**I. ASCRC General Education Form** (revised 3/19/14)

Use to propose new general education courses (except writing courses), to change or renew existing gen ed courses and to remove designations for existing gen ed courses.

Note: One-time-only general education designation may be requested for experimental courses (X91-previously X95), granted only for the semester taught. A NEW request must be submitted for the course to receive subsequent general education status.

<table>
<thead>
<tr>
<th>Group (submit separate forms if requesting more than one general education group designation)</th>
<th>II. Mathematics</th>
<th>VII: Social Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>III. Language</td>
<td>VIII: Ethics &amp; Human Values</td>
<td></td>
</tr>
<tr>
<td>III Exception: Symbolic Systems *</td>
<td>IX: American &amp; European</td>
<td></td>
</tr>
<tr>
<td>IV: Expressive Arts</td>
<td>X: Indigenous &amp; Global</td>
<td></td>
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<tr>
<td>V: Literary &amp; Artistic Studies</td>
<td>XI: Natural Sciences w/ lab  □  w/out lab  □</td>
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<td>VI: Historical &amp; Cultural Studies</td>
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* Require a Symbolic Systems Request Form.

<table>
<thead>
<tr>
<th>Dept/Program</th>
<th>MCCLL</th>
<th>Course #</th>
<th>FRCH 102</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title</td>
<td>Elementary French</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prerequisite</td>
<td>FRCH 101</td>
<td>Credits</td>
<td>5</td>
</tr>
</tbody>
</table>

**II. Endorsement/Approvals**

Complete the form and obtain signatures before submitting to Faculty Senate Office.

<table>
<thead>
<tr>
<th>Please type / print name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor</td>
<td>Bénédicte Boisseron</td>
<td>2/18/15</td>
</tr>
<tr>
<td>Phone / Email</td>
<td>243-4004</td>
<td></td>
</tr>
<tr>
<td>Program Chair</td>
<td>Liz Ametsbichler</td>
<td></td>
</tr>
<tr>
<td>Dean</td>
<td>Chris Comer</td>
<td></td>
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</tbody>
</table>

**III. Type of request**

<table>
<thead>
<tr>
<th>New</th>
<th>One-time Only</th>
<th>Renew</th>
<th>X</th>
<th>Change</th>
<th>Remove</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for Gen Ed inclusion, change or deletion</td>
<td>Fulfills GenEd language requirement</td>
<td></td>
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</tbody>
</table>

**IV. Description and purpose of the general education course:** General Education courses must be introductory and foundational within the offering department or within the General Education Group. They must emphasize breadth, context, and connectedness; and relate course content to students’ future lives: See Preamble.

FRCH 102 further introduces students to a variety of French-speaking cultures from around the world, including Europe (France, Belgium), Africa, and America (the French Antilles and Louisiana). It also provides students with basic skills to communicate in a foreign language. The language skills acquired after the completion of FRCH 102 can be applied for future study abroad, travel or work in the target language abroad or in America. The exposure to a foreign culture and language broadens students’ perspectives about their own culture and environment.

**V. Criteria:** Briefly explain how this course meets the criteria for the group.
FRCH 102 provides students with 75 hours of instruction in which students learn the basic linguistic tools in reading, writing, listening and speaking and the cultural awareness for communication at a basic level with French speakers. It also provides the basis for cultural comparisons that lead to critical thinking.

<table>
<thead>
<tr>
<th>VI. Student Learning Goals: Briefly explain how this course will meet the applicable learning goals.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Cultural awareness</td>
</tr>
</tbody>
</table>

2. communication in a **foreign** language

   The semester course provides a working vocabulary and basic grammar for students to be able to express themselves (still simply but at a more advanced level than FRCH 101), both orally and in writing, on a wide variety of cultural topics.

   Students acquire the skills necessary to:
   1) have an understanding of spoken French within a number of limited social contexts
   2) be able to communicate in French, with some mistakes, in a number of social situations, 3) be able to read non literary texts, 4) be able to write simple but correct French for a variety of situations, 5) have an elementary understanding of French and Francophone cultures.

