

Cerro Coso College
Course Outline of Record Report
 10/05/2021

FRENC110 : Elementary French II

General Information

Author:	<ul style="list-style-type: none"> • Pamela Poole • Davis, Clifford • Gonzalez-Cirre, Lucila • Crow, Matthew
Course Code (CB01) :	FRENC110
Course Title (CB02) :	Elementary French II
Department:	English
Proposal Start:	Fall 2019
TOP Code (CB03) :	(1102.00) French
SAM Code (CB09) :	Non-Occupational
Distance Education Approved:	No
Course Control Number (CB00) :	No value
Curriculum Committee Approval Date:	10/26/2018
Board of Trustees Approval Date:	12/13/2018
External Review Approval Date:	12/13/2018
Course Description:	This course is a continuation of the introduction to the French language presented in French C101. The course continues to focus on the grammar and vocabulary necessary for speaking, reading, listening, and writing at the high-beginner level, as well as learning about the culture and civilization of the French-speaking world.
Submission Type:	Robust enrollment in French C101 justifies the creation of French C110. French C101 and C110 are not offered by other KCCD schools, and online offerings of French C110 are meager across the state. No value
Author:	No value

Faculty Minimum Qualifications

Master Discipline Preferred:	<ul style="list-style-type: none"> • Foreign Languages
Alternate Master Discipline Preferred:	No value
Bachelors or Associates Discipline Preferred:	<ul style="list-style-type: none"> • Foreign Languages
Additional Bachelors or Associates Discipline Preferred:	No value

Course Development Options

Basic Skills Status (CB08)	Course Special Class Status (CB13)	Grade Options
Course is not a basic skills course.	Course is not a special class.	<ul style="list-style-type: none"> • Pass/No Pass

Allow Students to Gain Credit by Exam/Challenge

Allowed Number of Retakes

0

- Letter Grade Methods

Course Prior To College Level (CB21)

Not applicable.

Rationale For Credit By Exam/Challenge

No value

Retake Policy Description

No value

Allow Students To Audit Course

Course Support Course Status (CB26)

No value

Associated Programs

Course is part of a program (CB24)

Associated Program

Award Type

Active

CSU General Education (CSU GE Breadth)

Certificate of Achievement

Fall 2020

Intersegmental General Education Transfer Curriculum Certificate of Achievement

Certificate of Achievement

Fall 2020

CSU General Education (CSU GE Breadth) (In Development)

Certificate of Achievement

Fall 2021

Intersegmental General Education Transfer Curriculum Certificate of Achievement (In Development)

Certificate of Achievement

Fall 2021

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

No value

Transferability

Transferable to both UC and CSU

Transferability Status

Pending

Cerro Coso General Education Requirements

Categories

Status

Approval Date

Comparable Course

Area 3.6

Humanities
Foreign Language

Pending

No value

No Comparable Course defined.

CSU General Education Certification	Categories	Status	Approval Date	Comparable Course
Area C.2	Arts & Humanities Humanities	Pending	No value	San Diego State University: FRENC 100A. Elementary French I (5) [GE] Interactive introduction to speaking, reading, and writing French in a cultural context. Essential language structures for communication at the novice level.

Intersegmental General Education Transfer Curriculum	Categories	Status	Approval Date	Comparable Course
Area 6	Language other than English	Pending	No value	UC San Diego: LIFR 1A/1AX

Units and Hours

Summary

Minimum Credit Units (CB07)	5
Maximum Credit Units (CB06)	5
Total Course In-Class (Contact) Hours	90
Total Course Out-of-Class Hours	180
Total Student Learning Hours	270
Faculty Load	0

Credit / Non-Credit Options

Course Credit Status (CB04) Credit - Degree Applicable	Course Non Credit Category (CB22) Credit Course.	Non-Credit Characteristic No Value
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Course Classification Status (CB11) Credit Course. <input type="checkbox"/> Variable Credit Course	Funding Agency Category (CB23) No value	<input type="checkbox"/> Cooperative Work Experience Education Status (CB10)
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Weekly Student Hours

