

Cerro Coso College
Course Outline of Record Report
10/11/2021

FRENC101 : Elementary French I

General Information

Author:	• Tech Support
Course Code (CB01) :	FRENC101
Course Title (CB02) :	Elementary French I
Department:	English
Proposal Start:	Spring 2017
TOP Code (CB03) :	(1102.00) French
SAM Code (CB09) :	Non-occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	CCC000547181
Curriculum Committee Approval Date:	05/03/2013
Board of Trustees Approval Date:	06/13/2013
External Review Approval Date:	06/13/2013
Course Description:	This is an introductory course in which students learn basic grammar and vocabulary for speaking, reading, understanding, and writing at the beginning level as well as the culture and civilization of the French-speaking world.
Submission Type:	New Course
Author:	No value

Faculty Minimum Qualifications

Master Discipline Preferred:	• Foreign Languages
Alternate Master Discipline Preferred:	No value
Bachelors or Associates Discipline Preferred:	No value
Additional Bachelors or Associates Discipline Preferred:	No value

Course Development Options

Basic Skills Status (CB08) Course is not a basic skills course.	Course Special Class Status (CB13) Course is not a special class.	Grade Options <ul style="list-style-type: none">• Letter Grade Methods• Pass/No Pass
<input type="checkbox"/> Allow Students to Gain Credit by Exam/Challenge	Allowed Number of Retakes 0	Course Prior To College Level (CB21) Not applicable.
Rationale For Credit By Exam/Challenge	Retake Policy Description	<input checked="" type="checkbox"/> All

No value

No value

Allow Students to Audit Course

Course Support Course Status (CB26)

No value

Associated Programs

Course is part of a program (CB24)

Associated Program

Award Type

Active

CC Liberal Arts: Arts & Humanities

A.A. Degree Major

Summer 2018 to Fall 2020

CSU General Education (CSU GE Breadth)

Certificate of Achievement

Fall 2020

Spanish Associate in Arts Degree for Transfer

A.A. Degree for Transfer

Fall 2020 to Fall 2020

Intersegmental General Education Transfer
Curriculum Certificate of Achievement

Certificate of Achievement

Fall 2020

Liberal Arts: Arts & Humanities Associate in
Arts Degree

A.A. Degree Major

Fall 2020

CSU General Education (CSU GE Breadth) (In
Development)

Certificate of Achievement

Fall 2021

Intersegmental General Education Transfer
Curriculum Certificate of Achievement (In
Development)

Certificate of Achievement

Fall 2021

Liberal Arts: Arts & Humanities Associate in
Arts Degree (In Development)

A.A. Degree Major

Spring 2022

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

No value

Transferability

Transferable to both UC and CSU

Transferability Status

Approved

Cerro Coso General Education Requirements	Categories	Status	Approval Date	Comparable Course
Area 3.6	Humanities Foreign Language	Approved	05/03/2013	No Comparable Course defined.

CSU General Education Certification	Categories	Status	Approval Date	Comparable Course
Area C.2	Arts & Humanities Humanities	Approved	05/03/2013	No Comparable Course defined.

Intersegmental General Education Transfer Curriculum	Categories	Status	Approval Date	Comparable Course
Area 6	Language other than English	Approved	05/11/2018	No Comparable Course defined.

Units and Hours

Summary

Minimum Credit Units (CB07)	5
Maximum Credit Units (CB06)	5
Total Course In-Class (Contact) Hours	90
Total Course Out-of-Class Hours	180
Total Student Learning Hours	270
Faculty Load	0

Credit / Non-Credit Options

Course Credit Status (CB04)	Course Non Credit Category (CB22)	Non-Credit Characteristic
Credit - Degree Applicable	Credit Course.	No Value

Course Classification Status (CB11)	Funding Agency Category (CB23)	<input type="checkbox"/> Cooperative Work Experience Education Status (CB10)
Credit Course.	Not Applicable.	
<input type="checkbox"/> Variable Credit Course		

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	5	10
Laboratory Hours	0	0

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	54
Course In-Class (Contact) Hours	

Activity Hours	0	0	Lecture	90
			Laboratory	0
			Activity	0
			Total	90
Course Out-of-Class Hours				
			Lecture	180
			Laboratory	0
			Activity	0
			Total	180

