



COURSE OUTLINE

Outline Status: Outline Update (ECD 9828); 2009-2010

Section I: BASIC COURSE INFORMATION

1. **COLLEGE: L.A. SOUTHWEST COLLEGE**
2. **SUBJECT: FRENCH**
3. **COURSE NUMBER: 002**
4. **COURSE TITLE: ELEMENTARY FRENCH II**
5. **UNITS: 5**
6. **CATALOG COURSE DESCRIPTION:**

This course is a continuation of French I, with an increased emphasis on conversation. It includes the study of the past, and future verb tenses, of the passé composé, the imperfect, and the conditional, also of the subjunctive mood. Readings and vocabulary on daily life in France and Francophone nations are featured, also comparisons with American culture.

7. CLASS SCHEDULE COURSE DESCRIPTION:

A continuation of French 1. It includes the study of the past, and future verb tenses, of the passé composé, the imperfect, and the conditional, also of the subjunctive mood. Readings and vocabulary on daily life in France and Francophone nations are featured, also comparisons with American culture.

8. **INITIAL COLLEGE APPROVAL DATE: 10/20/95**
9. **OUTLINE UPDATE APPROVAL DATE: 11/17/09**

Slight change in course description; relationship for ECD

10. CLASS HOURS:

	Standard Hrs Per Week (based On 18 weeks)	Total Hs per Term (hrs per week x 18)	Units
Lecture:	5	90	5
Lab/Activity (w / homework):	0	0	0
Lab/Activity (w /o homework):	0	0	0
Totals:	Lecture: 5	Lecture: 90	Lecture: 5
	Lab: 0	Lab: 0	Lab: 0
	Total: 5	Total: 90	Total: 5
<i>Totals In Protocol:</i>	Lecture: 5	Lecture: 90	
	Lab: 0	Lab: 0	
	Total: 5	Total: 90	Total: 5

11. PREREQUISITES, COREQUISITES, ADVISORIES ON RECOMMENDED PREPARATION, and LIMITATION ON ENROLLMENT:

Note: The LACCD's *Policy on Prerequisites, Corequisites and Advisories* requires that the curriculum committee take a separate action verifying that a course's prerequisite, corequisite or advisory is an 'appropriate and rational measure of a student's readiness to enter the course or program' and that the prerequisite, corequisite or advisory meets the level of scrutiny delineated in the policy.

PREREQUISITES: Yes

	Subject	Number	Course Title	Units	Validation Approval Date
	French	001	Elementary French I	5	11/17/09

COREQUISITES: No

	Subject	Number	Course Title	Units	Validation Approval Date
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ADVISORIES: No

	Subject	Number	Course Title	Units	Validation Approval Date
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12. OTHER LIMITATIONS ON ENROLLMENT: (See Title 5, Section 58106 and Board Rule 8603 for policy on allowable limitations. Other appropriate statutory or regulatory requirements may also apply):