	In Class	Out of Class
Lecture Hours	5	10
Laboratory Hours	0	0
Activity Hours	0	0

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	54
Course In-Class (Contact) Hours	
Lecture	90
Laboratory	0
Activity	0

Total	90
Course Out-of-Class Hours	
Lecture	180
Laboratory	0
Activity	0
Total	180

Time Commitment Notes for Students

No value

Faculty Load

Extra Duties: 0

Faculty Load: 0

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Pre-requisites, Co-requisites, Anti-requisites and Advisories

Prerequisite

FRENC101 - Elementary French I

Fren C101 or two years of high school French with a grade of "C" or better.

Entrance Skills

Entrance Skills	Description
No value	No value

Limitations on Enrollment

Limitations on Enrollment	Description
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No value

No value

Specifications

Methods of Instruction

Methods of Instruction

Audiovisual

Rationale

Audiovisual materials improve students' aural comprehension, speaking ability and pronunciation. The textbook comes with CDs and a DVD, and additional audiovisual materials are used in onsite classes. Online class: Audiovisual materials are included in the publisher's interactive e-textbook (homework and testing), and students are directed to online audiovisual aids.

Methods of Instruction

Discussion

Rationale

Through discussion, students get a deeper understanding of aspects of French culture because they are required to compare and contrast with their own culture(s). Online class: Discussions occur on the LMS platform (Canvas).

Methods of Instruction

Group Work

Rationale

Group work is an essential element of student-centered learning in a language classroom, and it is consistent with the communicative approach. In group work, students simulate real-world conversational situations. Online class: Group work occurs during meetings held by videoconference.

Methods of Instruction

In-class writing

Rationale

In-class writing exercises strengthen writing skills and may also enhance critical thinking. Online class: Exercises done during meetings held by videoconference.

Methods of Instruction

Instruction through examination or quizzing

Rationale

Pop quizzes challenge students to apply knowledge and produce French. They also require that students confront their own progress, strengths and weaknesses and thus identify areas to improve.

Methods of Instruction

Lecture

Rationale

Lecture is used to explain grammatical concepts, but it is very much an interactive process, getting students to participate and apply new concepts as they are introduced. Online class: Lectures are recorded but live sessions are interactive.

Methods of Instruction

Outside reading

Rationale

Reading improves students' comprehension. The textbook includes readings on French and francophone culture and history, and additional readings used in onsite classes. Online class:

Readings are included in the publisher's e-textbook (homework and testing), and students are directed to online readings or they are made available in the LMS.

Methods of Instruction

Presentations (by students)

Rationale

Students present the stories they created in one of their compositions and a brief cultural presentation. Online class: Students upload videos of their presentations.

Methods of Instruction

Written work

Rationale

Students write short passages in a variety of contexts in and out of class, and longer compositions at various points in the semester. Online class: Writing exercises are done live, on the discussion forum, or submitted through the LMS.

Methods of Instruction**Rationale**

No value

Assignments

1) Completion of written work from the textbook and workbook or as assigned by instructor.

Example 1: Write a composition about a family reunion: Use the adjectives learned so far and make the correct gender/noun agreement (physical and personality descriptions, clothing). Use verb tenses learned so far. Use regular verbs from different groups and irregular verbs. Expressions about time, weather. Use of the partitive.

Example 2: Fill-in the blanks with the correct forms of the verbs in parentheses.

2) Completion of readings.

Example 1: Read the *Et chez vous* sections in each chapter relating to cultural topics, and the *Culture en direct* sections (readings that often accompany multimedia material), which focus on the chapter theme through a variety of lenses (arts, history).

Example 2: Read passages from different sources provided by the professor that focus on a specific place, custom, person, group, artistic movement or medium, school of thought, or tradition in the Francophone world. Complete a written or oral activity, including online discussion, to check comprehension of the material presented.

2) Pair students together for exercises and role plays related to the lesson topic.

