



Please Specify GE basket

- Life Appreciation
- Global Citizenship
- Critical Thinking
- Leadership
- Digital Literacy

GE and Course's CLOs Alignment

GE PLO	Course Learning Outcomes (CLOs)
<p>PLO 5 Examine the current state of the world and the connection between local and global issues</p>	<p>CLO1: Identify fundamental grammar concepts (gender/number, present tense, prepositions, and adjectives) and use them in basic communication (written and oral).</p> <p>CLO2: Apply fundamental grammar and vocabulary knowledge to produce oral and written texts (analogical and digital) about personal topics, French speaking countries and their own country.</p> <p>CLO3: Examine the validity of cultural beliefs, behaviors and norms by contrasting and comparing them with the target language and culture at elementary level.</p> <p>CLO4: Demonstrate an understanding of linguistic, cultural, and historical perspectives of today's world at elementary level.</p> <p>CLO5: Identify, analyze, and understand local and global issues, and draw inferences from facts and experiences.</p> <p>CLO6: Responsibly communicate and work with classmates to create simple short texts (oral and written) in French and present them in class to perceive and value cultural diversity in the global context.</p>



TQF 3 Course Specifications Section 1 General Information

1. Course code and course
title

Thai ICGL 121 ภาษาฝรั่งเศสระดับต้น (Section 1)
English ICGL 121 Elementary French I (Section 1)

2. Number of credits 4 (4-0-8)

3. Program and type of subject

3.1 Program Undergraduate Degree (International Program)

3.2 Type of Subject General Education

3.3 Course's Literacy

- MU Literacy (Core Values, SEP, GE for Human Development)
- Health Literacy (Health, Sport)
- Digital Literacy (ICT, Applied Mathematics)
- Social and Humanity Literacy (Social, Humanity, Law, Ethics, Arts)
- Communication Literacy (Language, Academic Communication)
- Science and Environmental Literacy (Applied Science for Life, Environmental Responsibility)
- Finance and Management Literacy (Finance, Management, Entrepreneur)

3.4 Relationship between Course and Corporate Culture

- M - Mastery รู้แจ้ง รู้จริง สมเหตุ สมผล
- A - Altruism มุ่งผลเพื่อผู้อื่น
- H - Harmony กลมกลืนกับสรรพสิ่ง
- I - Integrity มั่นคงซื่อในคุณธรรม
- D - Determination แน่วแน่ทำ ก้าวคัดสินใจ
- O - Originality สร้างสรรค์สิ่งใหม่
- L - Leadership ใฝ่ใจเป็นผู้นำ

4. Course Coordinator and Course Lecturer

4.1 Course Coordinator: Bruno Mahon, French program coordinator, HLD
028003547 ext. 318 brunomahon@gmail.com

4.2 Course Lecturer Bruno Mahon & Agnieszka Atthasit

5. Trimester/ Year of Study

5.1 Trimester T1/T2/T3 including Summer Session

5.2 Course Capacity Approximately 20-25 students per section

6. Pre-requisite N/A

7. Co-requisites N/A

8. Venue of Study Mahidol University International College



Section 2 Goals and Objectives

1. Course Goals

- 1.1 Develop abilities to conduct basic communication exchanges about personal topics in French considering the culture and pragmatics of the target language.
- 1.2 Develop skills to understand French basic grammar concepts (present tense, gender/noun agreement, basic prepositions, expressing existence).
- 1.3 Build scaffolding skills to acquire basic lexicon related to French Speaking countries and to comprehend the culture of French speaking countries.

2. Objectives of Course Development/Revision

2.1 Course Objectives

- 2.1.1 Understand basic pragmatics and culture conventions to produce basic communication exchanges in the target language.
- 2.1.2 Comprehend grammar structures to create basic oral and written texts in the target language;
- 2.1.3 Develop interdisciplinary skills to compare their own culture to the target culture.

2.2 Course-level Learning Outcomes: CLOs

By the end of the course, students will be able to (CLOs)

CLO1: Identify fundamental grammar concepts (gender/number, present tense, prepositions, and adjectives) and use them in basic communication (written and oral).

