

**FREN 4 Course Outline as of Fall 1981****CATALOG INFORMATION**

Dept and Nbr: FREN 4                      Title: INTERMED FRENCH-II  
 Full Title: Intermediate French  
 Last Reviewed: 11/25/2019

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	4.00	Lecture Scheduled	4.00	17.5	Lecture Scheduled	70.00
Minimum	4.00	Lab Scheduled	0	12	Lab Scheduled	0
		Contact DHR	2.00		Contact DHR	35.00
		Contact Total	6.00		Contact Total	105.00
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 140.00

Total Student Learning Hours: 245.00

Title 5 Category: AA Degree Applicable

Grading: Grade Only

Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP

Also Listed As:

Formerly:

**Catalog Description:**

Research compositions, analytical essays, readings, and critical discussions of modern and classical foreign language literature and culture.

**Prerequisites/Corequisites:**

Four years of high school French or FREN 3. Not open to students with 5 years pre-college French or 4 semesters college French with "A" or "B" or equivalent, within the past 3 years.

**Recommended Preparation:**

Completion of ENGL 100B or ENGL 100.

**Limits on Enrollment:****Schedule of Classes Information:**

Description: Research compositions, analytical essays, readings & critical discussions of modern & classical foreign language literature & culture. (Grade Only)

Prerequisites/Corequisites: Four years of high school French or FREN 3. Not open to students with 5 years pre-college French or 4 semesters college French with "A" or "B" or equivalent, within the past 3 years.

Recommended: Completion of ENGL 100B or ENGL 100.

Limits on Enrollment:

Transfer Credit: CSU;UC. (CAN FREN10)(FREN 4+FREN 3=FREN SEQ B)

Repeatability: Two Repeats if Grade was D, F, NC, or NP

## **ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:**

<b>AS Degree:</b>	<b>Area</b>		<b>Effective:</b>	<b>Inactive:</b>
	E	Humanities	Fall 2025	
	L3	Arts and Humanities		
	E	Humanities	Fall 1981	Fall 2025
<b>CSU GE:</b>	<b>Transfer Area</b>		<b>Effective:</b>	<b>Inactive:</b>
	C2	Humanities	Fall 1981	
<b>IGETC:</b>	<b>Transfer Area</b>		<b>Effective:</b>	<b>Inactive:</b>
	3B	Humanities	Fall 1981	
	6A	Language Other Than English		
<b>CSU Transfer:</b>	Transferable	<b>Effective:</b>	Fall 1981	<b>Inactive:</b>
<b>UC Transfer:</b>	Transferable	<b>Effective:</b>	Fall 1981	<b>Inactive:</b>

**CID:**

**Certificate/Major Applicable:**

Not Certificate/Major Applicable

## **COURSE CONTENT**

### **Outcomes and Objectives:**

**LISTENING:** Understand virtually all face to face conversation in standard dialect delivered with normal clarity and speed; demonstrate familiarity with many idiomatic expressions and phrasal verbs; respond appropriately, verbally and non-verbally, to various levels of politeness, formality and register, especially academic; identify and comprehend main ideas and most supporting details in lectures and discussions; recognize verbal and nonverbal signals of organization and importance in lectures; and understand new vocabulary in context using guessing strategies.

**SPEAKING:** Use French for a variety of purposes: describing, narrating, arguing, and persuading; self monitor and peer evaluate for effective speech in formal as well as informal interactions; use nonverbal communication appropriately: posture, gestures, facial expression, and eye contact; speak fluently on general topics of current interest in French culture; maintain a conversation and use many idiomatic expressions; demonstrate awareness of levels of politeness, formality, and register, including inappropriate language such as racist or sexist terms; use discussion and conversational strategies effectively; and use intonation, pitch and pause to enhance or emphasize the message.

