

**I. CATALOG INFORMATION**A. Discipline: FRENCHB. Subject Code and Number: FREN M02C. Course Title: Elementary French II

D. Credit Course units:

Units: 4Lecture Hours per week: 4Lab Hours per week : 0Variable Units : No

E. Student Learning Hours:

Lecture Hours:

Classroom hours: 70 - 70

Laboratory/Activity Hours:

Laboratory/Activity Hours 0 - 0**Total Combined Hours** in a 17.5 week term: 70 - 70

F. Non-Credit Course hours per week \_\_\_\_\_

G. May be taken a total of:  1  2  3  4 time(s) for creditH. Is the course co-designated (same as) another course: No  Yes 

If YES, designate course Subject Code &amp; Number: \_\_\_\_\_

I. Course Description:

Continues beginning French acquisition in a cultural context through listening, speaking, reading and writing. Emphasizes student interaction with authentic language in cultural context.

J. Entrance Skills

\*Prerequisite: No  Yes  Course(s)  
FREN M01 or two years of high school French or equivalent

\*Corequisite: No  Yes  Course(s)  
 \_\_\_\_\_

Limitation on Enrollment: No  Yes   
 \_\_\_\_\_

Recommended Preparation: No  Yes  Course(s)  
 \_\_\_\_\_

Other: No  Yes   
 \_\_\_\_\_

K. Other Catalog Information:

Provider approved by the California Board of Registered Nursing. Provider number CEP2811 for 60 contact hours.

## II. COURSE OBJECTIVES

Upon successful completion of the course, a student will be able to:

		<b>Methods of evaluation will be consistent with, but not limited by, the following types or examples.</b>
1	compare and contrast the nuances of everyday life in the francophone world and the U.S.	Essay exams Classroom discussions Skill demonstrations Problem solving exams Reports/Papers/Journals Participation Objective exams Projects
2	communicate orally and in writing in a variety of meaningful real life activities moving toward the intermediate low/mid and high level of proficiency on the national ACTFL scale (American Council on the Teaching of Foreign Languages).	Essay Exams Classroom Discussions Skill Demonstrations Problem Solving Exams Reports/Papers/Journals Participation Objective Exams Projects
3	narrate and describe past real-life events.	Essay Exams Classroom Discussions Skill Demonstrations Problem Solving Exams Reports/Papers/Journals Participation Objective Exams Projects
4	ask for and give directions.	Essay Exams, Classroom Discussions Skill Demonstrations Problem Solving Exams Reports/Papers/Journals Participation Objective Exams Projects
5	compare and contrast common hobbies and favorite pastimes in the francophone and anglophone cultures.	Essay Exams Classroom Discussions Skill Demonstrations Problem Solving Exams Reports/Papers/Journals Participation

		Objective Exams Projects
6	discuss health issues, including accidents, using culturally and linguistically appropriate skills.	Essay Exams Classroom Discussions Skill Demonstrations Problem Solving Exams Reports/Papers/Journals Participation Objective Exams Projects
7	discuss relationships.	Essay exams Classroom discussions Skill demonstrations Problem solving exams Reports/Papers/Journals Participation Objective exams Projects
8	begin to understand the concept of subjunctive to express personal attitudes.	Essay exams Classroom discussions Problem solving exams Reports/Papers/Journals Objective exams Projects
9	apply technology to the language-learning process and the acquisition of cultural information through the utilization of electronic workbooks, web-based activities, language lab, and smart classroom facilities.	Essay exams Internet-based research Presentations Collaborative projects Skill demonstrations Student-produced audio and video projects

### III. COURSE CONTENT

Estimated %	Topic	Learning Outcomes
<b>Lecture</b> (must total 100%)		
60.00%	Culture: Nuances of everyday life in the francophone world. Characteristics of French-speaking countries such as, but not limited to: geography, population, languages, foods, historical dates and sites, traditions and customs, current events, daily life, music. Vocabulary appropriate to cultural topics such as: holidays, hobbies, health, personal relationships.	1, 2, 3, 4, 5, 6, 7, 8, 9
35.00%	Grammatical structures: verbs in -ir and -re; the passé composé and the imperfect, narration of past events; indirect object pronouns; "savoir" and "connaître."	1, 2, 3, 4, 5, 6, 7, 8, 9

5.00%	Review of Elementary French I	1, 2, 3, 4, 5, 6, 7, 8, 9
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#### IV. TYPICAL ASSIGNMENTS

##### A. Writing assignments

Writing assignments are required. Possible assignments may include, but are not limited to:	
1	compare and contrast essays on common hobbies and favorite pastimes in the francophone and anglophone cultures.
2	functional dialogues.
3	structure-focused activities.
4	write a detailed two paragraph essay describing a region of France of your choice.