CLO2: Apply fundamental grammar and vocabulary knowledge to produce oral and written texts (analogical and digital) about personal topics, French speaking countries and their own country.

CLO3: Examine the validity of cultural beliefs, behaviors and norms by contrasting and comparing them with the target language and culture at elementary level. (Level A1 Common European Framework of Reference for Languages)

CLO4: Demonstrate an understanding of linguistic, cultural, and historical perspectives of today's world at elementary level. (Level A1 Common European Framework of Reference for Languages)

CLO5: Identify, analyze, and understand local and global issues, and draw inferences from facts and experiences.

CLO6: Responsibly communicate and work with classmates to create simple short texts (oral and written) in French and present them in class to perceive and value cultural diversity in the global context.



Section 3 Course Management

1. Course Description

(Thai) ไวยากรณ์พื้นฐานภาษาฝรั่งเศส (คำสรรพนาม การผันกริยา (กาลปัจจุบัน) เพศ ตัวเลข คำคุณศัพท์ คำบุพบท) คำศัพท์พื้นฐาน สนทนา พื้นฐานเกี่ยวกับหัวข้อส่วนบุคคล (ของตนเองและผู้อื่น) จำแนกและอธิบายถึงประเทศที่ใช้ภาษาฝรั่งเศส ออกแบบงานเขียนในภาษาเป้าหมาย แสดงถึงสิ่งที่ปรากฏอยู่ ความชอบ การเห็นด้วยและการตกลง การเปรียบเทียบวัฒนธรรม

English:

Fundamentals of basic French grammar (pronouns, present tense conjugation, gender/number, adjectives, prepositions); Scaffolding of basic vocabulary; Basic communication about personal topics (self and others); Identification and description of French speaking countries; Design of written products in the target language; Expressing existence, preferences and agreement; Comparing cultures

2. Credit hours per trimester

Lecture (Hour(s))	Laboratory/field trip/internship (Hour(s))	Self-study (Hour(s))
48		96

3. Number of hours that the lecturer provides individual counseling and guidance.

4 hours a week (specific schedule depends on the Lecturer's timetable each trimester)



Section 4 Development of Students' Learning Outcome

1. Short summary on the knowledge or skills that the course intends to develop in students (CLOs)

By the end of the course, students will be able to

CLO1: Identify fundamental grammar concepts (gender/number, present tense, prepositions, and adjectives) and use them in basic communication (written and oral).

CLO2: Apply fundamental grammar and vocabulary knowledge to produce oral and written texts (analogical and digital) about personal topics, French speaking countries and their own country.

CLO3: Examine the validity of cultural beliefs, behaviors and norms by contrasting and comparing them with the target language and culture at elementary level. (Level A1 Common European Framework of Reference for Languages)

CLO4: Demonstrate an understanding of linguistic, cultural, and historical perspectives of today's world at elementary level. (Level A1 Common European Framework of Reference for Languages)

CLO5: Identify, analyze, and understand local and global issues, and draw inferences from facts and experiences.

CLO6: Responsibly communicate and work with classmates to create simple short texts (oral and written) in French and present them in class to perceive and value cultural diversity in the global context.

2. Teaching methods for developing the knowledge or skills specified in item 1 and evaluation methods of the course learning outcomes

Course Code	Teaching methods	Evaluation Methods
CLO1	Lecture, Inductive teaching Group work	- In class feedback - Portfolio - Final examination
CLO2	Group work on writing strategies Group work on speaking activities Lecture	- In class feedback - Evaluation on assignments - Oral examination - Written examination - Final exam
CLO3	Student centered Students' presentations in groups	- In class feedback to groups - Portfolio - Oral examination - Final exam
CLO4	Students' centered: reading aloud practice Group reading Group writing	- In class feedback - Portfolio - Reading activities - Final exam