VII. Assessment: How are the learning goals above measured? Please list at least one assignment, activity or test question for each goal.
1. Aural exams.

L’album de photos. Agnès raconte ses souvenirs d’enfance à sa petite fille. Écoutez Agnès et choisissez la meilleure réponse. (10 points)

Translation: Agnes talks about her childhood memory. Listen to Agnes and then circle the right answer.

La famille d’Agnès habitait _______.

a. en ville
b. à la campagne
c. en banlieue

2. In-class participation and role-playing through group and pair activities based on a communicative approach.

With a partner, act out the following scene:
You and a friend have decided to plan a vacation together. Discuss what you would like to do on vacation and settle on a destination. Decide how and when you will travel.

3. Assigned readings with questions.

Compréhension de lecture

Pour les Français comme pour les Américains, l’amitié est essentielle au bonheur. Cependant, les Français et les Américains n’expriment pas toujours ce sentiment de la même manière et ceci cause parfois des malentendus. Les Américains en France ont souvent l’impression que les Français sont froids, qu’ils ne répondent pas à leurs efforts pour les connaître. Les Français, pour leur part, trouvent que les Américains donnent l’impression de ne pas prendre l’amitié au sérieux : ils sourient beaucoup et font des remarques comme « We’ll have to get together », qui sont tout simplement des formules de politesse. Cette différence vient en partie du fait que les Français sont traditionnellement moins nomades ; ils restent souvent dans la même région pendant toute leur vie. Ainsi, il est commun d’avoir le même meilleur ami depuis l’enfance. Les Américains, par contre, ont tendance à se déplacer et ont donc besoin de former plus spontanément des amitiés.

Indiquez si les phrases suivantes sont vraies ou fausses et trouvez, dans le texte, les phrases qui justifient vos réponses.

Translation: Indicate if the following sentences are true or false and find in the text the sentences that justify your answer.

SAMPLE QUESTION:

1. Le concept de l’amitié est le même dans les cultures française et américaine.

4. Essays.

In this assignment, you will write about your arrival as a new student on campus.

5. Readings and in-class discussions on cultural topics.

True and False questions in French after reading a text about the French National Educational System:

Sample question:

Selon les principes de la République française, l’école doit offrir les mêmes opportunités à tous les jeunes français.

Translation:

According to the principles of the French Republic, schools must offer equal opportunities to all the French.
**VIII. Justification:** Normally, general education courses will not carry pre-requisites, will carry at least 3 credits, and will be numbered at the 100-200 level. If the course has more than one pre-requisite, carries fewer than three credits, or is upper division (numbered above the 200 level), provide rationale for exception(s).

N/A

**IX. Syllabus:** Paste syllabus below or attach and send digital copy with form. The syllabus should clearly describe learning outcomes related to the above criteria and learning goals.

**Please note:** Approved general education changes will take effect next fall.

General education instructors will be expected to provide sample assessment items and corresponding responses to the Assessment Advisory Committee.
FREN 102: Elementary French II: Section: 3
Time: 11:10 a.m.-noon MTWHF Room: LA 305

Instructor:
Office hours: 2:10-3:00 p.m. MWR and by appointment: LA 317, Tel. 243-4321

Texts: 1) Jansma & Kassen, Motifs (packaged set includes textbook, workbook & lab manual, CD, video). The package is available at the UC bookstore.

Goals and outcomes: The goal of FREN 102 is for language students who have had one semester prior study in French to reach skill levels in French language and culture at levels corresponding to 150 hours of formal instruction. FREN 102 is the second semester of a one-year language course. It will provide you with a working vocabulary, basic structures of the French language and sensitize you to French and Francophone culture. Successful students should acquire the skills necessary to 1) have an understanding of spoken French within a number of limited social contexts, 2) be able to communicate in French, with some mistakes, in a number of social situations, 3) be able to read non literary texts, 4) be able to write simple but correct French for a variety of situations, 5) have an elementary understanding of French and Francophone cultures.

