



LIBERAL ARTS DIVISION  
1400 TANYARD ROAD, SEWELL, NJ 08080  
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**FRE101: ELEMENTARY FRENCH I  
SYLLABUS  
LECTURE HOURS/CREDITS: 3/3**

**CATALOG DESCRIPTION**

**Prerequisite: RDG099 – Introduction to College Reading III**

Introductory grammar and pronunciation form the basis of this course, designed to develop communicative skills in French. Oral and written exercises, reading of easy prose, and dictation are the points of departure.

**TEXTBOOK AND COURSE MATERIALS**

It is the **responsibility of the student** to confirm with the bookstore and/or their instructor the textbook, handbook and other materials required for their specific course and section.

*Please see current textbook prices at [www.rcgc.bncollege.com](http://www.rcgc.bncollege.com)*

**EVALUATION AND ASSESSMENT**

**Grading Distribution**

<p><b>Individual instructors may include the following assessment(s):</b></p> <ul style="list-style-type: none"><li>• Quizzes</li><li>• Exams</li><li>• Written Assignments</li><li>• Cultural Project</li><li>• Attendance and Participation</li></ul>	<p>Grading to be determined by individual instructors</p>
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**Grading Scale**

The grading scale for each course and section will be determined by the instructor and distributed the first day of class.

## ROWAN COLLEGE AT GLOUCESTER COUNTY CORE COMPETENCIES

(Based on the NJCC General Education Foundation - August 15, 2007; Revised 2011)

This comprehensive list reflects the *core* competencies that are essential for all RCGC graduates; however, each program varies regarding competencies required for a specific degree. Critical thinking is embedded in all courses, while teamwork and personal skills are embedded in many courses.

<b>RCGC Core Competencies</b>	
<b>1</b>	<b>Written and Oral Communication</b> Students will communicate effectively in both speech and writing.
<b>2</b>	<b>Quantitative Knowledge and Skills</b> Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.
<b>3</b>	<b>Scientific Knowledge and Reasoning</b> Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.
<b>4</b>	<b>Technological Competency</b> Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.
<b>5</b>	<b>Society and Human Behavior</b> Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.
<b>6</b>	<b>Humanistic Perspective</b> Students will analyze works in the fields of art, history, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language
<b>7</b>	<b>Historical Perspective</b> Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.
<b>8</b>	<b>Global and Cultural Awareness</b> Students will understand the importance of a global perspective and culturally diverse peoples.
<b>9</b>	<b>Ethical Reasoning and Action</b> Students will understand ethical issues and situations.
<b>10</b>	<b>Information Literacy</b> Students will address an information need by locating, evaluating, and effectively using information

### **FRE101 CORE COMPETENCIES**

This course focuses on five of RCGC's Core Competencies:

- Written and Oral Communication
- Technological Competency
- Information Literacy
- Humanistic Perspective
- Global and Cultural Awareness

## STUDENT LEARNING OUTCOMES: ELEMENTARY FRENCH I

(Revised 2014)

<b>Successful completion of FRE101 will help students:</b>	<b>RCGC Core Competencies</b>	<b>Evaluation / Assessment</b> (Additional means of evaluation may be included by individual instructors)
1. Communicate at a basic literacy level, orally and in writing: <ol style="list-style-type: none"> <li>a. Recall what has been learned and reproduce the information in written form</li> <li>b. Imitate the learned vocabulary and recite the information so that it is comprehensible to the sympathetic listener</li> <li>c. Comprehend and interpret basic learned written information</li> <li>d. Use correct grammar</li> </ol>	- Written and Oral Communication - Humanistic Perspective	Quizzes Exams Assignments Attendance and Participation
2. Recognize and compare the customs of their own culture and francophone culture: <ol style="list-style-type: none"> <li>a. Discuss and contribute thoughts and ideas on education, the family and elections</li> </ol>	- Written and Oral Communication - Humanistic Perspective - Global and Cultural Awareness	Cultural Project Attendance and Participation
3. Apply technology to enhance language acquisition: <ol style="list-style-type: none"> <li>a. Use the internet to complete a series of self quizzes online</li> <li>b. Use the internet to do research for a cultural project</li> </ol>	- Written and Oral Communication - Technological Competency - Information Literacy - Humanistic Perspective - Global and Cultural Awareness	Assignments Cultural Project Attendance and Participation