Time Commitment Notes for Students

No value

Faculty Load

Extra Duties: 0

Faculty Load: 0

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Pre-requisites, Co-requisites, Anti-requisites and Advisories

Advisory

ENGLC070 - Introductory Composition

Reading - 1 Level Prior to Transfer

Content Review

Narrative:

In first year of foreign language courses, all of the major parts of speech are covered. In the first semester much of the emphasis is on learning techniques for acquiring new vocabulary, understanding difficult concepts such as gendered nouns, and gender and number agreement with articles, nouns, adjectives and verbs as well as areas such as ser vs. estar, irregular verbs such as stem-changers, and at least one other tense (usually the preterit).

Therefore, since much of a first year language class is based on grammar, with additional components which require reading and writing skills in a foreign language, it is recommended that students have achieved a Reading and Writing Level I skill level (English 70).

Writing - 1 Level Prior to Transfer

Content Review

Advisory Writing - 1 Level Prior to Transfer

Narrative:

In first year of foreign language courses, all of the major parts of speech are covered. In the first semester much of the emphasis is on learning techniques for acquiring new vocabulary, understanding difficult concepts such as gendered nouns, and gender and number agreement with articles, nouns, adjectives and verbs as well as areas such as ser vs.

estar, irregular verbs such as stem-changers, and at least one other tense (usually the preterit). Therefore, since much of a first year language class is based on grammar, with additional components which require reading and writing skills in a foreign language, it is recommended that students have achieved a Reading and Writing Level I skill level (English 70).

Entrance Skills

Entrance Skills	Description
-----------------	-------------

No value	No value
----------	----------

Limitations on Enrollment

Limitations on Enrollment	Description
---------------------------	-------------

No value	No value
----------	----------

Specifications

Methods of Instruction

Methods of Instruction	Audiovisual
------------------------	-------------

Rationale	No value
-----------	----------

Methods of Instruction	In-class writing
------------------------	------------------

Rationale	No value
-----------	----------

Methods of Instruction	Lecture
------------------------	---------

Rationale	No value
-----------	----------

Methods of Instruction	Outside reading
------------------------	-----------------

Rationale	No value
-----------	----------

Methods of Instruction	Written work
------------------------	--------------

Rationale	No value
-----------	----------

Methods of Instruction

Other

Rationale

Reading: Short paragraphs and simple dialogues geared to the introductory level. May include instructor and textbook lectures of both grammatical and cultural focuses. Speaking and listening comprehension, student response drills using publisher's oral software with a variety of native-speakers and oral or written replies by the student. Writing exercises stressing the grammatical structures and vocabulary of the section being covered.

Assignments

Completion of written and oral exercises from the textbook.

For example: Write a short paragraph about your immediate family: Use the adjectives learned so far and make the correct gender/noun agreement.

Use the verbs être and avoir. For example: Fill-in blanks with the correct forms of the given verb in parenthesis.

Readings. For example: Read the Roman-Photo section in the textbook, which relates to the lesson's theme by recycling vocabulary and grammar.

For example: Read the Lecture Culturelle section in the textbook, which focuses on a specific place, custom, person, group, or tradition in the French-speaking world.

Complete a written or oral activity to check your comprehension of the material presented. Pair students together for Communication Activities related to the lesson topic.

For example: Pairs can role-play a café scene. The customer asks the waiter/waitress about the specials of the day, and the customer orders. Responses should use vocabulary, useful expressions, grammar and language functions associated with the theme of the scenario.

Use idiomatic expressions in real-life scenarios.

Watch a video segment from Roman-Photo, Le Zapping or Panorama to expand cultural perspectives. The segments expose students to a wide variety of accents and vocabulary.

For example: Make a list of vocabulary presented in the segment. Watch a Le Zapping TV clip, (commercials and short films) from a particular French-speaking country for additional exposure to authentic language. The clips, one per lesson, feature the language, vocabulary and theme of the lesson. For example: Complete a written or oral activity to check your comprehension of the material presented.

