

## **Application for COM GE Designation for Area C: Arts and Humanities**

**French 228A:** French Conversation and Culture Through Films of the Twentieth Century

**Submitted by** World Languages and Cultures French Faculty – Kenny Bouquen and Francoise Blusseau

**Motion to Approve by email:** Karen Robinson:

*I motion to approve French 228A as a Humanities class for Atea C for College of Marin General Education.*

**Second:** Becky Brown.

**Ayes:** Sara McKinnon, Becky Brown, Karen Robinson, Lisa Morse, Paul Cheney, Susan Rahman, Gina Cullen

**Absent:** Dave King (on sabbatical)

**Approved on February 2, 2019 by email vote.**

## COM GE Designation for FREN 228A (arts and humanities)

For courses applying for designation in the COM GE pattern that do not have IGETC or CSU Breadth designation in a corresponding area, the following is required:

1. **A table mapping course-level SLOs in relation to the COM Area outcomes.** *The GEC will look for clear relationships between course-level outcomes and GE area outcomes. Each area outcome should have at least one corresponding course-level SLO (though not all course-level SLOs need to directly correspond to an area outcome). SLOs may correspond to more than one area outcome. Please note that there are two to four outcomes for the GE areas.*

*To show these relationships, copy the relevant information to the table below. For GE information, use the description and outcomes at the end of the document. For the course-level SLOs, please use current course outline of record with the most recent board approval. See the example table on the next page.*

<b>Course ID</b>	FREN 228A
<b>COM GE Area</b>	C. Arts and Humanities
<b>Area Description</b>	Students will develop and improve their French language skills through the studies of Twentieth Century French films.  Students will increase vocabulary, improve listening comprehension, become more fluent speakers, and work on their reading and writing skills.
<b>GE Area Outcome 1:</b>	Recognize, analyze and reflect on significant cultural work.
<b>Corresponding Course-Level SLO(s)</b>	Global and cultural competencies will be shown in the following areas: Students will learn about French culture and history with attention to social classes, linguistic differences and immigration patterns in France and in the French-speaking world. Students will study a list of films selected for their significances in French cinema and for their historical and cultural importance as reflections of French societies or the French-speaking countries.
<b>GE Area Outcome 2:</b>	Foster understanding of aesthetic, intellectual, linguistic, political and relation dimensions of various cultures.
<b>Corresponding Course-Level SLO(s)</b>	These outcomes will be reflected in the following areas: Students will learn about French artists and significant artistic movements. They will explore the various intellectual currents and political events that shaped French societies such as

	Existentialism, the rise of secularism and the continuation of the republican form of government. Students will develop their listening comprehension and conversational skills in French through exposure to new vernacular speech and regional accents captured in film dialogs.
<b>GE Area Outcome 3:</b>	
<b>Corresponding Course-Level SLO(s)</b>	
<b>GE Area Outcome 4:</b>	
<b>Corresponding Course-Level SLO(s)</b>	

**2. A narrative explaining how the breadth and scope of the course content and assignments meet the description and outcomes of COM GE Area.** *The GEC will be looking for a rationale for GE designation that highlights representative examples of content and assignments appropriate to the breadth and scope of the area description and outcomes above.*

The selection of our movies is specifically meant to teach about the cultural diversity, historical events, evolving language patterns as well as social transformation in France and in the French-speaking world. For instance, through the study of “Milou en mai” (*May Fools*) by French director Louis Malle, students learn about the events of May 68, political parties, the role of unions in students’ and workers’ lives, the French university system, the influence of Existentialism in French society (Jean-Paul Sartre), the rise of Feminism (Simone de Beauvoir, the MLF (Mouvement de Libération de la Femme). In addition students are exposed to many colloquial and slang expressions.

To facilitate viewing and class activities afterwards, we start with a short oral introduction about the film. Written documents are distributed such as a « fiche de film » containing important information about each movie. Students receive a bilingual glossary of film terminology to help them articulate their analysis. Students already familiar with a particular movie or with the historical/cultural period it describes and those knowledgeable about film techniques are encouraged to participate in the introduction of a particular film and help lead our group discussions afterwards.

Film activities and discussions are done in small groups and/or with the entire class. Activities consist of answers to questionnaires, verbal games, true/false activities, putting chronological events in order, short dialog practice based on film scripts, short oral presentations based on research assignments at home.