##### B. Appropriate outside assignments

Appropriate outside assignments are required. Possible assignments may include, but are not limited to:	
1	view and discuss art exhibits, dance, films and/or plays from French-speaking cultures.
2	individual and collaborative research projects.

##### C. Critical thinking assignments

Critical thinking assignments are required. Possible assignments may include, but are not limited to:	
1	develop and express opinions.
2	In-class debates
3	compare and contrast the differences between life in a university in the United States and France. Describe your preference of either university life in the United States or in France.
4	compare and contrast cultural differences between the francophone world and the United States.

#### V. METHODS OF INSTRUCTION

Methods of instruction may include, but are not limited to:

- Distance Education – When any portion of class contact hours is replaced by distance education delivery mode (Complete DE Addendum, Section XV)
- Lecture/Discussion
- Laboratory/Activity
- Other (Specify)  
Pair and group activities, and instructor-guided, communicative activities in the language laboratory.
- 
- Optional Field Trips
- Required Field Trips

**VI. METHODS OF EVALUATION**

Methods of evaluation may include, but are not limited to:

- |  |   |   |
|--|---|---|
| <input checked="" type="checkbox"/> Essay Exam           | <input checked="" type="checkbox"/> Classroom Discussion    | <input checked="" type="checkbox"/> Skill Demonstration |
| <input checked="" type="checkbox"/> Problem Solving Exam | <input checked="" type="checkbox"/> Reports/Papers/Journals | <input checked="" type="checkbox"/> Participation       |
| <input checked="" type="checkbox"/> Objective Exams      | <input checked="" type="checkbox"/> Projects                | <input checked="" type="checkbox"/> Other (specify)     |

Skill demonstrations, problem solving exams, research and creative projects, and language laboratory assignments.

**VII. REPRESENTATIVE TEXTS AND OTHER COURSE MATERIALS**

Terrell, Tracy D., et al. Deux Mondes: A Communicative Approach. 7th ed. McGraw-Hill, 2012.

Mitschke, Cherie, and Cheryl Tano. Promenades: à travers le monde francophone. 2nd ed. Vista Higher Learning, 2014.

Deux Mondes, Quia Online Workbook. Quia, 2012, 7th ed.

Promenades: Supersite. Vista Higher Learning, 2014, 2nd ed.

**VIII. STUDENT MATERIALS FEES**

- No  Yes

**IX. PARALLEL COURSES**

College	Course Number	Course Title	Units
LA Pierce College	FRENCH 2	Elementary French II	5
College of the Canyons	FRNCH 102	Elementary French II	4
CSU Northridge	FREN 102	Elementary French II	4
UC Davis	FRENCH 2	Elementary French	5
CSU Fresno	FREN 1B	Elementary French	4
CSU Chico	FREN 102	Second-Semester French	4
CSU Long Beach	FREN 101B	Fundamentals of French	4

**X. MINIMUM QUALIFICATIONS**

**Courses Requiring a Masters Degree:**  
 Master's degree in the language being taught OR bachelor's degree in the language being taught AND master's degree in another language or linguistics OR the equivalent.

**XI. ARTICULATION INFORMATION**

A. Title V Course Classification:

1. This course is designed to be taken either:

- Pass/No Pass only (no letter grade possible); or  
 Letter grade (P/NP possible at student option)

2. Degree status:

- Either  Associate Degree Applicable; or  Non-associate Degree

Applicable

B. Moorpark College General Education:

1. Do you recommend this course for inclusion on the Associate Degree General Education list?

Yes:  No:  If YES, what section(s)?

