrate in French that they can:*

- List, compare and analyze the significance of the historical origins on the current reality of each Francophone country in this unit.  
(Course Goals 1, 2, 4, 6, 7; General Education Goals 1, 4, 5, 6, 8; Core Skills A, D, E, F, G)
- Identify and compare important people, historical facts, interesting places, occupations and fine art that relate to the country of focus.  
(Course Goals 1, 6, 7; General Education Goals 4, 5, 6, 8; Core Skills D, E, G)
- Use particular vocabulary and grammatical constructions to effectively communicate personal ideas in context. (Course Goals 2, 4, 5; General Education Goals 1, 6, 8; Core Skills A, F, G)
- Summarize, analyze and discuss the significance of historical events of each country.  
(Course Goal 1, 2, 4, 6, 7; General Education Goals 1, 5, 6, 8; Core Skills A, D, F, G)
- Identify and compare famous Francophone personalities and their contributions to different fields of knowledge.  
(Course Goals 1, 6, 7; General Education Goals 4, 5, 6, 8; Core Skills D, E, G)
- Recognize, list and apply grammatical structures in meaningful context of the vocabulary and cultural content of the lesson.  
(Course Goal 5; General Education Goals 4, 6; Core Skills D, E, F)
- Apply basic concepts of literary analysis to various genres such as narratives, poetry, legends, and essays in order to facilitate written expression of point of view, contrast and analogy, direct discourse, expressing and supporting opinions, and hypothesizing.  
(Course Goals 1, 3, 6, 7; General Education Goals 1, 5, 6, 8; Core Skills A, D, G)

##### **Unit 2: Une jeune «auteure» à Québec**

*Students will demonstrate in French that they can:*

1. List, compare and analyze the significance of the historical origins on the current reality of each Francophone country in this unit.  
(Course Goals 1, 2, 4, 6, 7; General Education Goals 1, 4, 5, 6, 8; Core Skills A, D, E, F, G)
2. Identify and compare important people, historical facts, interesting places, occupations and fine art that relate to the country of focus.  
(Course Goals 1, 6, 7; General Education Goals 4, 5, 6, 8; Core Skills D, E, G)
3. Use particular vocabulary and grammatical constructions to effectively communicate personal ideas in context. (Course Goals 2, 4, 5; General Education Goals 1, 6, 8; Core Skills A, F, G)
4. Summarize, analyze and discuss the significance of historical events of each country.  
(Course Goal 1, 2, 4, 6, 7; General Education Goals 1, 5, 6, 8; Core Skills A, D, F, G)
5. Identify and compare famous Francophone personalities and their contributions to different fields of knowledge.  
(Course Goals 1, 6, 7; General Education Goals 4, 5, 6, 8; Core Skills D, E, G)
6. Recognize, list and apply grammatical structures in meaningful context of the vocabulary and cultural content of the lesson.  
(Course Goal 5; General Education Goals 4, 6; Core Skills D, E, F)
7. Apply basic concepts of literary analysis to various genres such as narratives, poetry, legends, and essays in order to facilitate written expression of of point of view, contrast and analogy, direct discourse, expressing and supporting opinions, and hypothesizing.  
(Course Goals 1, 3, 6, 7; General Education Goals 1, 5, 6, 8; Core Skills A, D, G)

### **Unit 3: Une artiste à Papeete**

*Students will demonstrate in French that they can:*

1. List, compare and analyze the significance of the historical origins on the current reality of each Francophone country in this unit.  
(Course Goals 1, 2, 4, 6, 7; General Education Goals 1, 4, 5, 6, 8; Core Skills A, D, E, F, G)
2. Identify and compare important people, historical facts, interesting places, occupations and fine art that relate to the country of focus.  
(Course Goals 1, 6, 7; General Education Goals 4, 5, 6, 8; Core Skills D, E, G)
3. Use particular vocabulary and grammatical constructions to effectively communicate personal ideas in context. (Course Goals 2, 4, 5; General Education Goals 1, 6, 8; Core Skills A, F, G)
4. Summarize, analyze and discuss the significance of historical events of each country.  
(Course Goal 1, 2, 4, 6, 7; General Education Goals 1, 5, 6, 8; Core Skills A, D, F, G)
5. Identify and compare famous Francophone personalities and their contributions to different fields of knowledge.  
(Course Goals 1, 6, 7; General Education Goals 4, 5, 6, 8; Core Skills D, E, G)
6. Recognize, list and apply grammatical structures in meaningful context of the vocabulary and cultural content of the lesson.  
(Course Goal 5; General Education Goals 4, 6; Core Skills D, E, F)
7. Apply basic concepts of literary analysis to various genres such as narratives, poetry, legends, and essays in order to facilitate written expression of of point of view, contrast and analogy, direct discourse, expressing and supporting opinions, and hypothesizing.  
(Course Goals 1, 3, 6, 7; General Education Goals 1, 5, 6, 8; Core Skills A, D, G)