Methods of Evaluation**Rationale****Tests**

Tests, quizzes, exams, written paragraphs. Depending on the topic, a wide variety of test formats are used: Multiple choice, fill in the blanks, answer open ended questions, conjugate a specific verb according to the requested tense, etc

Other

Completion of written and oral textbook and workbook exercises.

Written exercises focus mainly on grammar constructions. For example, students are given a series of sentences with a list of verbs. Students need to know the vocabulary to complete this exercise so that they can select the verb that best fits the context. Apart from that, students need to conjugate the verb (given in infinitive) into the required tense.

Oral comprehension (online delivery): At a beginner's level, students listen to a recording as many times as necessary, then they answer the related questions. Speaking skills: Students must practice reading aloud sentences and then, record the given reading exercise, and submit it to the instructor. Later, instructor reviews students' recording exercises, provides oral feedback by replying (in form of a recording) to the student's activity.

For example: During the first weeks, students must read aloud sentences containing difficult pronunciation letters or syllables containing diphthongs. Later in the semester, the instructor pairs the students using the publisher's software so students can interact and complete a group recording

In an onsite class, the dynamics in this regard is different, since there is no need for a student to record his/her voice. Instead, the instructor assess each student's reading skills during class.

Participation

Participation in classroom discussion. Discussions focus on either a grammatical topic or a cultural topic. For example: English-Spanish cognates, such as "library" meaning "bibliothèque" and not "librairie."

Equipment

No Value

Textbooks

Author	Title	Publisher	Date	ISBN
--------	-------	-----------	------	------

Mitschke, C. and Tano, C.	Promenages, end	Vista Higher Learning	214	
---------------------------	-----------------	-----------------------	-----	--

Other Instructional Materials

Description Software Vista Higher Learning. Supersite Plus code for Promenades, , 2nd ed. -- This code gives the student access to the textbook.

Author No value

Citation No value

Description Other Recommended titles: Kendris, Christopher and Kendris, Theodore. (2007) 501 French Verbs, 6th ed., Barron's Educational Series. Morton, Jacqueline. (2009) English Grammar for Students of French, 6th Revised ed., Olivia & Hill Press.

Author No value

Citation No value

Materials Fee

No value

Learning Outcomes and Objectives

Course Objectives

No value

CSLOs

Articulate a beginner's level French vocabulary of approximately 750 words. Expected SLO Performance: -

Identify the conjugation of verbs in the present tense, including irregulars, and at least one other tense such as the passé composé. Expected SLO Performance: -

Apply to conversation and writing the basic parts of speech in French, such as nouns, articles, adjectives, and the concepts of gender and number agreement. Expected SLO Performance: -

Interpret and produce short passages in French. Expected SLO Performance: -

Describe the history, culture, and civilization of the French-speaking world. Expected SLO Performance: -

Outline

Course Outline

A. Beginning concepts

1. Greetings and expressions of courtesy
2. Alphabet, pronunciation, cognates
3. Numbers 0-60
4. Classroom vocabulary

B. Beginning grammatical concepts

1. Nouns and articles; concept of gender and number agreement, including both regular and irregular endings
2. Definite and indefinite articles
3. The expression "c'est"
4. The expressions "il y a," "il n'y a pas de" and "combien de"
5. Subject pronouns
6. The present tense conjugation of the verb "être"
7. The expressions "c'est" and "ce sont" vs "il/elle est" and "ils/elles sont"
8. Adjectives, including cognate descriptive adjectives and nationalities, and adjective agreement and placement