- A1 - Natural Sciences - Biological Science
- A2 - Natural Sciences - Physical Science
- B1 - Social and Behavioral Sciences - American History/Institutions
- B2 - Social and Behavioral Sciences - Other Social Behavioral Science
- C1 - Humanities - Fine or Performing Arts
- C2 - Humanities - Other Humanities
- D1 - Language and Rationality - English Composition
- D2 - Language and Rationality - Communication and Analytical Thinking
- E1 - Health/Physical Education
- E2 - PE or Dance
- F - Ethnic/Gender Studies

C. California State University(CSU) Articulation:

1. Do you recommend this course for transfer credit to CSU? Yes:  No:

2. If YES do you recommend this course for inclusion on the CSU General Education list?

Yes:  No:  If YES, which area(s)?

- |                             |  |                             |                             |                              |                             |                             |
|-----------------------------|--|-----------------------------|-----------------------------|------------------------------|-----------------------------|-----------------------------|
| A1 <input type="checkbox"/> | A2 <input type="checkbox"/>            | A3 <input type="checkbox"/> | B1 <input type="checkbox"/> | B2 <input type="checkbox"/>  | B3 <input type="checkbox"/> | B4 <input type="checkbox"/> |
| C1 <input type="checkbox"/> | C2 <input checked="" type="checkbox"/> | D1 <input type="checkbox"/> | D2 <input type="checkbox"/> | D3 <input type="checkbox"/>  | D4 <input type="checkbox"/> | D5 <input type="checkbox"/> |
| <input type="checkbox"/>    |  |                             |                             |                              |                             |                             |
| D6 <input type="checkbox"/> | D7 <input type="checkbox"/>            | D8 <input type="checkbox"/> | D9 <input type="checkbox"/> | D10 <input type="checkbox"/> | E <input type="checkbox"/>  |                             |

D. University of California (UC) Articulation:

1. Do you recommend this course for transfer to the UC? Yes:  No:

2. If YES do you recommend this course for the Intersegmental General Education Transfer Curriculum (IGETC)? Yes:  No:

IGETC Area 1: English Communication

- English Composition
- Critical Thinking-English Composition
- Oral Communication

IGETC Area 2: Mathematical Concepts and Quantitative Reasoning

- Mathematical Concepts

IGETC Area 3: Arts and Humanities

- Arts
- Humanities

IGETC Area 4: Social and Behavioral Sciences

- Anthropology and Archaeology
- Economics
- Ethnic Studies
- Gender Studies
- Geography
- History
- Interdisciplinary, Social & Behavioral Sciences
- Political Science, Government & Legal Institutions
- Psychology
- Sociology & Criminology

IGETC Area 5: Physical and Biological Sciences (mark all that apply)

- Physical Science Lab or Physical Science Lab only (non-sequence)
- Physical Science Lecture only (non-sequence)
- Biological Science
- Physical Science Courses
- Physical Science Lab or Biological Science Lab Only (non-sequence)
- Biological Science Courses
- Biological Science Lab course
- First Science course in a Special sequence
- Second Science course in a Special Sequence
- Laboratory Activity
- Physical Sciences

IGETC Area 6: Language other than English

- Languages other than English (UC Requirement Only)
- U.S. History, Constitution, and American Ideals (CSU Requirement ONLY)
- U.S. History, Constitution, and American Ideals (CSU Requirement ONLY)

**XII. REVIEW OF LIBRARY RESOURCES**

A. What planned assignment(s) will require library resources and use?

The following assignments require library resources:

Possible research using the Library's print or online resources for an individual or group project.

- B. Are the currently held library resources sufficient to support the course assignment?

YES:  NO:

If NO, please list additional library resources needed to support this course.

### XIII. PREREQUISITE AND/OR COREQUISITE JUSTIFICATION

Requisite Justification for FREN M01 or two years of high school French or equivalent

A. Sequential course within a discipline.

1. communicate orally and in writing in a variety of meaningful, real-life activities, moving toward the novice high/intermediate level of proficiency on the nationally recognized ACTFL scale (American Council on the Teaching of Foreign Languages).
2. greet and express leave-taking phrases by comparing and contrasting appropriate phrases used in French-speaking countries.
3. express likes and dislikes/wishes and preferences.
4. obtain information about people, places and things.
5. describe self, family and friends, and understand values in the Francophone world.
6. express feelings.
7. discuss future plans.
8. discuss daily routines.
9. order in a restaurant in a culturally appropriate way.
10. recognize the use of the past tense and talk about some events in the past using the most frequently used verbs in the preterite.
11. apply technology to the language-learning process and the acquisition of cultural information through the utilization of electronic workbooks, web-based activities, language lab, and smart classroom facilities.
12. understand cultural nuances of everyday life in the Francophone world.