Example 1: Pairs can role-play a job interview in which the interviewer asks the applicant about past experience and future plans, to describe his/her strengths and weaknesses, likes/dislikes, what salary he/she is expecting, etc. Responses should use vocabulary, useful expressions, grammar, and language functions associated with the theme of the scenario.

3) Listening exercises.

Example: Students listen to short audio clips and indicate by checking boxes whether a statement is logical/illogical, true/false, etc.

4) Watch a wide variety of video clips (advertising, news, music videos, documentaries, scenes from feature films or series, etc.) related to various aspects of life in the Francophone world to expand cultural perspectives. The segments expose students to a wide variety of accents and vocabulary.

Example 1: Complete a written activity to check comprehension of the material presented.

Example 2: Create a list of the culture- or region-specific vocabulary presented in the segment to discuss in class. Compare and contrast French traditions with region-specific traditions.

Example 3: Prepare a brief presentation related to the theme using material viewed and material researched independently.

6) Use idiomatic expressions in real-life scenarios.

Methods of Evaluation

Homework

Rationale

Completion of written and listening, and oral assignments from the textbook and workbook.

Written: Short answers, spelling, etc.

Listening: Responding to audio questions in writing

Oral: Submitting audio files for assigned exercises

Example of written homework:

Grammaire 4.1 C'est ma famille: Possessive Articles

5. **La famille.** Complete each sentence with the appropriate possessive article.

1. Moi

a. C'est _____ famille.

c. C'est _____ frère.

b. Ce sont _____ parents.

2. Vous

a. C'est _____ fille ?

c. Ce sont _____ grands-parents ?

b. C'est _____ oncle ?

3. Marc

a. C'est _____ sœur.

c. C'est _____ neveu.

b. Ce sont _____ tantes.

4. Émilie

a. C'est _____ père.

c. Ce sont _____ belles-sœurs.

b. C'est _____ grand-mère.

Tests

Quizzes, written and oral exams.

Pop quizzes: Given on material covered during previous week

Written exams: Test for every chapter

Oral exam: Oral final interview

Example of chapter exam question:

C. Les verbes réguliers en -re. Complétez le dialogue suivant avec la forme appropriée du verbe régulier en **-re** entre parenthèses. (12 pts.)

Devant la porte de l'appartement de Maryse...

Sylvain: Qui est-ce que tu _____¹ (attendre)?

Louise: Maryse. Je l'appelle depuis (*for*) un quart d'heure. J'aimerais l'inviter à sortir avec moi ce soir, mais elle ne _____² (répondre) pas au téléphone et je n' _____³ (entendre) personne dans son appart.

Sylvain: C'est parce que Maryse est au travail. Et de toute façon (*in any case*) nous _____⁴ (rendre) visite à ses parents

Example of final oral interview questions:

1. Describe the other members of your family, comparing yourself to them. Be sure to cover both physical appearance and personality traits.
2. Describe what you usually eat for breakfast, lunch, and dinner. Also, describe where and at what times you usually have your meals.

Project

Brief presentation of some aspect of French or Francophone culture or history. Example: Franco-Belgian bande-dessinée: brief history, cultural importance and a close-up on one author, series, or character. Submitted by video for online classes.

Presentation outline:

Oral Presentation

Introduction: Introduce and provide overview of presentation topic, purpose or objectives, and main idea.

Body: Provide specific details, explanations or descriptions of several aspects of topic.

Conclusion: Closing statement or summary about your topic or assignment and what you have learned.

Participation

Active participation in class (being prepared, answering, taking part in group activities, going to board to write answers, etc.).

Distance Education Description: how outcomes are evaluated

Same assignments and rubrics are used onsite and online for assignments. Participation is determined by level of interaction and preparedness in live video or onsite situations.

Other

Compositions (3-4) assigned during the semester. Composition tests/demonstrates mastery of grammar and vocabulary and ability to write in French. Graded by rubric.

