



**El Camino College**  
**COURSE OUTLINE OF RECORD – Approved**

**I. GENERAL COURSE INFORMATION**

**Subject and Number:** French 22  
**Descriptive Title:** Intermediate Conversational French  
**Course Disciplines:** Foreign Languages  
**Division:** Humanities

**Catalog Description:**

This course is designed for the intermediate student to develop French language fluency in oral expression, increase oral comprehension, and improve pronunciation. Conversational topics are based upon the daily experiences and cultural life of the ethnic areas involved with the French language.

**Conditions of Enrollment:**

**Prerequisite:** French 2 AND French 21 with a minimum grade of C in prerequisite or equivalent

|                          |                            |   |
|--------------------------|----------------------------|---|
| <b>Course Length:</b>    | <b>X Full Term</b>         | <b>Other (Specify number of weeks):</b> |
| <b>Hours Lecture:</b>    | <b>2.00 hours per week</b> | <b>TBA</b>                              |
| <b>Hours Laboratory:</b> | <b>0 hours per week</b>    | <b>TBA</b>                              |
| <b>Course Units:</b>     | <b>2.00</b>                |   |

**Grading Method:** Letter  
**Credit Status:** Associate Degree Credit

**Transfer CSU:** X Effective Date: Prior to July 1992  
**Transfer UC:** X Effective Date: Prior to July 1992

**General Education:**

**El Camino College:**

**CSU GE:**

**IGETC:**

## II. OUTCOMES AND OBJECTIVES

### A. COURSE STUDENT LEARNING OUTCOMES (The course student learning outcomes are listed below, along with a representative assessment method for each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)

#### SLO #1

Upon completion of this course students will understand spoken questions on everyday topics as well as questions centered on culturally relevant issues in French/francophone societies such as French cinema, media and technology, Paris versus the provinces, etc.

#### SLO #2

Upon completion of this course students will answer orally in a culturally appropriate manner questions using simple as well as complex sentences and idiomatic expressions.

### B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below, along with a representative assessment method for each)

1. Use the French language to ask and answer questions in areas of personal and social situations.
  - Performance exams
2. Use the French language to maintain sustained conversations in small groups with speakers of various linguistic levels.
  - Class Performance
3. Use correct pronunciation and language usage at an intermediate level.
  - Oral exams
4. Assess multi-faceted French social situations and handle them in a culturally correct manner.
  - Class Performance

## III. OUTLINE OF SUBJECT MATTER (Topics are detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)

| Lecture or Lab | Approximate Hours | Topic Number | Major Topic  |
|----------------|-------------------|--------------|--|
| Lecture        | 6                 | I            | Pronunciation improvement<br>A. Stress<br>B. Linking<br>C. Intonation<br>D. Regional differences                     |
| Lecture        | 6                 | II           | Acquisition of intermediate vocabulary in areas of practical concern<br>A. Home<br>B. Work<br>C. Health<br>D. School |

|                        |    |     |  |
|------------------------|----|-----|--|
| Lecture                | 10 | III | Conversations at an intermediate level revolving around social situations in areas of practical concern<br>A. Home<br>B. Work<br>C. Health<br>D. School  |
| Lecture                | 6  | IV  | Cultural background of the language,<br>A. Comparisons and contrasts with other cultures of francophone world<br>B. Comparisons and contrast with other languages of the francophone world         |
| Lecture                | 6  | V   | Intermediate syntactical structures when appropriate<br>A. Past tenses (preterit and imperfect)<br>B. Subjunctive and command forms<br>C. Hypothetical situations<br>D. Student requests on demand |
| Lecture                | 2  | VI  | Introduction of idioms with the addition of abstract topics<br>A. Proverbs<br>B. Casual language forms<br>C. Slang   |
| Total Lecture Hours    |    | 36  |  |
| Total Laboratory Hours |    | 0   |  |
| Total Hours            |    | 36  |  |

#### IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

##### A. PRIMARY METHOD OF EVALUATION:

Skills demonstrations

##### B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:

To practice indirect discourse and past tenses, after studying the unit on the family, converse in French with a classmate about your and his or her families. Then orally describe to another person the family of the previous classmate, and compare his or her family with yours. Repeat this two to three minute activity with classmates of various linguistic levels.

