

# FREN C185: ELEMENTARY FRENCH 2

Item	Value
Top Code	110200 - French
Units	5 Total Units
Hours	90 Total Hours (Lecture Hours 90)
Total Outside of Class Hours	0
Course Credit Status	Credit: Degree Applicable (D)
Material Fee	No
Basic Skills	Not Basic Skills (N)
Repeatable	No
Grading Policy	Standard Letter (S), • Pass/No Pass (B)
Local General Education (GE)	• CL Option 1 Arts and Humanities (CC2)
Global Society Requirement (CGLB)	Yes
California General Education Transfer Curriculum (Cal-GETC)	• Cal-GETC 3B Humanities (3B) • Cal-GETC 6A Language Other Than English (6A)
Intersegmental General Education Transfer Curriculum (IGETC)	• IGETC 3B Humanities (3B) • IGETC 6A Lang other than Engl (6A)
California State University General Education Breadth (CSU GE-Breadth)	• CSU C2 Humanities (C2)

## Course Description

Continuation of FREN C180, emphasizing increased facility in speaking, listening, reading, writing, and understanding the French language and its various dialects in a variety of contexts. PREREQUISITE: FREN C180, C180B, or completion of two years of high school French with a grade of C or better. Transfer Credit: CSU; UC.

## Course Level Student Learning Outcome(s)

1. Use simple sentences and questions to communicate basic needs, desires, and thoughts in intermediate elementary French.
2. Demonstrate an understanding of francophone customs and cultures as they determine the use of morphology, syntax, and semantics as well as sociolinguistic pragmatics.

## Course Objectives

- 1. Language, speech, and dialect: The student will be able to explain the theoretical and practical distinctions among these and will be able to demonstrate and exemplify varieties of each, including vertical (social) dialects and horizontal (geographical) ones.
- 2. Grammar and the notion of –etic v. –emic distinctions: The student will be able to summarize and illustrate in alternative sound systems, word-formation patterns, sentence structures, and meaning systems the distinctions between what matters for meaning (–emic variation) v. what does not matter for meaning (–etic) variation.
- 3. Language in context: Students will be able to choose, and they will be able to explain why they have chosen, particular sound and

structure patterns to express themselves in given circumstances. This will entail demonstrating competence in using the future tense, as well as the present and past, alongside awareness of such modal rules as la concordance des temps, hypothesis, and the alternative structures in subordination.

- 4. Geography, politics, and culture: Students will be able to describe geographical and glottopolitical influences on language, and they will be able to explain cultural traits underlying language particularities, including those of vocabulary and morphology, question formation and tags, for example.

## Lecture Content

Course overview: Language, dialect, idiolect, and the notion of elementary linguistic skills (review of French C180 topics) The French language and its Indo-European status. Evolution of dialects, both vertical (social) and horizontal (geographical) Practical applications of linguistic and dialectal awareness, including role-play, Q-A sessions, interviews (e.g., introductions, talking about oneself in the present and past tenses, ordering and paying in a restaurant or at a ticket booth, finding ones way, understanding instructions, using public transportation, making near-future plans) "Grammar" in the linguistic sense: Sound, word-formation, word arrangement, sentential, and semantic patterns, continuing from the elementary into the intermediate. Fundamental vocabulary necessary for grammar discussion: Phonological, morphological, syntactic terminology; the notion of –etic and –emic variation The notions of correctness and of acceptable incorrectness, of foreignness, of "slang", of idiomatic expression, including alternative ways to form the future tense, to make hypotheses, to use and avoid the subjunctive mood, for example. Practical French through situational dialogue At the restaurant Finding and using public transportation (e.g., use of schedules, using busses, trains, subways, taxis) Entertainment and cultural pleasures (e.g., le plan/la carte, visiting museums and libraries, monuments, etc.; visiting ballet, opera, theatre, etc.) Shopping (e.g., money and credit cards, buying things, flea markets and outdoor stalls, etc.) Social interaction (e.g., shopping, going to a café or a bistro or a brasserie or a restaurant, visiting and eating at someones place of work or at a private home) Culture, society, language, and dialect: The influences of religious, philosophical, and politica l beliefs (e.g., the role(s) of religion and politics in French society, typical philosophical argumentation practices, the notion of la politesse) Festivals and celebrations in various francophone areas Emergencies and how to deal with them Language in context Situational dialogues (IIC, above) carried out in alternative francophone countries Role-plays requiring socio-cultural awareness, including mock interviews between members of diverse vertical and/or horizontal dialect groups Short written reports on French language and culture patterns in various countries Geography, politics, and culture: Summary of the notions of "patrimoine", "terroir", the "système D" ("débrouillard", ways of figuring things out and getting by), and the three Fs (foi, famille, foyer) in various francophone areas.

## Method(s) of Instruction

- Lecture (02)
- DE Live Online Lecture (02S)
- DE Online Lecture (02X)
- Video one-way (ITV, video) (63)

## Instructional Techniques

A variety of activities, (including lecture employing current technology and/or handouts, video and/or audio presentations, pair and group

work) will be employed. Intensive and extensive listening and reading in the target language is directed toward raising learners awareness of the lexical nature of language. Activities will be structured to enable the learners to comprehend lexical phrases as unanalyzed "chunks" and to use whole phrases without necessarily having to analyze their constituent parts.

### **Writing Assignments**

Write a report on your findings contrasting two French-speaking countries.

### **Out-of-class Assignments**

Research project: Compare and contrast two French-speaking countries on aspects regarding dialect, geography, celebrations, and cultural differences.

### **Demonstration of Critical Thinking**

Activities which require learners to become more active and questioning critical thinkers such as group work, project-based work and presentations which involve comparing and contrasting; classifying; evaluating; cause and effect; ranking; identifying right from wrong and facts from opinion; and summarizing will be employed.

### **Required Writing, Problem Solving, Skills Demonstration**

short essays on cultural differences short reports on French-speaking countries

### **Eligible Disciplines**

Foreign languages: Masters degree in the language being taught OR bachelors degree in the language being taught AND masters degree in another language or linguistics OR the equivalent. Masters degree required.

### **Textbooks Resources**

1. Required Mitchell, James; Tano, Cheryl. Portails, 1st ed. Vista Higher Learning, 2017

### **Other Resources**

1. Coastline Library