B. Standard Prerequisite or Corequisite required by universities.

C. Corequisite is linked to companion lecture course.

D. Prerequisite or Corequisite is authorized by legal statute or regulation.  
Code Section: \_\_\_\_\_

E. Prerequisite or Corequisite is necessary to protect the students' health and safety.

F. Computation or communication skill is needed.

G. Performance courses: Audition, portfolio, tryouts, etc. needed.

#### **XIV. WORKPLACE PREPARATION**

FREN M02: Not Applicable

#### **XV. DISTANCE LEARNING COURSE OUTLINE ADDENDUM**

##### 1. Mode of Delivery

Online (course will be delivered 100% online)

Online with onsite examinations (100% of the instruction will occur online, but examinations and an orientation will be scheduled onsite)

Online/Hybrid (a percentage of instruction will be held online and the remaining percentage of instruction will be held onsite)

Lab activities will be conducted onsite

Televideo (Examinations and an orientation will be held onsite)

Teleconference

Other

##### 2. Need/Justification

Improve general student access.

##### 3. Describe how instructors teaching this course will ensure regular, effective contact with and among students.

Instructors will ensure regular, effective contact with and among students through recorded lectures with required response in online discussion boards, regular office hours, both on site and virtual, frequent conferencing and email contact, use of online study groups or partners, and frequent assessment.

##### 4. Describe how instructors teaching this course will involve students in active learning.

Instructors will involve students in active learning through recorded lectures with required response in online discussion boards, conferencing, online study groups or partners, research projects, frequent assessment and optional on-site activities.

##### 5. Explain how instructors teaching this course will provide multiple methods of content representation.

Instructors will present content through online lectures, textbooks or virtual textbooks, multi-media files, interactive activities, conferencing, email, and frequent assessment.

##### 6. Describe how instructors teaching this course will evaluate student performance.

Students will be evaluated through conferencing, recorded language production, performance on interactive activities, of group and pair assignments, essays, and assessments including a final exam.

## XVI. GENERAL EDUCATION COURSE OUTLINE ADDENDUM

**General Education Division of Learning** [check all applicable boxes]:

- Natural Sciences
  - Biological Science
  - Physical Science
- Social and Behavioral Sciences
  - American History/Institutions
  - Other Social Science
- Humanities
  - Fine or Performing Arts
  - Other Humanities
- Language and Rationality
  - English Composition
  - Communication and Analytical Thinking
- Health/Physical Education
- Ethnic/Women's Studies

**Check either Option 1 or Option 2**

- OPTION #1:** Moorpark College has already received approval from the CSU and/or UC systems for this course to fulfill a GE requirement. Note: This option applies only to technical revisions and updated courses.
- OPTION #2:** Moorpark College has not received approval from the CSU and/or UC systems for this course to fulfill a GE requirement. This option applies to all new and substantively revised courses.

## XVII. STUDENT MATERIALS FEE ADDENDUM

FREN M02: Not Applicable

## XVIII. REPEATABILITY JUSTIFICATION TITLE 5, SECTION 55041

FREN M02: Not Applicable

## XIX. CURRICULUM APPROVAL

Course Information:

Discipline: FRENCH

Discipline Code and Number: FREN M02

Course Revision Category: Outline Update

Course Proposed By:

Originating Faculty Darrell Perry Bennett 11/06/2014

Faculty Peer: Darrell Perry Bennett 11/06/2014

Curriculum Rep: Wade Bradford 11/18/2014

Department Chair: Helga Winkler 11/12/2014

Division Dean: Inajane Nicklas 11/11/2014

Approved By:

Curriculum Chair: Jerry Mansfield 12/10/2014

Executive Vice President: Lori Bennett 12/10/2014

Articulation Officer: Letrisha Mai 12/01/2014

Librarian: Mary LaBarge 12/04/2014

Implementation Term and Year: Fall 2015

Approval Dates:

Approved by Moorpark College Curriculum Committee: 12/09/2014

Approved by Board of Trustees (if applicable): \_\_\_\_\_

Approved by State (if applicable): \_\_\_\_\_