None

Section II: COURSE CONTENT AND OBJECTIVES

1. COURSE CONTENT AND OBJECTIVES:

COURSE CONTENT AND SCOPE - Lecture: Outline the topics included in the lecture portion of the course (<i>Outline reflects course description, all topics covered in class.</i>)	Hours per topic	COURSE OBJECTIVES - Lecture: Upon successful completion of this course, the student will be able to.. (<i>Use action verbs - see Bloom's Taxonomy for 'action verbs requiring cognitive outcomes.'</i>)
1. The present with /depuis/ The verb /venir/ Verbs conjugated like /venir/ The recent past with /venir de/ The definite article with geographical names Vocabulary: countries and nationalities Prepositions with geographical names Vocabulary: Food dishes The partitive article: /du/, de la/ des The verb /boire/ Vocabulary: beverages The idiomatic use of /faire/ The partitive article in negation Phonetics: the /j/ and soft /g/ Vocabulary: Food and nourishment The verbs /prendre/ and /mettre/ Verbs conjugated like /prendre/ and /mettre/ Articles Expressions of quantity with /de/ Vocabulary: some beverage and nourishment quantities Phonetics: the semi-vowel /j/	15	Respond orally and appropriately in French. Use French vocabulary. Ask and answer questions in French, using the passé composé, imperfect, future, and conditional tenses. Read, with comprehension, selections in French. Answer, orally and in writing, questions read in French. Speak French using not only the indicative mood -present, past, and imperfect, the conditional, and the passé composé but also the subjunctive mood. Employ as closely as possible the pronunciation of a native speaker.
2. Vocabulary: At the university The verb /suivre/ The verbs /vouloir/ and /pouvoir/ The verb /devoir/ The impersonal expression /il faut/ Indefinite expressions of quantity Phonetics: The semi-vowels /w/ and /y/ The verb /connaître/ The pronouns /le/, /la/, /les/ Verbs used with a direct object The verb /voir/ Verbs conjugated like /voir/ The pronouns /le/, /la/, /les/ with the infinitive The passé composé agreement with the past participle Phonetics: the consonant /l/ The verbs /dire/, /lire/, and /écrire/ Vocabulary: /On lit/, /on écrit/, /on dit/ The pronouns /lui/, /leur/ Verbs and the indirect object. The pronouns /me/, /te/, /nous/, and /vous/ Pronouns and the imperative. The order of pronouns. Phonetics: the vowels /eu/ and /oEU/	15	Recount aspects of daily life in France and other Francophone nations. Compare and contrast his or her own culture and the cultures of Francophone peoples throughout the world.
3. Vocabulary: City life The verb /vivre/		

<p>The verb /savoir/ /Connaître/ or /savoir/ The relative pronoun /qui/ The relative pronoun /que/ Phonetics: /an/ and /am/ The sequence of events. The passé composé The imperfect. The imperfect with /être/ The imperfect and the passé composé together. The verb /conduire/ Phonetics: the letters /ai/ Describing events. The pluperfect Phonetics: the prefixes /de/, /dé/, /re/, and ré/ Health vocabulary.</p>	15	
<p>4. Sports and health vocabulary The pronoun /y/ The pronoun /en/ Phonetics: the letters /qu/ Vocabulary: body parts. The definite article and body parts Reflexive verbs Non-reflexive verbs The infinitive and reflexive verbs The imperative and reflexive verbs The verb /ouvrir/ Verbs conjugated like /ouvrir/ the lettres /gn/ Vocabulary: friendship, love, and marriage Reflexive verbs and idiomatic value Reciprocal verbs the passé composé of reflexive verbs Agreement and the past participle Phonetics: the consonants /k/ and /s/</p>	15	
<p>5. Adverbs in /-ment/ Verb + infinitive constructions Ordinal numbers Phonetics: final consonants Vocabulary: time expressions The verb /recevoir/ Verbs conjugates like /recevoir/ The future tense Irregular future tense verbs The construction si + present tense The use of the future tense after /quand/ Phonetics: the letters /in/ and /im/ The conditional Phonetics: The silent /e/</p>	15	
<p>6. Vocabulary: Professional life The adjective/noun + de + infinitive construction The preposition + infinitive construction Prepositions followed by the infinitive The present participle Phonetics: the lettres /on/ and /om/ Vocabulary: international politics Verb Time and Mood</p>		

The subjunctive: forms The subjunctive after /il faut que/ The subjunctive after expressions of opinion The subjunctive after expressions of volition Phonetics: the lettres /en/ and /em/ The verbs /croire/ and /craindre/ Verbs conjugated like /croire/ and /craindre/ Irregular subjunctives The subjunctive after expressions of doubt The subjunctive after expressions of emotion The subjunctive after conjunctions Phonetics: the ending /-tion/ and /-sion/	15	
Total:	90	
Total Hrs In Protocol:	90	

1. (cont'd) LAB:

