# 7/24/2020

# brcc keystone logo

Baton Rouge Community College

*Academic Affairs Master Syllabus*

Date Approved: 2 September 2020

Term and Year of Implementation: Fall 2020

**Course Title:** Elementary French II

**BRCC Course Rubric:** FREN 1023

**Previous Course Rubric**: FREN 102

**Lecture Hours per week-Lab Hours per week-Credit Hours**: 3-0-3

**Per semester: Lecture Hours-Lab Hours-Instructional Contact Hours**: 45-0-45

**Louisiana Common Course Number:** CFRN 1023

**CIP Code:** 16.0901

**Course Description:** Extends elementary knowledge of the basic grammatical structure of the French language and the culture. This course continues to develop reading, writing, listening, and speaking skills, and appreciation for the geography, food, music, values, and customs of the Francophone world.

**Prerequisites:**  FREN 1013 or equivalent

**Co-requisites:** None

**Suggested Enrollment Cap:** 30

**Learning Outcomes.** *Upon successful completion of this course, the students will be able to:*

1. Read and order from a menu;

2. Ask for and receive personal information;

3. Ask for and receive general information about the community;

4. Read, write, and engage in conversational French on topics related to food, travel and travel, environment, weather, family members, personal experiences, festivities, health, and other pertinent aspects of Francophone culture;

5. Use colloquial French and idiomatic expressions;

6. Make comparisons of equality and inequality;

7. Use properly the French passé compose and imperfect tenses;

8. Distinguish and use of savoir and connaître; and

9. Expand the use of regular, irregular, transitive, and intransitive verbs.

**General Education Learning Outcome(s):** This course supports the development of competency in the following area(s). Students will:

Interpret others’ ideas in written and spoken form. (General Education Competency: Communication)

**Assessment Measures.** Assessment of all learning outcomes will be measured using the following methods:

1. Departmental faculty-made mid-term and final exams;

2. Instructor-made assessment instruments: tests, quizzes, pop quizzes, oral interviews;

3. Role playing;

4. Written and oral exercises from workbook and textbook; and;

5. Students’ self-assessment at the time of the final exam.

**Information to be included on the Instructor’s Course Syllabi:**

* ***Disability Statement*:** Baton Rouge Community College seeks to meet the needs of its students in many ways. See the Office of Disability Services to receive suggestions for disability statements that should be included in each syllabus.
* ***Grading:*** The College grading policy should be included in the course syllabus. Any special practices should also go here. This should include the instructor’s and/or the department’s policy for make-up work. For example in a speech course, “Speeches not given on due date will receive no grade higher than a sixty” or “Make-up work will not be accepted after the last day of class”.
* ***Attendance Policy*:** Include the overall attendance policy of the college. Instructors may want to add additional information in individual syllabi to meet the needs of their courses.
* ***General Policies*:** Instructors’ policy on the use of things such as beepers and cell phones and/or hand held programmable calculators should be covered in this section.
* ***Cheating and Plagiarism*:** This must be included in all syllabi and should include the penalties for incidents in a given class. Students should have a clear idea of what constitutes cheating in a given course.
* ***Safety Concerns:*** In some courses, this may be a major issue. For example, “No student will be allowed in the lab without safety glasses”. General statements such as, “Items that may be harmful to one’s self or others should not be brought to class”.
* ***Library/ Learning Resources:*** Since the development of the total person is part of our mission, assignments in the library and/or the Learning Resources Center should be included to assist students in enhancing skills and in using resources. Students should be encouraged to use the library for reading enjoyment as part of lifelong learning.

**Expanded Course Outline:**

I. Read and order from a menu

A. Name foods and drinks: vegetables, fruits, drinks, meats, poultry, seafood, milk products and typical dishes and desserts

B. Express plans and desires

II. Ask for and receive personal information

A. Ask, understand and give directions

B. Describe daily routine: Reflexives

III. Ask for and receive general information about the community

A. Point out a places and objects: demonstrative adjectives

B. Identify and name different places in the community and their functions

C. Identify Francophone holidays and community participation

D. Discuss habitual actions in the past: Use of imperfect

E. Point out people and objects: demonstrative adjectives

F. Name objects found in the classroom, places, and persons related to school

IV. Read, write, and engage in conversational topics related to food, travel and travel, environment, weather, family members, personal experiences, festivities and health

V. Use everyday French and idiomatic expressions

A. Use reciprocal reflexive verbs: s’ entendre/se disputer

B. Understand and use colloquial French and idiomatic expressions

VI. Make comparisons of equality and inequality

A. Make comparison of equality and inequality: plus/moins/aussi/autant

B. Compare and contrast French and American housing

C. Express degrees of knowledge and acquaintance

D. Use reciprocal and reflexive verbs: savoir v. connaître

VII. Use properly the French passé composé and imperfect tenses

A. Talk about past actions: The passé.compose of regular and irregular verbs

B. Talk about past experiences

C. Express ago: il y a+ time

D. Other past expressions

VIII. Use properly Impersonal object pronouns

A. Read and comprehend information related to ads, signs, warnings, and short biographies

B. Find information related to housing ads

C. Make negative statements: rien/personne/jamais/plus/pas encore

D. Refer to objects already mention: Impersonal direct object pronouns le, la, l; les

IX. Distinguish and use of savoir and connaître

A. Express knowledge of people, places and facts: connaître and savoir

B. Refer to people or objects already mentioned: direct object pronoun

C. Refer to people or objects already mentioned: indirect object pronoun

X. Expand the use of regular, irregular, transitive, and intransitive verbs

A. Infinitives after prepositions après avoir + past participle

B. Avant + infinitive