COMMON COURSE OUTLINE: Course discipline/number/title: FREN 2102: Intermediate French II

A. CATALOG DESCRIPTION
1. Credits: 3
2. Hours/Week: 3
3. Prerequisites (Course discipline/number): 1 year college, 3-4 years of high school French or equivalent.
4. Co-requisites (Course discipline/number): None

Intermediate French continued. Short literary forms such as poetry, short stories, excerpts from novels or theater, and authentic media such as news articles, music and art are basis for reading, interpretation, speaking, vocabulary development and writing practice (75%). Review/expansion of selected structure topics. Emphasis is on discovering cultural, social, religious and linguistic differences within a Francophone cultural context. RECOMMENDED ENTRY SKILLS/KNOWLEDGE: Qualify for Beginning College English One year college, three years high school French or equivalent experience is required.

B. DATE LAST REVISED (Month, year): May, 2005

C. OUTLINE OF MAJOR CONTENT AREAS:
Course conducted in French. Continued exploration of Francophone literature and cultures. Same grammar review text as FREN 2101. Specific content areas will vary with text(s) and field trip opportunities. Intermediate texts published since 1990 typically include songs, art, poetry, short stories and excerpts based upon a theme (fiction, first person narration, women authors, social issues) and drawn from African and Canadian as well as continental French literature.

D. LEARNING OUTCOMES (GENERAL): The student will be able to:
1. Read with 80% comprehension authentic French texts.
2. Discuss content, interpret, and critique with a minimum of bias using comprehensible structure and pronunciation patterns.
3. Write using comprehensible vocabulary & structure to give both personal & impartial reactions.

E. LEARNING OUTCOMES (MNTC):
Goal 2/Critical Thinking: Students will be able to:
1. Demonstrate knowledge of and sensitivity to cultural, social, religious and linguistic differences from an insider’s point of view, using the language which both reflects and defines values. Culture is the core.
2. Give examples of social behaviors that express the target culture’s underlying value system
3. Recognize that a culture is not uniform, and identify some subcultures
4. Understand the role of a world citizen and the responsibility world citizens share for their common global future

Goal 8/Global Perspective: Students will be able to:
1. Give examples of social behaviors that express the target culture’s underlying value system
2. Recognize that a culture is not uniform, and identify some subcultures
3. Describe political, economic and cultural elements which influence relations of states and societies
4. Understand the role of a world citizen and the responsibility world citizens share for their common global future

F. METHODS FOR EVALUATION OF STUDENT LEARNING:
1. In-class small group or pair’s discussion in French
2. Short answer and short essay analysis of the literary and cultural elements
3. Quizzes, chapter tests, written homework including journal entries

G. SPECIAL INFORMATION (if any):
Student may wish to purchase a French-English dictionary. Additional fees may be necessary for field trips.