COURSE CONTENT AND SCOPE - Lab: Outline the topics included in the laboratory portion of the course (Outline reflects course description, all topics covered in class).	Hours per topic	COURSE OBJECTIVES - Lab: Upon successful completion of this course, the student will be able to.. (Use action verbs - see <i>Bloom's Taxonomy</i> for 'action verbs requiring cognitive outcomes.')
Total:	0	
Total Hrs In Protocol:	0	

1. (cont'd) SLO:

The student will.. (outcome)	As measured by the following method.. (assessment strategy)	And, if applicable, scored by the following learning rubric. (provide attachment)	Results are examined to determine if the outcome is achieved. Include planned or actual assessment date. (results & evaluation)	Recommendations to improve teaching and learning. (modifications)
The student will compose a paragraph to describe and compare daily life in the United States and in France or another Francophone nation. SLO REVIEW, 10/17/09, GY	1. As part of the final exam, students will write in French a paragraph comparing daily life in the United States and in France or another Francophone nation.	Excellent: Student uses appropriate vocabulary and has few grammatical errors. Above average: Paragraph is understandable, but has more than 3, though fewer than 6, grammatical errors. Acceptable: Paragraph has more than 6, though fewer than 10, grammatical errors. Needs improvement:	Assessment date: Spring 2011.	

		Paragraph has more than 10 grammatical errors and is not readable.		
		Not acceptable. Paragraph does not follow requirements.		

2. REQUIRED TEXTS:

Provide a representative list of textbooks and other required reading; include author, title and date of publication:

Contacts, Valette/Valette, 2009; Contacts. Workbook, Valette/Valette, 2009

3. READING ASSIGNMENTS:

Provide a representative list of textbooks and other required reading; include author, title and date of publication:

Appropriate readings are in the Fench textbook. Supplementary readings include authentic French magazines and newspapers.

4. WRITING ASSIGNMENTS:

Writing assignments, as required by Title 5, in this course may include, but are not limited to the following:

Students will listen to taped news reports in class and will be asked to report on what they have heard, both in writing and orally. They will be asked to draw conclusions on the information received. They will present a recap of current events during the past month in France in French.

5. REPRESENTATIVE OUTSIDE ASSIGNMENTS (HOMEWORK):

Out of class assignments (Homework) may include, but are not limited to the following:

Short paragraphs will be assigned such as one in which a student must describe a typical day in a French-speaking country. Both regular and irregular verbs must be used. Students will be asked to reinforce their skills through practice in the language laboratory at least one hour per week.

6. REPRESENTATIVE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING:

Provide examples of assignments, as required by Title 5, that demonstrate critical thinking.

Students will be asked to compare a particular custom in a French-speaking country to a differing custom in this or another country. They will be asked to respond orally to impromptu questions in class, both orally and in writing, calling for judgment and analysis. Examples might be, Give a dramatic interpretation of a common French children's story; and answer "What are some implications of using the subjunctive in French?"

7. METHODS OF EVALUATION:

Title 5, section 55002 requires grades to be 'based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays, or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students.' Methods of evaluation may

include, but are not limited to the following (please note that evaluation should measure the outcomes detailed 'Course Objectives' at the beginning of Section II):

Observation Record of Student Performance, Exams, Quizzes, Final Exam, Homework, Written Compositions; Oral Presentations, Class participation

8. METHODS OF INSTRUCTION:

Please Check All That Apply

- Lecture**
- Discussion**
- Laboratory**
- Activity**
- Field Experience**
- Independent Study**
- Other (Please Explain)**

9. SUPPLIES:

List the supplies the student must provide.

Paper, Pen, Pencils, Textbooks

10. COMPUTER COMPETENCY:

If applicable, explain how computer competency is included in the course.

Students will write reports using a computer. They will also use CD ROMs to supplement the work they do in the classroom.

11. INFORMATION COMPETENCY:

If applicable, explain how information competency is included in the course.