C. More advanced grammatical concepts

1. The present tense conjugation of regular "-er" verbs and their placement in sentences with 1 and 2 verbs
2. Question formation using intonation, "Est-ce que," tags and inversion
3. Negation using "ne...pas" in known sentence structures
4. The present-tense conjugation of the verb "avoir" and associated idiomatic expressions
5. Telling time; time expressions
6. Regular and irregular descriptive adjectives; placement of BAGS adjectives
7. Possessive adjectives
8. Possession with "de"
9. Numbers 61-100
10. Prepositions of location; contractions of the preposition "de" with definite articles
11. Disjunctive pronouns
12. The present tense conjugation of the verb "aller"
13. The futur proche tense with the verb "aller"; the negation of the futur proche tense
14. The preposition "à" and its contractions with definite articles; infinitive verbs that take the preposition "à"
15. Prepositions with place names
16. Interrogative words
17. The present tense conjugation of the verbs "prendre" and "boire" (and other verbs of this family)
18. Partitive articles
19. The present tense conjugation of the verb "faire" and associated idiomatic expressions
20. The expression "il faut"
21. The present tense conjugation of irregular "-ir" verbs, such as "sortir," "partir" and "dormir"
22. Numbers 101 and higher
23. The present tense conjugation of spelling-change "-er" verbs such as "acheter," "espérer" and "envoyer"
24. Demonstrative adjectives
25. The passé composé tense of regular "-er" and "-ir" verbs, as well as some irregular verbs (such as "apprendre," "courir" and "faire") that take the auxiliary verb "avoir"; the negation of the passé composé tense using "ne...pas"; forming questions in the passé composé; the use of some adverbs in the passé composé such as "déjà," "encore" and "bien"
26. Indirect object pronouns in known sentence structures; intransitive verbs such as "demander à," "montrer à" and "parler à"
27. Disjunctive pronouns for emphasis and clarification
27. Disjunctive pronouns for emphasis and clarification
28. The present tense of regular and irregular "-re" verbs such as "attendre," "perdre" and "rendre visite à"; the passé composé of regular, as well as irregular "-re" verbs such as "mettre," "conduire" and "rire"
29. The passé composé tense of verbs that take the auxiliary verb "être"; the negation of the passé composé tense using "ne...pas"; forming questions in the passé composé tense; the use of some adverbs in the passé composé such as "déjà," "encore" and "bien"
30. Direct object pronouns in known sentence structures
31. The present tense and passé composé tense of regular "-ir" verbs
32. The imperative mood of regular, as well as irregular verbs such as "avoir" and "être"; the use of pronouns in the imperative mood; the negation of the imperative mood using "ne...pas"
33. The present tense and the passé composé tense of the verbs "dire," "lire" and "écrire"

D. Other thematic topics

1. Continued phonetic study
2. Academic subjects and themes; some adjectives
3. Schedules, days of the week and time expressions
4. Family, pets and civil states
5. Description and professions
6. Places and activities
7. Food and cafés; phrases of quantity
8. Pastimes and expressions of frequency
9. Weather, seasons and dates

10. Celebrations and life stages
11. Clothing and shopping
12. Travel and country names
13. Hotels and making reservations; transitional words

E. Cultural Focus

1. History and geography of the French-speaking world
2. Art and architecture of the French-speaking world
3. Cultural differences and similarities between the French-speaking world and the U.S.
4. Everyday life in the French-speaking world (food, family, sport, etc.)
5. Music of the French-speaking world

Delivery Methods and Distance Education

Delivery Method: Please list all that apply -Face to face -Online (purely online no face-to-face contact) -Online with some required face-to-face meetings ("Hybrid") -Online course with on ground testing -iTV – Interactive video = Face to face course with significant required activities in a distance modality -Other

Face 2 Face
 Online
 Interactive

Rigor Statement: Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used. For instance, if labs, field trips, or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section?

iTV 20 per site/max 40 total Preferred maximum enrollment for iTV courses is 20 students at each site. Online 45 Preferred maximum enrollment for online courses is 45 students.

Effective Student-Instructor Contact: Good practice requires both asynchronous and synchronous contact for effective contact. List the methods expected of all instructors teaching the course. -Learning Management System -Discussion Forums -Moodle Message -Other Contact -Chat/Instant Messaging -E-mail -Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV -Interactive Video -Other (specify)

learning management system discussion forums
 learnign management system message
 chat
 email
 newsgropu/discussion board
 proctored
 phone
 itv

Software and Equipment: What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?

Computer with internet connection, CD, DVD, audio playback, and printer. Software capable of playing audio and video from CD and DVD MS Office compatible suite - Ability to read and write Word, Excel, and PowerPoint files

Accessibility: Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology. Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden". I am using -iTV—Interactive Video only -Learning management system -Publisher course with learning management system interface.

itv
learning management system
publisher

Class Size: Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.

Hybrid Preferred maximum enrollment iTV Preferred maximum enrollment for iTV courses is 20 students at each site. Online Preferred maximum enrollment for online courses is 45 students.