<p>CLO5</p>	<p>Lecture Group work to discuss cultural differences Task based learning</p>	<ul style="list-style-type: none"> - In class feedback - Evaluation on various assignments - Quiz - Final exam
<p>CL06</p>	<p>Group discussion Task based learning Student's centered activities, group work presentation</p>	<ul style="list-style-type: none"> - In class feedback - Evaluation on various in class group assignments - Quiz 1 and oral examination



1. Teaching Plan

Section 1: Tuesday 10:00 –11:50 & Thursday 10:00 – 11:50

Session	Topic	Number of Hours		Online Sessions	On-Campus	Lecturer	Note
		Lecture (Hours)	Lab/ Field Trip/ Internship (Hours)				
1	Tuesday & Thursday 10:00 – 11:50 Introduction Greet and give basic personal information about themselves (Part 1)	2	-	✓		Agnieszka Atthasit	ZOOM
2	Tuesday & Thursday 10:00 – 11:50 French alphabet and syllabic system (basic rules for pronunciation). Greet and give basic personal information about themselves (Part 2)	2	-	✓		Agnieszka Atthasit	ZOOM
3	Tuesday & Thursday 10:00 – 11:50 Language tools for the French class; Numbers from 0 to 20	2	-	✓		Agnieszka Atthasit	ZOOM
4	Tuesday & Thursday 10:00 – 11:50 To know the difference of language in social context « tu » and « vous »; Discover the geography of France and French speaking countries	2	-	✓		Agnieszka Atthasit	ZOOM
5	Tuesday & Thursday 10:00 – 11:50	2	-	✓		Agnieszka Atthasit	ZOOM



	Ask about personal information of others, to ask the nationality and the profession (Part 1)						
6	Tuesday & Thursday 10:00 – 11:50 To ask question to someone on his/her identity; where s/he lives; the nationality, the profession (Part 2)	2	-	✓		Agnieszka Atthasit	ZOOM
7	Tuesday & Thursday 10:00 – 11:50 To tell the languages you can speak; Verbs; to be and to have in present tense	2	-	✓		Agnieszka Atthasit	ZOOM
8	Tuesday & Thursday 10:00 – 11:50 Verbs; to be and to have in present tense	2	-	✓		Agnieszka Atthasit	ZOOM
9	Tuesday & Thursday 10:00 – 11:50 Present tense of verbs finishing in -er: habiter à, parler, étudier, travailler;	2	-	✓		Agnieszka Atthasit	ZOOM
10	Tuesday & Thursday 10:00 – 11:50 Gender of adjectives: masculine and feminine form	2	-	✓		Agnieszka Atthasit	ZOOM
11	Tuesday & Thursday 10:00 – 11:50 Revision for Quiz 1	2	-	✓		Agnieszka Atthasit	ZOOM
12	Tuesday & Thursday 10:00 – 11:50 Quiz 1	2	-	✓		Agnieszka Atthasit	ZOOM
13	Tuesday & Thursday 10:00 – 11:50 Express tastes and interests.	2	-	✓		Agnieszka Atthasit	ZOOM



	The definite articles (le, la, l', les)						
14	Tuesday & Thursday 10:00 – 11:50 The plural of nouns; Verb Aimer + noun / infinitive verb	2	-	✓		Agnieszka Atthasit	ZOOM
15	Tuesday & Thursday 10:00 – 11:50 To ask a question about someone or something Negative form: ne... pas	2	-	✓		Agnieszka Atthasit	ZOOM
16	Tuesday & Thursday 10:00 – 11:50 To ask a question about someone or something Count from 0 to 100.	2	-	✓		Agnieszka Atthasit	ZOOM
17	Tuesday & Thursday 10:00 – 11:50 To describe someone; To talk about physical appearance (Part 1)	2	-	✓		Agnieszka Atthasit	ZOOM
18	Tuesday & Thursday 10:00 – 11:50 To describe someone; To talk about physical appearance (Part 2)	2	-	✓		Agnieszka Atthasit	ZOOM
19	Tuesday & Thursday 10:00 – 11:50 To propose to do something to someone; to accept or to refuse. (Part 1)	2	-	✓		Agnieszka Atthasit	ZOOM
20	Tuesday & Thursday 10:00 – 11:50 To propose to do something to someone; to accept or to refuse. (Part 2)	2	-	✓		Agnieszka Atthasit	ZOOM
21	Tuesday & Thursday 10:00 – 11:50	2	-	✓		Agnieszka Atthasit	ZOOM



