



**El Camino College**  
**COURSE OUTLINE OF RECORD – Approved**

**I. GENERAL COURSE INFORMATION**

**Subject and Number:** French 1  
**Descriptive Title:** Elementary French I  
**Course Disciplines:** Foreign Languages  
**Division:** Humanities

**Catalog Description:**

This course introduces students to speaking, listening, reading and writing linguistically appropriate French. Students are also introduced to the cultural background of the language, including the relationships among cultural practices and perspectives and general aspects of everyday life. Technological support may include videos, DVDs, audio CDs, and Internet access to publishers' websites for tutoring and other support.

*Note: This course is comparable to two years of high school French.*

**Conditions of Enrollment:**

**Recommended Preparation:** English 1 or eligibility for English 1A or qualification by appropriate assessment

<b>Course Length:</b>	<b>X Full Term</b>	<b>Other (Specify number of weeks):</b>
<b>Hours Lecture:</b>	<b>5.00 hours per week</b>	<b>TBA</b>
<b>Hours Laboratory:</b>	<b>0 hours per week</b>	<b>TBA</b>
<b>Course Units:</b>	<b>5.00</b>	

**Grading Method:** Letter  
**Credit Status:** Associate Degree Credit

**Transfer CSU:** X Effective Date: Prior to July 1992  
**Transfer UC:** X Effective Date: Prior to July 1992

**General Education:**

**El Camino College:**

3 – Humanities

Term: \_\_\_\_\_ Other: \_\_\_\_\_

**CSU GE:**

C2 - Humanities

Term: \_\_\_\_\_ Other: Approved

**IGETC:**

6A - Languages other than English (UC Requirement Only)

Term: \_\_\_\_\_ Other: \_\_\_\_\_

## II. OUTCOMES AND OBJECTIVES

### A. COURSE STUDENT LEARNING OUTCOMES (The course student learning outcomes are listed below, along with a representative assessment method for each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)

#### SLO #1

Upon completion of this course students will converse in a culturally appropriate manner about everyday topics such as greetings and personal description within the limits of vocabulary and structures appropriate to beginning French 1.

#### SLO #2

Upon completion of this course students will read and demonstrate comprehension of a short paragraph in French about other people, places or everyday topics.

#### SLO #3

Upon completion of this course students will write a 5-10 sentence paragraph in French about themselves and everyday top

### B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below)

1. Develop simple oral and written sentences in French.
2. Comprehend and converse in simple French about everyday topics.
3. Develop short written paragraphs about everyday topics.
4. Apply Francophone social structure and manners to correspondence and spoken French.
5. Compose short correspondences (e-mails and tweets) to French-speaking contacts using correct spelling and culturally appropriate language.
6. Comprehend, articulate, and apply French idiomatic expressions.
7. Compare French and English idiomatic usage.
8. Identify, examine, and discuss connections between socially appropriate behavioral patterns and diverse perspectives within the French cultural context.

### III. OUTLINE OF SUBJECT MATTER (Topics are detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)

Lecture or Lab	Approximate Hours	Topic Number	Major Topic
Lecture	5	I	Pronunciation of the French alphabet as it is used in words, with a focus on: A. Vowels B. Sentence flow in declarative and interrogative sentences C. Pronunciation practice
Lecture	15	II	Acquisition of vocabulary and idioms necessary for descriptive conversations about everyday topics. A. Family B. Friends C. Homes D. Pets E. Everyday items