Example of composition:

Une réunion de famille

You're on the phone telling a friend about your family reunion. It's a potluck at a park, or beach, or lake, and there's a lot going on.

1. Greet your friend!
 - a. Informal
2. Where are you?
 - a. Use some form of à (at) a place (*à la, au*)
3. What's the weather like?
 - a. Use *faire*
4. What can you smell? (You're out in **nature** and there's **food**!)
 - a. Use *sentir*
5. What are you wearing? What's your date (*mon copain, ma copine*) wearing?
 - a. Include colors and some detail about fabrics and a French designer!
6. What do **two** family members look (**not only hair and eyes!**) like and what are they wearing?
7. Who in the family is **growing**, who is **losing weight**, and who is **aging**?
 - a. Use possessive adjectives and *grandir, maigrir, vieillir*
8. Describe the personalities of your favorite **and** least favorite family members.
 - a. Use possessive adjectives (*mon, ma, mes*), at least two characteristics
9. What did you or your date bring to eat?
 - a. Use *apporter* in the passé composé and the partitive
10. What goes into the dish? (*Pour préparer le/la _____, je mets _____, _____, etc.*)
 - a. Name a dish and min 3 ingredients, use the partitive
11. What did two family members bring to eat and drink?
 - a. Use the partitive
12. What are the kids (*les enfants*) doing (sports, games, activities)?
13. What are the teenagers (*les ados*) doing?
14. What are you and your date doing? (one activity)
15. What did you and your date just do?
 - a. Use recent past: *venir de* + infinitive
16. What time are you and your date leaving?
 - a. Use *partir* and the near future (*aller* + infinitive)

No value

Equipment

No Value

Textbooks				
Author	Title	Publisher	Date	ISBN
Bruce Anderson and Annabelle Dolidon	En avant! Beginning French, 2nd Edition	McGraw-Hill	2016	9780073386461
Bruce Anderson	En avant! Beginning French - Workbook/Lab manual, 2nd Edition	McGraw-Hill	2016	9781259278846
Other Instructional Materials				
Description	Access to "Connect" platform by McGraw-Hill (online classes only: 9781259278853)			
Author	No value			
Citation	Elementary French II			
Materials Fee				
No value				

Learning Outcomes and Objectives
Course Objectives
Compare and contrast the nuances of everyday life in the Francophone world with that of the U.S
Communicate orally and in writing in a variety of meaningful real-life activities moving toward the intermediate high level of proficiency
Use and apply acquired culturally appropriate communicative skills
Narrate and describe past life events from several perspectives
Ask for directions, explanations, advice and recommendations
Ask about and describe daily routines

Talk about future plans

Talk about hypothetical situations using the conditional mood

Ask about and discuss others' opinions discuss and defend own opinions

Express level of interest in and emotional reaction to a topic

Talk about (and make cultural comparison of) home and living situation urban living, how to find an apartment

Talk about (and make cultural comparison of) holidays and other celebrations

Talk about (and make cultural comparison of) life's major milestones

Talk about (and make cultural comparison of) vacations and travel

Talk about (and make cultural comparison of) a country's history and language(s)

CSLOs

Articulate a high beginner's level knowledge of French vocabulary of a minimum of 1500 words.

Expected SLO Performance: 70.0

Use orally and in writing the conjugation of commonly used major tenses, as well as different moods of the French language.

Expected SLO Performance: 70.0

Apply a high-beginner to low-intermediate understanding of how the other main parts of speech function in French such as adverbs, clauses, prepositions, and traditionally difficult concepts for non-native speakers such as pronominal verbs, savoir vs. connaître, verbs used with different prepositions, the subjunctive mood, etc.

Expected SLO Performance: 70.0

Interpret and produce longer passages in French, especially when more difficult vocabulary is provided.

Expected SLO Performance: 70.0

English

Evaluate, create, or perform artistic and cultural constructions.

Liberal Arts: Arts & Humanities AA Degree

Recognize the history, culture, and civilization of the Francophone world through cross-cultural and cross-linguistic comparisons.