**READING:** Skim for main idea; scan for information; differentiate between main idea and supporting points; take notes, summarize and paraphrase for various purposes; read between the lines for inference,

assumption and presupposition; read critically; identify author's point of view, tone and purpose; recognize bias when it exists; demonstrate significant library research skills; analyze rhetorical patterns, discourse cues and structural pointers to follow the development of the author's ideas; increase reading speed; vary speed and methods according to type of material and purpose for reading; use French college level dictionary effectively; guess word meanings by analyzing prefixes, suffixes, and roots; infer meaning of unknown vocabulary by using contextual clues; evaluate the relevance of textual material to particular research goals and identify sources that support particular arguments; and understand the organization of books, journals, newspapers, and essays.

**COMPOSITION:** Revision for organization, style, and content; mastering the five-paragraph essay to include thesis statement and adequate paragraph development; develop and logically support a main idea in an expository essay; consider audience and intention; support a focus statement with original ideas and information from text, synthesize; employ essay examination skills by: synthesizing relevant information from reading and lectures and writing under time pressure; write a short research paper summarizing journal articles and other sources, paraphrasing, synthesizing information from a minimum of three sources, avoiding plagiarism, documenting sources, and using a variety of clause patterns and subordination; and exhibit a sense of literary style.

### **Topics and Scope:**

**CONTENT (Listening):** Technical reports; recorded and live lectures; announcements; instructions; telephone communications; radio and television broadcasts; movies and plays; face to face conversations; practical, social, cultural, abstract, and professional topics; special fields of competence; particular fields of interest.

**(Speaking):** Most practical, social, abstract, and academic topics; special fields of competence; particular fields of interest.

**(Composition):** Broadens to include: academic content areas as determined by student, text, and teacher; expanded use of literary schemes such as poetry, short novel, and essays; a wide range of practical, social, and professional topics.

**(Reading):** Adapted and unadapted text as appropriate including academic materials, newspaper articles, editorials and commentaries, technical reports, novels, short stories, drama, and poetry; content now includes most practical, social, abstract, and professional topics determined by student needs and interests.

**(Grammar):** Grammar content is determined by student, text, and teacher. Grammar content is more individual and specific in nature rather than group structured.

### **Assignment:**

In preparation for the 50 minute lecture class, students are expected to have:

1. studied, prepared, and reviewed 10-20 pages from class text.

2. completed 10-20 pages from required readings.
3. listened to and reacted to about 30-50 minutes of language lab material.
4. spent 15-50 minutes practicing and memorizing vocabulary phrases and cultural material.
5. prepared 1-5 pages of assigned essay or term paper.

In preparation for the lecture class, students are recommended to have:

1. worked 10-50 minutes cooperatively with a fellow French student or another French-speaking person.
2. worked as a French tutor for the SRJC Tutorial Service.
3. listen to or view 10-50 minutes of French media other than that provided by the SRJC Language Lab.
4. established a pattern of reading French language newspapers, magazines, and books as available at the SRJC Library, or within the Santa Rosa Community.

### Methods of Evaluation/Basis of Grade:

**Writing:** Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Written homework, Reading reports, Essay exams, Term papers

Writing  
40 - 60%

**Problem Solving:** Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

None

Problem solving  
0 - 0%

**Skill Demonstrations:** All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

Class performances, Performance exams

Skill Demonstrations  
20 - 30%

**Exams:** All forms of formal testing, other than skill performance exams.

Multiple choice, True/false, Matching items, Completion

Exams  
5 - 10%

**Other:** Includes any assessment tools that do not logically fit into the above categories.

COMPLETION OF SEMESTER'S LANGUAGE LAB HOURS

Other Category  
0 - 10%

### Representative Textbooks and Materials:

COLLAGE: LECTURES LITTÉRAIRES by Baker, etc. 2nd Ed.

COLLAGE: REVISION GRAMMATICALE by Baker, etc. 2nd Ed.

COLLAGE: EXERCISES ECRITS ET DE LABORATOIRE by Baker, etc. 2nd Ed.