	How to order something at the café ; French food						
22	Tuesday & Thursday 10:00 – 11:50 How to order something at the café ; French food (conversation)	2	-	✓		Agnieszka Atthasit	ZOOM
23	Tuesday & Thursday 10:00 – 11:50 Pair work and speaking evaluation	2	-	✓		Agnieszka Atthasit	ZOOM
24	Tuesday & Thursday 10:00 – 11:50 Final exam preparation	2	-	✓		Agnieszka Atthasit	ZOOM
25	Final Examination (Remark: Schedule TBA)	2	-	✓		Agnieszka Atthasit	ZOOM
		Lecture: 48 hours Self-study: 96 hours					

N.B. The coordinator and the course lecturer reserve the right to change topics when appropriate.



2. Plan for Assessing Course Learning Outcomes

2.1 Assessing and Evaluating Learning Achievement

a. Formative Assessment

In class discussion to identify student’s strengths and weaknesses, lecturer’s feedback

b. Summative Assessment

(1) Tools and Percentage Weight in Assessment and Evaluation

Learning Outcomes	Assessment Methods	Assessment Ratio	
		(Percentage)	
CLO1: Identify fundamental grammar concepts (gender/number, present tense, prepositions, and adjectives) and use them in basic texts.	Final examination	12	20
	Quiz Written	4	
	Quiz Oral	2	
	In class activities	2	
CLO2: Apply basic grammar and vocabulary knowledge to produce oral and written texts (analogical and digital) about personal topics, French speaking countries and their own country.	Final examination	15	30
	Quiz Written	4	
	Quiz Oral	4	
	In class activities	2	
	Portfolio	5	
CLO3: Examine the validity of cultural beliefs, behaviors and norms by contrasting and comparing them with the target language and culture at elementary level.	Quiz written examination	6	15
	Quiz oral examination	6	
	In class activities	3	
CLO4: Demonstrate an understanding of linguistic, cultural, and historical perspectives of today’s world at elementary level.	Final examination	5	15
	Quiz Written	2	
	Quiz Oral	2	
	In class activities	1	
	Portfolio	5	
CLO5: Identify, analyze, and understand local and global issues, and draw inferences from facts and experiences.	Quiz oral examination	1	10
	Final examination	8	
	In class feedback	1	
CLO6: Responsibly communicate and work with classmates to create simple short texts (oral and written) in French	Quiz written examination	4	10
	Quiz oral examination	4	



and present them in class to perceive and value cultural diversity in the global context.	In class group activities and presentations	2	
Total		100	100

(2) Grading System

Grade	Achievement	Final Score (% Range)	GPA
A	Excellent	90-100	4.0
B+	Very good	85-89	3.5
B	Good	80-84	3.0
C+	Fairly good	75-79	2.5
C	Fair	70-74	2.0
D+	Poor	65-69	1.5
D	Very poor	60-64	1.0
F	Fail	Less than 60	0.0

(3) Re-examination (If course lecturer allows to have re-examination)
N/A - (Not applicable with MUIC)

3. Student Appeals

Follow OAA procedures in case of appeal



Section 6 Teaching Materials and Resources

1. Textbooks and/or other documents/materials

1) S. Poisson-Quinton, É. Siréjols (2011) *Amical A1*, Clé international ed.

2) Miquel C. (2015) *Grammaire en dialogues, niveau débutant*. Clé International

2. Recommended textbooks and/or other documents/materials

1) Beacco, J.-C., Lepage, S., Porquier, R., and Riba, P., (2018). *Niveau A1 pour le français : un référentiel*. Description des niveaux de références du Cadre européen commun de référence pour les langues. Éditions Didier. **(Level A1 Common European Framework of Reference for Languages)**

2) Basic French dictionary (Digital or analogic)

3) Online material that will be provided every trimester taking into consideration relevant news and worldwide events

3. Other Resources (If any)

Students will need their mobile devices to complete tasks, create projects and do some in class activities.