## TOPICAL OUTLINE

### PREMIÈRES RECONTRES

- Greet one another and ask each other how they are doing
- Ask someone their name and where they are from
- Give instructions
- Understand that all nouns in French have gender
- Make nouns and articles plural
- Learn and use French subject pronouns
- Describe themselves using adjectives and verb forms of être
- Count from 0-34 in French and perform simple math equations
- Identify articles of clothing
- Identify colors
- Recognize that colors are adjectives and must agree in gender to the noun they are modifying
- Describe what they are wearing and what color(s) are their clothes
- Compare and contrast greetings in the US with some French-speaking countries

### LE MONDE ÉTUDIANT:

- Learn and use basic vocabulary words that are used in the classroom setting
- Name and identify the letters that makeup the French alphabet
- Spell their names
- Ask questions
- Express existence with “il y a”
- Count from 35-100 and perform simple math equations
- Express time
- Give the date
- Use the verb “avoir”
- Learn and use vocabulary words to relate to the family
- Express possession
- Use more descriptions with different adjectives
- Identify body parts
- Create plurals to irregular nouns
- Compare and contrast the education in the US with some French-speaking countries

## **TOPICAL OUTLINE (CONTINUED)**

### MA FAMILIE ET MOI:

- Express likes and dislikes with the use of “aimer”
- Learn and identify numbers from 100 through 1 million and beyond, as well as be able to express quantities
- Ask someone how old they are
- State origin with “venir”
- Express countries, nationalities and languages in French
- Talk about action using present tense and –er verbs
- Compare and contrast the family in the US with French-speaking countries
- Conclusion

### LA VIE QUOTIDIENNE ET LES LOISIRS:

- Express weather and seasons
- Use the verb “faire” with its expressions
- Use the verb “aller” with the preposition á
- Express the near future
- Make general statements
- Express abilities and desires
- Express everyday activities using reflexive verbs
- Compare and contrast sports and daily activities in the US with French-speaking countries

## ORAL EVALUATION RUBRIC

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Topic: \_\_\_\_\_

 Interview Role Playing Other Format

<b>Comprehension</b> Ability to understand aural cues and respond appropriately	(poor)	1	2	3	4	(excellent)
<b>Comprehensibility</b> Ability to communicate ideas and be understood	(poor)	1	2	3	4	(excellent)
<b>Syntax</b> Ability to use structures correctly	(poor)	1	2	3	4	(excellent)
<b>Fluency</b> Ability to communicate clearly and smoothly	(poor)	1	2	3	4	(excellent)
<b>Vocabulary</b> Ability to use learned vocabulary correctly	(poor)	1	2	3	4	(excellent)

TOTAL POINTS

NOTES:

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## ORAL EVALUATION RUBRIC

### COMPREHENSION:

- **4:** Speaker understands **all** of what is said to him or her.
- **3:** Speaker understands **most** of what is said to him or her.
- **2:** Speaker understands **some** of what is said to him or her.
- **1:** Speaker understands **little** of what is said to him or her.

### COMPREHENSIBILITY:

- **4:** Listener understands **all** of what the speaker is trying to communicate, when language is spoken at a normal speed.
- **3:** Listener understands **most** of what the speaker is trying to communicate, when language is spoken at a normal speed.
- **2:** Listener understands **less than half** of what the speaker is trying to communicate. Errors make it difficult to understand.
- **1:** Listener understands **little** of what the speaker is communicating.

### SYNTAX:

- **4:** Speaker demonstrates **high degree of control** of language, including grammar and word order. **Errors are self-corrected.**
- **3:** Demonstrates **moderate degree of control** of language. **Minor** grammatical **errors**, which do not interfere with comprehension.
- **2:** Demonstrates **inaccuracies in the control** of language. **Many errors** in agreement or verb forms; errors in basic grammar.
- **1:** Demonstrates **little control** of language. **Serious errors** hinder overall comprehensibility. Communication is inappropriate.

### FLUENCY:

- **4:** Speaker speaks **clearly**; some self correcting; hesitates but communicates easily.
- **3:** Speaker has **few** problems; occasional halting and fragmentary delivery; is able to rephrase.
- **2:** Speaker has **some** problems; frequent halting; repeats the question word before responses.
- **1:** Speaker has **severe** problems; struggles with pronunciation and intonation; incomprehensible and inappropriate.

### VOCABULARY:

- **4:** Uses **full range** of nouns, verbs and adjectives. Use of relevant words
- **3:** Uses a **variety** of appropriate vocabulary.
- **2:** Uses vocabulary that is **sometimes not appropriate or relevant.**
- **1:** Uses **limited** vocabulary, which is often incomprehensible and inappropriate.

