

## COURSE OUTLINE

Revision: Chad Hickox, October 2009

DEPARTMENT:	Academic Programs
CURRICULUM:	Visual, Literary and Performing Arts
COURSE TITLE:	French II
COURSE NUMBER:	FRCH& 122
TYPE OF COURSE:	Academic Transfer
Special Requirement Met:	None
AREA(S) OF KNOWLEDGE:	Language and Speech
COURSE LENGTH:	1 quarter
CREDIT HOURS:	5
LECTURE HOURS:	55
LAB HOURS:	0
CLASS SIZE:	30
PREREQUISITES:	FRCH& 121, French I

## COURSE DESCRIPTION:

Pronunciation, fundamentals of grammar and syntax, oral and written exercises, reading, and conversation, and cultural aspects of the countries in which French is spoken. Oral practice with tapes required outside of class. I

## STUDENT LEARNING OUTCOMES ADDRESSED:

1. Communication-Read and listen actively to learn and communicate. Speak and write effectively for personal, academic and career purposes.
2. Human Relations – Use social interactive skills to work in groups effectively. Recognize the diversity of cultural influences and values.

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### STUDENT LEARNING OUTCOMES ADDRESSED: (cont.)

3. Personal Responsibility – Be motivated and able to continue learning and adapt to change. Value one's own skills, abilities, ideas and art. Take pride in one's work.
4. Information Literacy – Access and evaluate information from a variety of sources and contexts, including technology. Use information to achieve personal, academic, and career goals, as well as to participate in a democratic society.

### GENERAL COURSE OBJECTIVES:

At the end of the course the student should be able to:

1. Be equipped with more solid and cursory patterns of expression and with more grammatical structures in order to communicate more clearly in spoken and written expression.
2. Apply their technical knowledge to everyday human situations and to be more creative in speaking the language beyond the level of its purely informational function.

### TOPICAL OUTLINE:

- I. Darrs Le passe'
  - a. Past tense with "avoir"
  - b. Past tense with "etre"
  - c. Past tense of reflexive verbs
  - d. Irregular past participle
  - e. Negative expression
- II. L'enfance et la jeunesse
  - a. Dire, lire, e'crire
  - b. Imperfect
  - c. More on imperfect
  - d. Relative pronouns
  - e. Indirect object pronouns
  - f. More on reflexive verbs
  - g. Seeing and believing
  - h. Passe' compose' vs. imperfect
- III. A table
  - a. Review of articles
  - b. Verb Boire

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TOPICAL OUTLINE CONTINUED:

- c. Pronoun “en”
- d. Qui, que, quoi
- e. On-going actions
- f. Ordering events
- IV. Parlons de la terre
  - a. Expressing location, destination and origin
  - b. Superlative
  - c. Making decisions
  - d. Expressing “should”
  - e. More on imperfect
- V. L’enseignement, les carrières et l’avenir
  - a. Other uses of “y”
  - b. Emphatic pronouns
  - c. C’est vs il est/ elle est
  - d. Present tense and deparis
  - e. Future tense

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SLO #	Included in Course Objective Number	SSCC Student Learning Outcomes
SLO 1.1	1	Communication - Read and listen actively
SLO 1.2	1, 2	Communication - Speak and write effectively
SLO 2.1		Computation - Use mathematical operations
SLO 2.2		Computation - Apply quantitative skills
SLO 2.3		Computation - Identify, interpret, and utilize higher level mathematical and cognitive skills
SLO 3.1	2	Human Relations - Use social interactive skills to work in groups effectively
SLO 3.2	2	Human Relations - Recognize the diversity of cultural influences and values
SLO 4.1		Critical Thinking and Problem Solving -
SLO 5.1		Technology - Select and use appropriate technological tools
SLO 6.1	1, 2	Personal Responsibility - Be motivated and able to continue learning and adapt to change
SLO 6.2	1, 2	Personal Responsibility - Value one's own skills, abilities, ideas and art
SLO 6.3	1, 2	Personal Responsibility - Take pride in one's work
SLO 6.4		Personal Responsibility - Manage personal health and safety
SLO 6.5		Personal Responsibility - Be aware of civic and environmental issues
SLO 7.1	1	Information Literacy - Access and evaluate information
SLO 7.2	2	Information Literacy - Use information to achieve personal, academic, and career goals, as well as to participate in a democratic society

REVISED BY: Tom Griffith  
DATE: July 2010