Section 7 Evaluation and Improvement of Course Management

1. Strategies for evaluating course effectiveness by students
 - Formal MUIC students' evaluation on course effectiveness at the end of each trimester
 - Reflective data analysis obtained in the previous mentioned evaluations
 - During the Trimester, distribution of informal questionnaires to assess the course effectiveness
2. Strategies for evaluating teaching methods
 - Peer observation
 - Informal French Program Meeting to share new strategies and assess them
 - Informal questionnaires distributed to students to assess specific teaching methods and ICT implementation
3. Improvement of teaching methods
 - Attending workshops about innovation in teaching foreign languages
 - Participating in international conferences related to teaching foreign languages to find out new trends in foreign language education, to apply them
 - Conducting empirical research to assess the quality of the current teaching methods
 - Formal meetings with peer lecturers to share teaching experiences
4. Verification process for evaluating students' standard achievement outcomes in the course
 - Comments from students on learning outcomes and evaluation criteria
 - Formative and constructive feedback to students' assignments
 - Comments from students' MUIC formal evaluations
5. Review and plan for improving the effectiveness of the course
 - Include ICTs in the teaching and learning process to improve the 4 skills



Appendix

Alignment between Courses and General Education courses

Table 1 The relationship between CLOs and MU-GE Module LOs (Number in table = Sub LOs)

ICGL 121	Learning Outcomes in General Education (MU-GE LOs)								
	MLO	MLO	MLO	MLO	MLO	MLO	MLO	MLO	MLO
	1	2	3	4	5	6	7	8	9
CLO1: Identify basic grammar concepts (gender/number, present tense, prepositions, and adjectives) and use them in basic texts.	1.1								
CLO2: Apply basic grammar and vocabulary knowledge to produce oral and written texts (analogical and digital) about personal topics, French speaking countries and their own country.								8.1 8.2 8.3 8.4	
CLO3: Examine the validity of cultural beliefs, behaviors and norms by contrasting and comparing them with the target language and culture at elementary level.			3.1						
CLO4: Demonstrate an understanding of linguistic, cultural, and historical perspectives of today's world at elementary level.	1.3 1.4								
CLO5: Identify, analyze, and understand local and global issues, and draw inferences from facts and experiences.				4.1	5.1		7.1		
CLO6: Responsibly communicate and work with classmates to create simple short texts (oral and written) in French and present them in class to perceive and value cultural diversity in the global context.									9.1 9.2



Table 2 The description of MU-GE LOs and Sub LOs of the course

MU-GE LOs	Sub LOs
MLO1 1. Create & construct an argument effectively as well as identify, critique and evaluate the logic & validity of arguments	1.1 Identify concepts related to the context of learned issues/topics
	1.3 Collect, analyze, synthesize data, & evaluate information and ideas from multiple sources relevant to issues/problems
	1.4 Synthesize information to arrive at logical reasoning
MLO3 Acquire specific strategies & skills within a particular discipline and adapt them to a new problem or situation	3.1 Connect, synthesize and/or transform ideas or solutions within a particular framework
MLO4 Create a novel or unique ideas, question, format, or product within a particular framework	4. 1. Create an original explanation or solution to the issues/problems
MLO7 Apply ethical frameworks or principles and consider their implications in his/her decision-making and interacting with others	7.1 Identify ethical issues and recognize different viewpoint and ideologies
MLO5 Explore and situate oneself in a new physical environment and intellectual perspectives	5.1. Demonstrate cultural competencies and adaptabilities in different working environments
MLO8 Use a variety of means/ technologies to communicate effectively and purposefully e.g., share information/ knowledge, express ideas, demonstrate or create individual & group product, etc.	8.1 communicate/present ideas effectively both oral & written forms, proper to a range of audience groups, such as verbal discussion with peers, project report.
	8.2 prepare a purposeful oral presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.
	8.3 prepare written documents to express ideas/solutions using different writing technologies, and mixing texts, data, and images.
	8.4 demonstrate competence in a second or additional language
MLO9 Collaborate and work effectively as part of a student group/team member to arrive at the team shared-goals in time	9.1 Collaborate effectively with others as a responsible team member to achieve team goals in time
	9.2 Interact with others respectfully, whether as a team member or leader, to create a productive teamwork