They may be asked to do research on a custom in a French speaking country.

12. DIVERSITY:

If applicable, explain how diversity (e.g., cultural, gender, etc.) is included in the course.

Students are learning a new language an culture. Diversity is an integral part of this course.

13. SCANS COMPETENCIES:

(required for all courses with vocational TOP Codes; recommended for all courses)

SCANS (Secretary's Commission on Necessary Skills) are skills the Department of Labor identified, in consultation with business and industry leaders, which reflect the skills necessary for success in the workplace. Check the appropriate boxes to indicate the areas where students will develop the following skills (please note that all SCANS competencies do not apply to all courses):

RESOURCES

- Managing Time:** Selecting relevant goal-related activities, ranking them in order of importance, allocating time to activities, and understanding, preparing and following schedules.
- Managing Money:** Using or preparing budgets, including making cost and revenue forecasts; keeping detailed records to track budget performance, and making appropriate adjustments.
- Managing Material and Facility Resources:** Acquiring, storing, allocating, and distributing materials, supplies, parts, equipment, space or final products in order to make the best use of them.

INTERPERSONAL

- Participating as Member of a Team:** Working cooperatively with others and contributing to group's efforts with ideas, suggestions and effort.
- Teaching Others New Skills:** Helping others learn needed knowledge and skills.
- Exercising Leadership:** Communicating thoughts, feelings, and ideas to justify a position, encouraging, persuading, convincing or otherwise motivating an individual or group, including responsibly challenging existing procedures, policies or authority.
- Negotiating:** Working toward agreement that may involve exchanging specific resources or resolving divergent interests.
- Working with Cultural Diversity:** Working well with men and women and with people from a variety of ethnic, social, or educational backgrounds.

INFORMATION

- Acquiring and Evaluating Information:** Identifying a need for data, obtaining the data from existing sources or creating them, and evaluating their relevance and accuracy.
- Organizing and Maintaining Information:** Organizing, processing and maintaining written or computerized records and other forms of information in a systematic fashion.
- Interpreting and Communicating Information:** Selecting and analyzing information and communicating the results of others, using oral, written, graphic, pictorial, or multimedia methods.

- Using Computers to Process Information:** Employing computers to acquire, organize, analyze and communicate information.

SYSTEMS

- Understanding Systems:** Knowing how social, organizational and technological systems work and operating effectively with them.
- Monitoring and Correcting Performance:** Distinguishing trends, predicting impacts of actions on system operations, diagnosing deviations in the functioning of a system/organization, and taking necessary steps to correct performance.
- Improving or Designs Systems:** Making suggestions to modify existing systems in order to improve the quality of products or services and developing new or alternative systems.

TECHNOLOGY

- Selecting Technology:** Judging which sets of procedures, tools or machines, including computers and their programs, will produce the desired results.
- Applying Technology to Tasks:** Understanding overall intent and proper procedures for setting up and operating machines, including computers and their reprogramming systems.
- Maintaining and Troubleshooting Equipment:** Preventing, identifying, or solving problems with equipment, including computers and other technologies.

Section III: RELATIONSHIP TO COLLEGE PROGRAMS

1. THIS COURSE WILL BE AN APPROVED REQUIREMENT FOR AN APPROVED ASSOCIATE DEGREE OR CERTIFICATE PROGRAM: Yes

a. If yes, the course will be a restricted elective portion of the 'approved program' listed on the State Chancellor's Inventory of Approved Programs (approved programs can be found on the State Chancellor's Office website at <https://misweb.cccco.edu/webproginv/prod/invmenu.htm>)

Restricted elective for AA in Spanish, Program ID 02876

2. GENERAL EDUCATION REQUIREMENTS FOR THE ASSOCIATE DEGREE STATUS:

a. Area Requested: None

Approval Date:

If applicable, provide an explanation of how the course meets the General Education parameters for one of the five general education areas - Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, Health and Physical Education -- contained in Board Rule 6201.14 -General Education Requirements.
http://marlin.laccd.edu/district/BoardRules_AdmRegs/boardrules.htm

b. Area Requested: C. Humanities

Approval Date: before 1990

If applicable, provide an explanation of how the course meets the General Education parameters for one of the five general education areas - Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, Health and Physical Education -- contained in Board Rule 6201.14 -General Education Requirements.
http://marlin.laccd.edu/district/BoardRules_AdmRegs/boardrules.htm

Section IV: ARTICULATION INFORMATION

(Complete in consultation with College Articulation Officer)

1. TRANSFER STATUS:

a. Transferable to the University of California: Yes b. UC Approval Date:	c. Transferable to the California State University: Yes d. College Approval Date: before 1990
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2. GENERAL EDUCATION FOR TRANSFER:

<p><i>IGETC Certification</i></p> <p>a. Area Requested: 3B : Humanities b. Date Requested: 12/03 c. IGETC Approval Date: Fall 04</p> <p>If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in IGETC Certification Guidelines.</p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 10px;"></div>	<p><i>CSU Certification</i></p> <p>a. Area Requested: C2 : Humanities b. Date Requested: before 1990 c. CSU Approval Date: before 1990</p> <p>If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in CSU Certification Guidelines.</p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 10px;"></div>
<p>a. 2nd Area Requested: 6A : Languages Other Than English b. Date Requested: 12/01 c. IGETC Approval Date: Fall 02</p> <p>If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in IGETC Certification Guidelines.</p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 10px;"></div>	<p>a. 2nd Area Requested: b. Date Requested: c. CSU Approval Date:</p> <p>If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in CSU Certification Guidelines.</p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 10px;"></div>

3. MAJOR REQUIREMENT FOR TRANSFER: N/A

Will this course be articulated to meet lower division major requirements?: No

List college/university and the majors:

CAN NUMBER: CAN SEQUENCE #: N/A

CAN Approval -

Date requested: Date approved:

Section V: SUPPLEMENTAL COURSE INFORMATION

1. **DEPT/DIVISION NAME:** English and Foreign Languages
2. **DEPT/DIVISION CODE:** 04
3. **SUBJECT CODE:** 449
4. **SUBJECT ABBREVIATION:** FRENCH
5. **RECOMMENDED MINIMUM QUALIFICATION AREA:**
6. **ABBREVIATION FOR TRANSCRIPTS:** ELEM FRENCH 2
7. **DEGREE CREDIT:**

Indicate whether the course meet the 'standards for approval' for degree credit course set forth in Title 5, section 55002(a)(2), which requires the course to have a degree of intensity, difficulty, and vocabulary that the curriculum committee has determined to be at the college level: **Degree Applicable**

8. **GRADING METHOD:** LETTER GRADE
9. **REPETITIONS:** # of times repeated for credit: **0**

If this course is repeatable, explain how repetition of this course meets Title 5, section 55041(c)(2)(B):

10. **PRIOR TO TRANSFERABLE LEVEL:**

This course attribute applies to **English, Writing, ESL, reading and mathematics** courses ONLY. If applicable, indicate how many levels below the transferable level this course should be placed: **Not applicable**

11. **CREDIT BASIC SKILLS:**

Title 5, section 55000(j) defines basic skills as 'courses in reading, writing, computation, and English as a Second Language, which are designated as non-degree credit courses pursuant to Title 5, section 55002(b)'.': **No**

12. **CROSS REFERENCE:**

Is this course listed as equivalent in content to existing College/District courses in another discipline?: **No**

If Yes, list courses (documentation of cross-discipline agreement must be provided):

13. **COURSE SPECIFICALLY DESIGNED FOR STUDENTS W/ DISABILITIES:**

Title 5, section 56029 allows a course to be repeatable when continuing success of the students with disabilities is dependent on additional repetitions of a specific class. Is this course designated as an 'approved special class' for students with disabilities?: **No**