##### C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

1. Prepare a two to three minute oral argument in French for a classmate, the instructor, or a group of classmates as to why people should or should not eat foie gras.
2. Prepare a two to three minute oral argument in French for a classmate, the instructor, or a group of classmates as to the efficacy of studying another culture (such as French-speaking Africans or French Canadians).

**D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:**

Performance exams  
Objective Exams  
Quizzes  
Class Performance  
Homework Problems  
Multiple Choice  
Completion  
Matching Items  
True/False

**V. INSTRUCTIONAL METHODS**

Demonstration  
Discussion  
Group Activities  
Lecture  
Multimedia presentations  
Role Play  
Simulation  
Other (please specify)  
Pair work, presenting creative skits, and summarizing short stories presented on videos.

**Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.**

**VI. WORK OUTSIDE OF CLASS**

Study  
Answer questions  
Skill practice  
Required reading  
Problem solving activities

**Estimated Independent Study Hours per Week: 4**

**VII. TEXTS AND MATERIALS**

**A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS**

Scott, Joseph and Elizabeth Zwanziger. *En Parlant*. Wayside Publishing, 2014. (Discipline standard)

**B. ALTERNATIVE TEXTBOOKS**

Zero cost web assignments that go with the themes in *En Parlant* (the required textbook for French 21).

**C. REQUIRED SUPPLEMENTARY READINGS**

**D. OTHER REQUIRED MATERIALS**

## VIII. CONDITIONS OF ENROLLMENT

### A. Requisites (Course and Non-Course Prerequisites and Corequisites)

| Requisites                          | Category and Justification   |
|-------------------------------------|--|
| Course Prerequisite<br>French-2 AND | Sequential   |
| Course Prerequisite<br>French-21 or | Sequential   |
| Non-Course Prerequisite             | The course is a conversation course. Equivalent means that the student would need to demonstrate possession of oral and listening skills commensurate with those of a student at the end of the semester of FREN 2 and FREN 21. A student who had never studied French or who possessed only knowledge of a few phrases would not be able to maintain a conversation and therefore would be unable to participate fully in the course. |

### B. Requisite Skills

| Requisite Skills  |
|---|
| Compose and respond to elementary questions and statements in French.<br>FREN 2 - Compose and respond to elementary questions and statements in French.   |
| Identify proper French language usage in elementary questions and statements.<br>FREN 2 - Identify proper French language usage in elementary questions and statements.   |
| Compare and contrast French cultural situations, such as greetings, leave-takings, purchasing items, asking directions, telling time, and introducing people, with other cultures.<br>FREN 2 - Compare and contrast French cultural situations, such as greetings, leave-takings, purchasing items, asking directions, telling time, and introducing people, with other cultures. |
| Use the French language to ask and answer simple questions in areas of immediate need and familiar topics.<br>FREN 21 - Use the French language to ask and answer simple questions in areas of immediate need and familiar topics.  |
| Use the French language to participate in small group conversations with speakers of various linguistic abilities.<br>FREN 21 - Use the French language to participate in small group conversations with speakers of various linguistic levels.   |

### C. Recommended Preparations (Course and Non-Course)

| Recommended Preparation | Category and Justification |
|-------------------------|----------------------------|
|-------------------------|----------------------------|

### D. Recommended Skills

| Recommended Skills |
|--------------------|
|--------------------|

### E. Enrollment Limitations

| Enrollment Limitations and Category | Enrollment Limitations Impact |
|-------------------------------------|-------------------------------|
|-------------------------------------|-------------------------------|

**Course created by J. Castagno on 09/01/1973.**

**BOARD APPROVAL DATE:**

**LAST BOARD APPROVAL DATE: 05/18/2020**

**Reviewed and /or Revised by: Alicia Class, Andrew Gard, and Mary Ann McGuire**

**Date: 3/11/2020**

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