MU-GE Module LOs: At the end of studying MU-GE Module, successful students will be able to



Competences	LOs:	Sub LOs:
1. Critical thinking & Analysis: Use various sources and methods to collect and manage data & information and make a logical judgment and decision to arrive at solution or problem solving relevant to real-world issues/problems	1. create & construct an argument effectively as well as identify, critique and evaluate the logic & validity of arguments	1. identify concepts related to the context of learned issues/topics 2. demonstrate ICT literacy: use appropriate technology to find, evaluate, and ethically use information 3. collect, analyse, synthesize data, & evaluate information and ideas from multiple sources relevant to issues/problems 4. synthesize information to arrive at logical reasoning
	2. select & use techniques and methods to solve open-ended, ill-defined and multistep problems	1. apply simple mathematical methods to the solution of 'real-world' problems 2. make judgment & decision through correct analysis, inferences, and evaluations on quantitative basis and multiple perspectives 3. apply concept of process management to solve problems
2. Creativity & Innovation: Shows capability to initiate alternative/ new ways of thinking, doing things or solving problems to improve his/her or team solutions/results by applying the evidence-based process management concepts	3. acquire specific strategies & skills within a particular discipline and adapt them to a new problem or situation	1. connect, synthesize and/or transform ideas or solutions within a particular framework 2. integrate alternative, divergent, or contradictory perspectives or ideas in the solution of a problem or question
	4. create a novel or unique ideas, question, format, or product within a particular framework	1. Create an original explanation or solution to the issues/problems 2. articulate the rationale for & consequences of his/her solution- identify opportunities & risk 3. implement innovation through process management approach
	5. explore and situate oneself in a new physical environment and intellectual perspectives	1. demonstrate cultural competencies and adaptabilities in different working environments 2. resort to multi-dimensional settings and tools to acquire knowledge and skills relevant to the problem or situation at hand
3. Global perspectives & Ethics: Express one's own ideas, interact with others, guide or lead team, as proper, as an ethically-engaged and responsible member of the society	6. act autonomously within context of relationships to others, law, rules, codes, and values	1. demonstrate an understanding of the principles upon which sustainable ecosystems and societies are built 2. identify the national & global challenges associated with current economic, political, and social systems 3. exhibit characteristics of responsible citizenship 4. work effectively in diverse team (and multi-cultural settings)
	7. apply ethical frameworks or principles and consider their implications in his/her decision-making and interacting with others	1. identify ethical issues and recognize different viewpoint and ideologies 2. guide & lead others 3. apply principle of ethical leadership, collaborative engagement, and respect diversity
4. Communication: communicate effectively and confidently using oral, visual, and written language	8. use a variety of means/ technologies to communicate effectively and purposefully- e.g., share information/ knowledge, express ideas, demonstrate or create individual & group product, etc.	1. communicate/present ideas effectively both oral & written forms, proper to a range of audience groups, such as verbal discussion with peers, project report. 2. prepare a purposeful oral presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors. 3. prepare written documents to express ideas/solutions using different writing technologies, and mixing texts, data, and images. 4. demonstrate competence in a second or additional language
5. Collaboration and Working with team: collaborate and work effectively with team to arrive at team goals	9. collaborate and work effectively as part of a student group/team member to arrive at the team shared-goals in time	1. collaborate effectively with others as a responsible team member to achieve team goals in time 2. interact with others respectfully, whether as a team member or leader, to create a productive teamwork