### **Unit 4: Un restaurateur à Lyon**

*Students will demonstrate in French that they can:*

1. List, compare and analyze the significance of the historical origins on the current reality of each Francophone country in this unit.  
(Course Goals 1, 2, 4, 6, 7; General Education Goals 1, 4, 5, 6, 8; Core Skills A, D, E, F, G)
2. Identify and compare important people, historical facts, interesting places, occupations and fine art that relate to the country of focus.  
(Course Goals 1, 6, 7; General Education Goals 4, 5, 6, 8; Core Skills D, E, G)
3. Use particular vocabulary and grammatical constructions to effectively communicate personal ideas in context. (Course Goals 2, 4, 5; General Education Goals 1, 6, 8; Core Skills A, F, G)
4. Summarize, analyze and discuss the significance of historical events of each country.  
(Course Goal 1, 2, 4, 6, 7; General Education Goals 1, 5, 6, 8; Core Skills A, D, F, G)
5. Identify and compare famous Francophone personalities and their contributions to different fields of knowledge.  
(Course Goals 1, 6, 7; General Education Goals 4, 5, 6, 8; Core Skills D, E, G)

6. Recognize, list and apply grammatical structures in meaningful context of the vocabulary and cultural content of the lesson.  
(Course Goal 5; General Education Goals 4, 6; Core Skills D, E, F)
7. Apply basic concepts of literary analysis to various genres such as narratives, poetry, legends, and essays in order to facilitate written expression of point of view, contrast and analogy, direct discourse, expressing and supporting opinions, and hypothesizing.  
(Course Goals 1, 3, 6, 7; General Education Goals 1, 5, 6, 8; Core Skills A, D, G)

### **Unit 5: Un futur médecin de souche maghrébine à Paris**

*Students will demonstrate in French that they can:*

1. List, compare and analyze the significance of the historical origins on the current reality of each Francophone country in this unit.  
(Course Goals 1, 2, 4, 6, 7; General Education Goals 1, 4, 5, 6, 8; Core Skills A, D, E, F, G)
2. Identify and compare important people, historical facts, interesting places, occupations and fine art that relate to the country of focus.  
(Course Goals 1, 6, 7; General Education Goals 4, 5, 6, 8; Core Skills D, E, G)
3. Use particular vocabulary and grammatical constructions to effectively communicate personal ideas in context. (Course Goals 2, 4, 5; General Education Goals 1, 6, 8; Core Skills A, F, G)
4. Summarize, analyze and discuss the significance of historical events of each country.  
(Course Goal 1, 2, 4, 6, 7; General Education Goals 1, 5, 6, 8; Core Skills A, D, F, G)
5. Identify and compare famous Francophone personalities and their contributions to different fields of knowledge.  
(Course Goals 1, 6, 7; General Education Goals 4, 5, 6, 8; Core Skills D, E, G)
6. Recognize, list and apply grammatical structures in meaningful context of the vocabulary and cultural content of the lesson.  
(Course Goal 5; General Education Goals 4, 6; Core Skills D, E, F)
7. Apply basic concepts of literary analysis to various genres such as narratives, poetry, legends, and essays in order to facilitate written expression of point of view, contrast and analogy, direct discourse, expressing and supporting opinions, and hypothesizing.  
(Course Goals 1, 3, 6, 7; General Education Goals 1, 5, 6, 8; Core Skills A, D, G)

### **Evaluation of student learning:**

- Students will complete a written test after each unit studied including a Final examination. The Final will be comprehensive of units 1-5. These written assessments will measure skill levels in reading comprehension, writing, grammar constructions and listening comprehension.
- Further assessment of writing skills will be evaluated by at least three in-class short essay writing.
- Spoken communication (speaking and listening) will be assessed by at least two oral presentations in the form of either spontaneous dialogue or a prepared presentation.
- Required work in preparation for some class meetings includes the study of vocabulary lists and grammar explanations. These assignments can be done individually by students and are not necessarily communicative in nature.
- Summary, discussion and debate of short readings will be completed on a daily basis in class among students. Students are expected to pre-read all assignments for comprehension prior to each class.
- Daily in-class course work will be comprised of communicative activities, which develop precisely those skills that the student cannot perform alone at home: that is, speaking with others in French. The language of instruction and classroom business is French.

### **Academic Integrity Statement: Academic Integrity Policy:**

The *Academic Integrity Policies* of Mercer County Community College are based on the premise that each student has the responsibility (1) to uphold the highest standards of academic integrity in the student's own work, (2) to refuse to tolerate academic dishonesty in the college community, and (3) to foster a high sense of integrity and social responsibility on the part of the college community. Students should become familiar with and strictly adhere to MCCC's Academic Integrity policies. Refer to [http://www.mccc.edu/admissions\\_policies\\_integrity.shtml](http://www.mccc.edu/admissions_policies_integrity.shtml).