Expected SLO Performance: 70.0

Social Science

IGETC PLOs

Describe how people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation.

Social Science

PLOs for CSU GE COA

Describe how people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation.

English Liberal Arts: Arts & Humanities AA Degree	Describe how people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation.
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Outline

Course Outline

Detailed topical outline

All new material will be learned and practiced in the contexts of known material. For example, "the comparative and superlative of adjectives" will be practiced in the negative, in all known tenses, in all known structures, with all known vocabulary, etc., as well as with new material.)

I. Review of French C101 concepts

1. Nouns, definite and indefinite articles
2. Direct object pronouns
3. Adjectives: gender and number agreement, placement
4. Essential irregular verbs, regular verb groups (-er, -re, -ir)
5. Negative and affirmative expressions
6. Forming questions
7. Recent past and near future
8. The partitive
9. Possession (with *de* and possessive pronouns)
10. The *passé composé* with *avoir* and *être*

II. Grammatical concepts

1. Pronominal verbs
 - o comparison of reflexive and non-reflexive forms
 - o essential pronominal verbs (must have reflexive pronoun)
 - o reflexive verbs (subject acts on self)
 - o reciprocal verbs (subjects act on one another)
 - o idiomatic pronominal verbs (reflexive pronoun changes meaning of verb)
 - o direct object and direct object pronoun rules and placement
2. The comparative and superlative of adjectives
3. The imperative
4. The *imparfait* tense
 - o formation
 - o comparison of the uses of the *passé composé* and *imparfait* tenses in narration of the past
 - o use of both tenses together to describe interruptions of ongoing actions, cause and effect
 - o adverbs that signal use of the *passé composé* or the *imparfait*
5. Relative pronouns *qui*, *que* and *où*
6. Indirect object pronouns
7. Prepositions and geography
8. Verbs *voir*, *croire* and *recevoir*
 - o expressions of doubt, disbelief and uncertainty
 - o expressions of certainty
 - o with prepositions *à* and *en*
 - o with *que* and subordinate clauses
9. The pronouns *y* and *en*
10. Regular and irregular adverbs
 - o uses and forms
 - o adverbs of frequency
11. Verbs *lire*, *dire*, *écrire*
12. Impersonal use of *il*
13. The *futur simple* tense
 - o comparison with *futur proche*
 - o irregular stems
 - o *si* clauses using the *futur simple* or *futur proche* and the present
 - o use of the *futur simple* tense after the expressions *quand* and *dès que* (plus other uses of these expressions)
14. Verbs *connaître* and *reconnaître*
 - o *connaître* vs *savoir*
15. The comparative and superlative of adverbs and nouns
16. Object pronouns

- use of multiple object pronouns
- 17. Verbs like *conduire* and indicating movement
- 18. The conditional
 - impersonal expressions
 - making polite requests
 - softening demands
 - expressing the hypothetical with "could" and "should"
 - indirect speech
 - reference to future actions at a past moment in time
 - differences with conditional uses in English
 - "if" clauses using the conditional and the *imparfait* to express hypothetical situations,
 - the use of *si* + *imparfait* for making a suggestion or expressing a wish
- 19. The present subjunctive
 - formation with one-stem and two-stem *-er*, *-ir* and *-re* verbs
 - verbs with irregular subjunctive forms
 - in subordinate clauses followed by *que*
 - in impersonal expressions of opinion using "subjunctive + *que*" or "infinitive + *de*"
 - to express will and emotion
 - to express doubt, disbelief, and uncertainty
 - to express necessity, possibility, judgment
- 20. Prepositions with the infinitive
 - the passive infinitive
- 21. Lequel
 - forms and uses (interrogative or relative pronoun)
 - with demonstrative pronouns *ce*, *cet*, *cette*, *ces*
- 22. Relative pronouns *ce qui* and *ce que*

III. Themes

Themes touch on France and (often) other francophone countries and are explored through the lens of arts and history.