My responsibilities are to: 1) provide you with 75 hours of instruction that teaches you basic linguistic skills and encourages you to use the French you are learning during class, 2) make myself available to you for consultation during my office hours, 3) grade everyone according to the same criteria 4) provide you with pertinent homework assignments to maximize your learning 5) maintain a professional relationship with you at all times 6) provide you with this syllabus and follow the schedule.

Your responsibilities. Learning a language requires daily revision, perseverance and application. One learns a language by performing it in all of its modes: listening, speaking, reading and writing in it rather than thinking or talking about it. Language learning does not require exceptional intellect or any particular gift; indeed, many people in this world who have had no formal schooling are multilingual. Nor is it a discipline you can master by cramming for exams. Short doses of study several times a day are best for becoming skilled in a language. You should plan on two or more hours of individual study to prepare for each hour of performance in class. Given the special nature of language learning, your responsibilities are to: 1) attend all classes and participate in all classroom activities, 2) in the event of a missed class or classes, to get the assignments from a classmate and come to the next class having prepared the assigned lesson, 3) prepare homework assignments in advance of class, 4) arrive to class on time, 5) turn off your cell phone before entering class 6) use French as the working language of the classroom, 7) turn in homework and writing assignments on time, 8) proofread and correct errors before turning in writing assignments, 9) be courteous with your classmates, 10) wait until after class for food and beverages (it is difficult to speak French with your mouth full) and leave your gum at home.
**Attendance Policy:** Attendance will be taken daily. There are no excused absences, so choose your illnesses wisely and make arrangements with your instructor ahead of time to do equivalent alternative work to replace class if you must be away. Late arrival or lack of preparation for class can be considered an absence. An excess of 5 absences can lower your grade, and an excess of 12 absences can be grounds for an automatic F.

**Grading:** Your grade will be a function not only of your work in progress but also of how much French you retain. Acquisition and retention of language is essential for further study. A passing grade in French 102 is required for admission to French 201.

Quizzes, including pop quizzes and dictées: ..............................................20%
Homework (including essays) .................................................................15%
Class participation (i.e. including previous preparation) .........................15%
Chapter Exams (6 in all) ........................................................................30%
Final exam .............................................................................................20%

**Schedule:**

Week 1 Jan. 22-25: Module 8, pages 222-240  Your instructor will give daily assignments, including oral lab assignments. **Quiz vendredi, 25 janvier**

Week 2 Jan. 28-Feb.1: Module 8, pp. 222-240 -- daily assignments.

  **Examen chapitre 8, vendredi 1er février**

Week 3 Feb. 4-8  Module 9, pp. 254-271  **Quiz, vendredi 8 février**

Week 4 Feb. 11-15  Module 9, pp. 254-271  **Examen, Module 9, vendredi 15 février**

Week 5 Feb. 19-22  Module 10, pp. 286-304  **Quiz, vendredi 22 février**

Week 6 Feb. 25-29  Module 10, pp. 286-304  **Examen, Module 10, vendredi 29 février**

Week 7 March 3-7  Module 11, pp. 318-339  **Quiz, vendredi 7 mars**

Week 8 March 10-14  Module 11, pp. 318-339  **Examen, Module 11, vendredi 14 mars**

Week 9 March 17-21  Module 12, pp. 352-386  **Quiz, vendredi 21 mars**

Week 10 March 24-28  **Spring Break**

Week 11 March 31-April 4  Mod. 12, pp. 352-386  **Examen, Mod. 12, vendredi 4 avril**

Week 12 April 7-11  Module 13, pp. 388-407  **Quiz, vendredi 11 avril**

Week 13 April 14-18  Module 13, pp. 388-407  **Examen, Module 13, vendredi 18 avril**

Week 14 April 21-25  Module 14, pp. 420-440  **Quiz, vendredi 25 avril**

Week 15 April 28-May 2  Module 14, pp. 420-440  **Examen, Mod. 14, vendredi 2 mai**

**FINAL EXAM:** WEDNESDAY, May 7, 7-9 p.m.  LA 11?