Lecture	25	III	Oral and written sentence structure. A. Use of present tense, near future, and passé composé to discuss everyday topics and events B. Culturally appropriate structure reflecting an understanding of social structure, manners, and historical and geographical realities of the Francophone world
Lecture	10	IV	Introduction to written strategies for communicating short passages about one's self, one's family and friends, and everyday events. Proper use and placement of accents. A. E-mails and tweets B. Short readings from online newspapers and magazines C. Short written paragraphs about daily events and happenings in the student's life
Lecture	25	V	Aural comprehension, interpretation and production. A. Oral communication strategies with native speakers in clarifying unknown vocabulary by asking and guessing from context B. Identifying verbs, adverbs, and adjectives from root words (typically nouns learned as part of vocabulary)
Lecture	10	VI	Introduction to cultural topics necessary to communicate appropriately with native French speakers. A. History B. Geography C. Social structure D. Political realities
Total Lecture Hours		90	
Total Laboratory Hours		0	
Total Hours		90	

#### IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

##### A. PRIMARY METHOD OF EVALUATION:

Skills demonstrations

##### B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:

Read the section "Identifying Family and Friends" (including "family" vocabulary, the indefinite article, and the verb avoir). Complete exercises C-F in the workbook that correspond to the material in the text. In class, you will be participating in a five to ten minute discussion of each others' family trees and asking questions about family members; for example, name, physical description, age, and place of residence. You will use this information to develop your own family tree, demonstrating proper spelling and sentence structure.

**C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:**

1. Write two paragraphs in French comparing and contrasting basic table etiquette in France and in the United States. Include at least three elements of comparison and contrast.
2. Read the French TV Guide online. Choose a program you would like to watch based on its description, then write two paragraphs in French comparing it to an American program that you currently watch. In your written paragraphs, include elements that differentiate the two shows, and judge which show you would prefer to watch, explaining why.

**D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:**

Performance exams

Objective Exams

Quizzes

Class Performance

Multiple Choice

Completion

Matching Items

True/False

Other (specify):

Written answers to questions on multiple quizzes and exams. Short paragraph exercises from the textbook or the workbook that accompanies the text. Lab manual and / or computer exercises provided by the textbook publisher. Oral and written questions in French to be answered in French.

**V. INSTRUCTIONAL METHODS**

Demonstration

Discussion

Group Activities

Lecture

Multimedia presentations

Role Play

Other (please specify)

Dictations, recorded conversations

**Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.**

**VI. WORK OUTSIDE OF CLASS**

Study

Answer questions

Skill practice

Problem solving activities

Written work

**Estimated Independent Study Hours per Week: 10**

**VII. TEXTS AND MATERIALS**

**A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS**

Oates, Michael D., Entre Amis, 6th ed., Heinle Cengage Learning, 2013. Discipline Standard

**B. ALTERNATIVE TEXTBOOKS**

**C. REQUIRED SUPPLEMENTARY READINGS**

**D. OTHER REQUIRED MATERIALS**

**VIII. CONDITIONS OF ENROLLMENT**

**A. Requisites (Course and Non-Course Prerequisites and Corequisites)**

Requisites	Category and Justification
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**B. Requisite Skills**

Requisite Skills
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**C. Recommended Preparations (Course) (Skills with which a student's ability to succeed will be strongly enhanced.)**

Requisite course: ENGL 1
Requisite and Matching skill(s): <b>Students need well-developed reading skills in order to understand and interpret information in their textbooks and writing skills to develop essays and projects.</b>  ENGL 1- Summarize, analyze, evaluate, and synthesize college-level texts. ENGL 1 - Write a well-reasoned, well-supported expository essay that demonstrates application of the academic writing process.

**D. Recommended Preparations (Non-Course) (Skills with which a student's ability to succeed will be strongly enhanced.)**

Requisite: Eligibility for English 1A or qualification by appropriate assessment
This course involves reading college level textbooks, developing projects, and answering essay questions. A student’s success in this class will be enhanced if they have these skills.

**E. Enrollment Limitations**

Enrollment Limitations and Category	Enrollment Limitations Impact
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**Course created by Charles Donovan on 05/01/1974.**

**BOARD APPROVAL DATE:**

**LAST BOARD APPROVAL DATE: 10/19/2020**

**Last Reviewed by:** Alicia Class  
19884

**Date: 08/27/2020**