

everyday situations. Various aspects of French life will be discussed. Students will be encouraged to express their opinions orally and in writing.

III. Statement of Course Need

- A. This course provides an introduction to French, one of the most prevalent second languages in global use. This course meets a program requirement for several Associate of Arts programs.
- B. The laboratory component provides self-paced skill development with individualized support by the instructor. The lab provides oral and auditory practice.
- C. This course can transfer as the first semester of an introductory French language sequence.
 - This course generally transfers as a Humanities/Foreign Language general education course.
 - This course generally transfers as a Liberal Arts program requirement.
- D. This course enables students with advanced placement to continue their French studies at RVCC.

IV. Place of Course in College Curriculum

- A. Free Elective
- B. This course serves as a General Education course in Humanities/Foreign Language and Global and Cultural Awareness (pending).
- C. This course meets a program requirement for Liberal Arts (AA), Communication Studies (AA), and English (AA). This course meets a program option for Social Sciences (AA) and Mathematics (AS).
- D. To see course transferability: a) for New Jersey schools, go to the NJ Transfer website, www.njtransfer.org HYPERLINK "http://www.njtransfer.org/"; b) for all other colleges and universities, go to the individual websites.

V. Outline of Course Content

The course outline provides an overview of the subject content to be covered in the course.

- A. Grammar
 - 1. Verb tense review
 - a. Stem-Changing and Irregular Verbs
 - b. Reflexive Verbs
 - c. Past tenses- passé compose and imperfect
 - d. Hypothetical tenses- subjunctive and conditional

- e. Future tenses with near and far future forms
 - 2. Interrogative conjunctions like qui, que, comment, combien, pourquoi, quel
 - 3. Adverbs -formation and placement
 - 4. Relative adjectives + prepositional usage- lequel, auquel, duquel
 - 5. Negative expressions such as aucun, ne.ni..ni, rien, personne
- B. Tasks**
- a. Making Excuses and giving apologies
 - b. Exchanging Information
 - c. Describing People and things
 - d. Expressing Likes and Dislikes
 - e. Making Plans
 - f. Describing Daily Routines
 - g. Recounting events in the past
 - h. Discussing future plans
 - i. Discussing jobs and the world of work
- C. Vocabulary**
- a. Travel
 - b. Leisure Activities
 - c. Academic Courses and Schedules
 - d. Emotions and Conditions
 - e. Family Relations and Life events- marriage, funeral, birth
 - f. Jobs and Professions
 - g. Clothing
 - h. The House & Furnishings
 - i. Current events and Political stances
- D. Culture**
- a. Explore the cultures of a select variety of French-speaking parts of the world.
 - b. Discuss current events happening in those parts of the world.
 - c. Compare the relative importance of certain values (family, individual, religious, etc.) in French-speaking countries and in the U.S.
 - d. Talk about popular sports and pastimes in various French-speaking countries
 - e. Plan itineraries to various French-speaking countries

VI. General Education and Course Learning Outcomes

A. General Education Learning Outcomes:

Upon completion of the course, students will be able to:

1. Provide oral or written accurate descriptions of people and things. (GE-1)

2. Communicate in French on an intermediate-high to high level as defined by the ACTFL Proficiency Guidelines (GE-1)
3. Ask and answer intermediate high level questions with grammatical accuracy. (GE-NJ 1)
4. Develop a deeper knowledge of one country or one aspect of French culture through a research project or service learning project (GE-8)

B. Course Learning Outcomes:

At the completion of the course, students will be able to:

1. Use the indicative, past and future tenses well in French
2. Write French sentences and paragraphs at the intermediate to high level.
3. Communicate verbally (speak and be understood) with complex phrases and express complicated ideas at the intermediate to high level.

C. Assessment Instruments

1. lecture/discussion
2. small-group work
3. student oral presentations
4. simulation/role playing
5. computer-assisted instruction
6. research project

VII. Grade Determinants

- A. lecture/discussion
- B. small-group work
- C. computer-assisted instruction
- D. laboratory
- E. student oral presentations
- F. simulation/role playing
- G. student collaboration
- H. independent study
- I. research project
- J. written work done in class
- K. classwork

The primary formats, modes, and methods for teaching and learning that may be used in the course:

- A. lecture/discussion
- B. small-group work
- C. computer-assisted instruction
- D. guest speakers
- E. laboratory
- F. student oral presentations
- G. simulation/role playing
- H. student collaboration
- I. independent study
- J. other (fieldtrips)

VIII. Texts and Materials

A. Suggested Textbooks:

Tresors Du Temps:by Yvone Lenard, Glencoe Text.

En train d'écrire by Gerrard, Rusterholz, Long by McGraw Hill

Excerpts from Passeport by Jarvis, Bonin, Corbin, McKee by Holt, Rhinehart

Excerpts from L'Art de Lire by Hope & Hope by Prentice Hall

B. Web sources:

C. French- language newspapers and magazines available on-line

D. TV5 Monde

(Please note: The course outline is intended as a guide to course content and resources. Do not purchase textbooks based on this outline. The RVCC Bookstore is the sole resource for the most up-to-date information about textbooks.)

IX. Resources

A. Online resources

1. <https://apprendre.tv5monde.com/fr>
2. Immersion French with Thomas

B. Television shows

1. French in Action
2. TV 5/ Canal Plus+

X. Honors Option

Not available