### **Affirmative Action Statement**

The Board of Trustees is committed to providing an educational and workplace environment free from unlawful harassment and discrimination. All forms of employment and educational discrimination and harassment based upon race, creed, color, national origin, age, ancestry, nationality, marital or domestic partner or civil union status, sex, pregnancy, gender identity or expression, disability, liability for military service, affectional, or sexual orientation, atypical cellular or blood trait, genetic information (including refusal to submit to genetic testing) are prohibited and will not be tolerated.

For questions concerning discrimination contact Almarie J. Jones, Executive Director, Diversity and Equity, Affirmative Action/Title IX Officer at 856-415-2154 or [ajones@rcgc.edu](mailto:ajones@rcgc.edu).

For disability issues, contact Dennis M. Cook, Director, Department of Special Services, ADA/504 Officer at 856-415-2265 or [dcook@rcgc.edu](mailto:dcook@rcgc.edu).

### **Department of Special Services**

The Department of Special Services, located in the Instructional Center, room 425A, welcomes students of all abilities. The staff members in Special Services are committed to providing support services and ensuring equal access to eligible students with documented disabilities as outlined by the Americans with Disabilities Act (ADA) and the Americans with Disabilities Act with Amendments Act (ADAAA).

To maximize the potential of eligible students who self-identify, the Special Services staff provides an array of support services which may include extra time for tests and quizzes, testing in a separate location, advisement, interpreters, scribes, tutors, assistive technology (such as magnification devices and audio amplification), touch screen computers, audio books and note-taking assistance.

As students embark on their academic journey, they are encouraged to meet with staff members to identify, develop and implement support services that are in accord with their individual academic needs. Students are also encouraged to make use of other college support services that are available to all RCGC students currently enrolled in credited academic courses, such as tutoring services and the college library, which offer online information research and other materials needed to complement their studies.

Students registered with the Department of Special Services and who plan to earn an associate degree, further their education and transfer to a four-year institution, or enter the workforce, are encouraged to choose a corresponding program of study (college major) as soon as possible. The Special Services staff assists enrolled students with additional support that focuses on advancing students through their selected programs of study towards a goal of graduating.

Students who request academic support from the Department of Special Services can be assured that confidentiality will always be maintained. Accommodations are provided to address the special needs of individuals with disabilities under Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA) of 1990 together with the ADA Amendments Act of 2008 (ADAAA). Under these acts, the office advocates a user-friendly campus for accessibility and a learning-friendly campus for academic success.

For more information or to schedule an appointment to meet Special Services staff, please call 856-415-2265 or visit [RCGC.edu/SpecialServices](http://RCGC.edu/SpecialServices).

## To Register with Special Services

Students must follow these steps:

- Complete and submit the Student Profile form. Access the [Student Profile Form](#).
- Submit documentation detailing the student's disability. Support services will not be granted without documentation specifying the student's disability. Documentation should include the following information:
  - a. Diagnosis with written evaluation of current disability;
  - b. Date the student was diagnosed;
  - c. Tests used to reach diagnosis;
  - d. Credentials of the medical professional conducting evaluation; and
  - e. How the disability affects daily activities and/or academic performance.
- By clicking on the following links, students can download the [Special Education Records Release Form](#) and/or Medical Release Form to present to their medical care professional.
- Contact the Special Services office to schedule a meeting with a staff member.
  1. Students should schedule a meeting after submitting the [Student Profile Form](#), proper documentation and completing the College's placement test. (Click on [Special Accommodations for Placement Testing](#) to determine whether student should arrange his/her placement test through the Special Services office or the general Testing Center.
  2. During the meeting, the student and staff member will discuss his or her disability and determine eligible accommodations.

## Accommodations

Students who qualify for accommodations are encouraged to register with the Department of Special Services at RCGC before they begin their academic career at Rowan College. This allows students to take advantage of any special accommodations and auxiliary aids that they might need and be eligible to receive.

- **Special accommodations** include but are not limited to extended time on tests, private test rooms to complete tests with the assistance of a reader or scribe, as well as a distraction-free test room.
- **Auxiliary aids** include but are not limited to note takers, tape recorders, large display calculators, interactive calculators, desktop magnifiers, large-screen computer monitors, touch-screen computer monitors, touch-screen laptop computers and JAWS® software. More information about adaptive technology can be found on the [technology](#) link. Students are responsible for identifying which accommodations and auxiliary aids they require for academic support.

## Confidentiality

Students who register with the Department of Special Services are assured that their information is kept confidential.

In addition, the student's transcript will not indicate that the he or she is registered with the Department of Special Services. The student's specific special need is not disclosed to the student's instructors. However, accommodation letters are sent to each of the student's professors if the student needs testing accommodations or accommodations in the classroom. It is the student's choice whether or not to disclose the specifics of his or her special need.