If yes, provide an explanation of how this course meets the requirements of Title 5, section 56029:

14. COOPERATIVE EDUCATION STATUS:

Title 5, section 55252 allows for two types of Cooperative Education: 1) General Work Experience Education -- i.e., supervised employment, which is intended to assist students in acquiring desirable work habits, attitudes and career awareness, which need not be related to the students' educational goals; or 2) Occupational Work Experience Education - i.e., supervised employment, extending classroom based occupational learning at an on-the-job learning station, which is related to the students' educational or occupational goal. Is this course part of the college's approved cooperative work experience education program?: **No**

15. COURSE CLASSIFICATION: Liberal Arts and Sciences

Note: A course Classification, TOP Code and SAM code must be aligned e.g., Courses with an 'Occupational' Course Classification must have an 'Occupational' TOP Code and a SAM Code of A, B, C, or D; courses that do not have an 'Occupational' Course Classification cannot have an Occupational TOP Code and must have an 'E' SAM Code. Courses coded as 'basic skills' in #11 should be coded 'Adult and Secondary Basic Skills.'

16. TOP CODE - (6 digits XXXX.XX): **1102.00**

Course content should match discipline description in Taxonomy of Programs found at <http://ecd.laccd.edu/TaxonomyOfPrograms.doccurriculum.htm>

17. SAM CODE (Student Accountability Model): **E**

18. FUNDING AGENCY CODE:

19. STATE COURSE ID:

Section VI: APPROVAL STATUS

1. APPROVAL STATUS:

		Approval Date Of	Board Date	Requested Effective Semester	Approved Effective Semester
a.	<input type="checkbox"/> New Course	College:	Board:	Effective Semester:	Effective Semester:
b.	<input type="checkbox"/> Addition of Existing District Course	College:	Board:	Effective Semester:	Effective Semester:
c.	<input type="checkbox"/> Course Change*	College:		Effective Semester:	Effective Semester:
d.	<input checked="" type="checkbox"/> Outline Update	College: 11/17/09			Effective Semester:
e.	<input type="checkbox"/> New Course	College:		Effective Semester:	Effective Semester:
f.	<input type="checkbox"/> New Course	College:	Board:	Effective Semester:	Effective Semester:

* Changes to a course require the completion of a 'Course Change Request' form and approval by the college's Curriculum Committee. In some cases districtwide approval is also required; see, Administrative Regulation E-65, section 3(c) for details.

Section VII: APPROVAL INFORMATION FOR NEW OR ADDED COURSES

(complete in consultation with Department Chair and the appropriate Academic Administrator)

N/A – Existing Course

1. **ORIGINATOR: Loera, Marc**

2. **DEPARTMENT: 04**

3. **IF THIS IS A NEW COURSE, INDICATE HOW THE COLLEGE PLANS TO MEET THE EXPENSE OF THIS COURSE:**

By additional funds. Describe:

By deleting courses from the college catalog and course database. List specific courses to be deleted:

By deleting sections of existing course. List courses and number of sections to be deleted:

FIRST YEAR: SECOND YEAR: THIRD YEAR:

By rotating sections of existing courses. List courses and number of sections to be rotated, as well as the semesters in which they will be offered:

4. **IMPACT**

IMPACT -- Will this course directly impact other course offerings and/or associate degree or certificate programs on campus? No (If yes, briefly explain how)

5. **METHOD OF SUPPORT**

-- Indicate how the college plans to support the proposed course:

Additional staff -- List additional staff needed:

Classroom -- List classroom type needed:

Equipment -- List new equipment needed and indicate funding source for any new equipment:

Supplies- List supplies and indicate dollar value:

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Library/Learning Resources- The course initiator shall consult with the College Librarian and review the college library, book, periodical, and electronic resource collections relevant to this course. List additional titles and resources to be considered for purchase as funding permits:

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CERTIFICATION AND RECOMMENDATION

- This course meets Title 5 requirements for Associate Degree applicable college credit towards an Associate Degree.
- This course meets Title 5 requirements but does not satisfy the requirements for an Associate Degree applicable course.