1. The notion of "beauty" in French art, literature and society
2. Home life and the household
3. Celebrations, holidays and traditions
4. Daily routine and the body
5. The French educational system
6. Paris and urban life
7. Beyond Paris
8. The place of vacations and tourism in French life
9. Francophone West Africa
10. Immigration and the population of France

IV. Culture

1. Aspects of history and geography of the Francophone world
2. French values
3. Arts and architecture of the Francophone world
4. Aspects of everyday life in the Francophone world
5. Cultural differences and similarities between the Francophone world and the U.S.

Delivery Methods and Distance Education

Delivery Method: Please list all that apply -Face to face -Online (purely online no face-to-face contact) -Online with some required face-to-face meetings ("Hybrid") -Online course with on ground testing -iTV – Interactive video = Face to face course with significant required activities in a distance modality -Other

- Face to face
- Online (purely online no face-to-face contact)
- Online with some required face-to-face meetings ("Hybrid")
- Online course with on ground testing
- iTV – Interactive video = Face to face course with significant required activities in a distance modality
- Other

Rigor Statement: Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used. For instance, if labs, field trips, or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section?

All assignments in distance education courses (online, hybrid and iTV) are of the same rigor as those in on-ground courses.

Assignments: Students in entirely online sections submit assignments electronically.

Evaluation: Evaluation of student work in online classes is performed and delivered electronically.

Lecture: Methods include, but are not limited to live classes by video, recorded lectures and written lectures.

Office hours: Instructor is available for office hours by video conference and to assist students by email, phone and instant messaging.

Outside work: Students are required to access the publisher's platform weekly to do homework, practice listening and pronunciation skills, watch and participate in interactive lesson's tutorials, and watch certain cultural components. The electronic textbook is accessed through this same platform.

Testing: Tests of both online and onsite classes are created from the publisher's testing bank. Online students submit tests through the publisher platform.

Culture: Students and instructor discuss cultural topics for each chapter on discussion forums in the LMS. Rubrics are used to evaluate online discussion submissions.

Pronunciation/listening comprehension: In addition to the material in the publisher platform, students listen to questions recorded and posted in the LMS by the instructor and respond by uploading audio or video files. Students are also assigned a number of assignments to do orally and upload responses by audio or video responses. All of this is graded by rubric. Along with live video classes, these assignments provide exposure to the spoken language, interaction with fellow students, and production of French similar to that of an on-ground class. The final exam also includes an identical oral interview.

The instructor provides regular written or verbal feedback in different ways, including, but not limited to corrections/guidance during live classes, online discussion forums, returned graded assignments, verbal recorded comments with corrections to pronunciation and grammar, and one-one-one meetings by videoconference. The instructor provides substantive feedback to all submitted material and at least general responses to discussion posts.

Effective Student-Instructor Contact: Good practice requires both asynchronous and synchronous contact for effective contact. List the methods expected of all instructors teaching the course. -Learning Management System -Discussion Forums -Moodle Message -Other Contact -Chat/Instant Messaging -E-mail -Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV -Interactive Video -Other (specify)

Student-Instructor contact will include the following: discussion forums, learning management system messages, announcements, and feedback for each student's work.

Student-Instructor contact MAY include the following: chat/Zoom, newsgroup/discussion board, phone, and iTV.

Student-Student contact will include the following: discussion forums.

Student-Student contact MAY include the following: chat/Zoom, learning management system messages, group work, and peer reviewed projects.

Software and Equipment: What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?

Computer with videoconferencing capabilities built in or external headset/earbuds, microphone and web camera. These tools are necessary to complete listening, viewing and recording assignments and live sessions in online classes.

Students are referred to Canvas tech support or Connect tech support (textbook publisher platform) if necessary.

Accessibility: Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology. Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden". I am using -iTV—Interactive Video only -Learning management system -Publisher course with learning management system interface.

I am using:

- Interactive Video
- Learning management system
- Publisher course with learning management system interface

Class Size: Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.

No Value