

JEFFERSON COLLEGE

COURSE SYLLABUS

FRN101

BEGINNING FRENCH

5 Credit Hours

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by
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FRN101: Beginning French

I. CATALOGUE DESCRIPTION

In Beginning French the students will develop fundamental oral and written skills in French. There will be three hours of group interaction plus two hours of multimedia work with audio and video files each week.

II. GENERAL COURSE OBJECTIVES

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

- A. Demonstrate the knowledge of the basic grammatical structure of the French language expected of the beginning level student.
- B. Communicate in various practical situations at a beginner's level of proficiency.
- C. Demonstrate a grasp of the basics of French pronunciation, being able to recognize words from sound cues only and being able reproduce words with correct pronunciation.
- D. Demonstrate a knowledge of various aspects of French culture which are unique and different from American culture.
- E. Demonstrate mastery of the four communicative language skills, listening, speaking, reading and writing, at a beginner's level of proficiency.

III. COURSE OUTLINE

- A. Grammatical Structures
 - 1. Definite and indefinite articles
 - 2. Present tense of regular **-er** verbs
 - 3. Present tense of the irregular verbs **être, avoir, faire, aller, prendre, vouloir, and devoir**
 - 4. The **passé composé** with **avoir, être**
 - 5. Adverbs
 - 6. Interrogative forms
 - 7. **Il y a, voilà** and **voici**
 - 8. Number: 0- 1,000,000
 - 9. Adjectives: of nationality, descriptive, possessive, demonstrative
 - 10. Contractions with **à, de**
 - 11. Telling time
 - 12. Days of the week, months, dates, seasons

13. Pronominal (reflexive) verbs, present tense
14. Commands
15. The near future tense
16. Expressions of quantity
17. Partitive articles

B. Communication - Vocabulary and practice in situations related to:

1. Asking for and giving information about basic activities
2. Hesitating in order to gain time to think
3. Understanding a simple conversation upon meeting someone for the first time
4. Meeting and greeting people
5. Reading a café and a fast-food menu
6. Getting something to eat and drink
7. Talking about possessions
8. Having someone repeat what you have not heard or understood
9. Expressing likes and dislikes
10. Reading a short descriptive text about people
11. Describing your family
12. Understanding people talking about themselves
13. Identifying and locating places in a city
14. Making plans
15. Asking for and giving directions
16. Giving orders and suggesting activities
17. Indicating possession
18. Telling time
19. Reading a tourist brochure
20. Understanding discussions of plans and activities
21. Making plans to do various activities in town
22. Understanding conversations about making plans
23. Using the Paris subway
24. Talking about future plans
25. Talking about various means of urban transportation
26. Reading short informational texts about transportation
27. Talking about events in the past
28. Talking about the weather
29. Talking about events in the past
30. Reading informational materials about leisure-time activities
31. Understanding conversations about leisure-time activities
32. Organizing leisure-time activities
33. Asking for information and making purchases in stores
34. Understanding information presented by salespeople
35. Using a variety of expressions to say what you want to buy
36. Expressing quantities
37. Reading ads about a variety of products

38. Choosing the right store when making a purchase

C. Pronunciation

1. Final consonants, silent and pronounced
2. The combinations **qu**, **ch**, and **gn**
3. The consonants **c**, **g**, **s**, and **t**
4. The consonants **n** and **m** in various positions
5. The vowels **a**, **i**, **u**, **é**, **è**, **ê**, and **e**
6. The combinations **ai** and **au**

D. Culture

1. The café
2. Greetings
3. Fast food
4. The family
5. The city
6. Time, the calendar, weather
7. Money
8. Movies
9. Lawn bowling
10. The market
11. The supermarket
12. The shopping center

IV. METHODS OF INSTRUCTION

- A. Instructor Lectures
- B. Homework Assignments
- C. Choral drill (such as reciting verb conjugations)
- D. Interactive work with the instructor and classmates in the classroom (paired work)
- E. Work with the audiofiles in the Language Laboratory or at home
- F. Work with the videofiles in the Language Lab

V. REQUIRED TEXTBOOK(S) WITH PUBLICATION INFORMATION

Bragger, Jeannette D. and Donald B. Rice, *Allons-y*, 5th edition, Heinle & Heinle, 2000.

VI. REQUIRED MATERIALS (STUDENT)

- A. Textbook
- B. Workbook/Lab Manual for *Allons-y*
- C. Audiofiles for *Allons-y* come on CDs with the textbook, as well as a CD-Rom, all of which may be used in the Language Lab.
- D. Videofiles are recorded on the hard-drives of the students' computers in the Language Lab. Additionally a videotape for *Allons-y* is on reserve in the Library.

VII. SUPPLEMENTAL REFERENCES

- A. Students are encouraged to invest in a French-English, English-French dictionary, although these are available in the library and in the Language Lab.

VIII. METHOD OF EVALUATION (STUDENT)

- A. Tests, which include written and oral parts, 40%
- B. Occasional quizzes, 25%
- C. Final exam (both written and oral), 10%
- D. Attendance, homework, lab work, 25%

Grades are assigned on a percentage basis on the following scale:

90-100 = A
80- 89 = B
70- 79 = C
60- 69 = D
Below 60 = F