We certify that the information and answers above properly represent this course.

Sioban Dillon for Marc Loera	11/23/2009
Originator	Date
Sioban Dillon	11/23/2009
Department/Cluster Chairperson	Date
Linda Larson-Singer	11/17/2009
Articulation Officer	Date
Ramon Miramontes	11/23/2009
Librarian	Date
Dan Walden	11/17/2009
Dean (if applicable)	Date
Linda Larson-Singer	11/17/2009
Curriculum Committee Chairperson	Date
Allison Moore	11/24/2009
Academic Senate President	Date
Mary Callahan	12/08/2009
Vice President, Academic Affairs	Date

CONTENT REVIEW FOR PREREQUISITE VALIDATION**Target Course & Number, Title: French 2, Elementary French II**

(Course to which pre/corequisite/advisory applies)

Check Applicable Box

 Prerequisite: **Course & Number, Title: French 1, Elementary French I**
 Corequisite:

 Advisory:

A. Target Course Entry Skills: Course & Number, Title: French 2, Elementary French II

(For prerequisites/corequisites, list specific skills and/or knowledge necessary for students to succeed in the target class. For advisories, list skills/knowledge which will enrich or deepen the student's knowledge obtained from the course but without which the student may still succeed in the course. Attach additional sheet if necessary. NUMBER EACH SKILL.)

1. Employ simple, everyday vocabulary, regular and some irregular verbs in the present and passé composé tenses.
2. Practice dialogues, using vocabulary learned.
3. Describe, both written and orally, various aspects of French-speaking countries.
4. Discuss and analyze short reading selections about French culture and customs.

B. Exit Skills Provided By Prerequisite/Corequisite/Advisory Course or Assessment: Course & Number, Title: French 1, Elementary French I

(List specific skills and/or knowledge that are the outcome of the prerequisite/corequisite/advisory course or assessment. For courses already in the curriculum, these should be present in the course objectives in the course outline. Attach additional sheet if necessary. NUMBER EACH SKILL.)

1. To respond orally in basic French.
2. To use some basic French vocabulary.
3. To ask and answer questions in French, using the present and preterite tense of regular verbs, and of some irregular verbs.
4. To orally read basic, short selections in French.
5. To answer in writing questions read.
6. To speak some basic French using the present tense, the preterite tense, and the periphrastic future.
7. To employ as closely as possible the pronunciation of a native speaker.
8. To recount major aspects of the history and daily life of France and of other Francophone nations.
9. To identify differences between his or her own culture and the cultures of Francophone peoples throughout the world.

CONTENT REVIEW SKILLS MATRIX FOR PREREQUISITE VALIDATION

**COURSE & NUMBER, Title: French 2, Elementary French II
Entering Skills of Target Course**

**FRENCH I
Elementary French I
Exit Skills of Prerequisite Course**

	1	2	3	4	5	6	7	8	9
1	X								
2		X							
3	X	X							
4									
5									
6									
7									
8			X	X					
9				X					

Comments:

(Include justification for assessments, health and safety, or non-course prerequisites)

Validation requires at least one match of each entry skill with each exit skill.

Was validation achieved? YES

PARTICIPANTS IN CONTENT REVIEW:

(Signatories should include instructors for both exit and entering skills courses.)

Name: Sioban Dillon for Marc Loera Title: Instructor Initial: ML Date: 11/23/2009

Name: Sioban Dillon Title: Chair, Acting Initial: SD Date: 11/23/2009

Name: _____ Title: _____ Initial: _____ Date: _____

CERTIFIED BY:

Sioban Dillon for Marc Loera 11/23/2009
Initiator Date

Sioban Dillon 11/23/2009
Department Chairperson Date

Linda Larson-Singer 11/17/2009
Curriculum Chairperson Date