

SYLLABUS – Spring 2015

**FRENCH 1A - BEGINNING FRENCH Section 2**

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**Office Hours:**  
Thursdays Noon-3 pm  
And also by appointment

**Class meets – TTh 3.30-5.20 pm Eureka 103;**  
*Class meets face-to-face most of the time with a few days where students work individually online.*

**Web sites:** professor Elstob's site is  
<http://www.csus.edu/indiv/e/elstobk/index.htm>  
WebCT home page is:  
<http://online.csus.edu>

**Textbook**

*Espaces. Rendez-vous avec le monde francophone* (third edition) 2015 - Cherie Mitschke & Cheryl Tano, Vista Higher Education. This textbook includes a code to access the Supersite at [vhcentral.com](http://vhcentral.com). If you buy a second hand copy of the book make sure it includes the code to the Supersite. As well as the textbook, we use a variety of online materials and written and oral activities created by the professor. You will receive exercises via email or you can download them.

Our goal in this class: Chapters 1- 4

**Syllabus changes**

The instructor reserves the right to alter this syllabus at any time should it be warranted by the demands of sound pedagogy. Changes to the syllabus will be announced on the SacCT announcement page. In any event, the posted, e-text versions of the syllabus and schedule of classes are authoritative, taking precedence over any printed version.

**Special needs - Students with Disabilities**

In order to ensure equal access and opportunity to pursue their educational goals, CSUS Services to Students with Disabilities (SSWD) offers support services for students with visual, hearing, mobility impairments, specific learning disabilities, psychiatric disorders, and/or other types of disabilities. For more information call 916-278-7825.

**If you have a documented disability and verification from SSWD, and wish to discuss academic accommodations, please contact me as soon as possible.**

**MAKE SURE YOU ARE ON THE CLASS LIST on MySacCT**

**No Class Meetings: Thursday February 5 and March 31**

## Catalog Description

The first semester of college French (Fren1A) corresponds to 2 semesters of high school French. This beginning course focuses on four elementary linguistic skills with emphasis on spoken language; the four basic language-learning skills are listening, speaking, reading, and writing. The relationship of the language to French and Francophone civilization and culture is given special attention. We therefore hone students' ability within a contemporary, cultural context so they can learn the language and some of the many cultural components which constitute a French way of life: social issues, family, art, music, film, history, geography, and more.

## Course Objectives

We aim to develop the four language skills and to familiarize the student with the Francophone world. The course objectives are to provide instruction and practice toward competency in French oral and written communication.

The instructor will guide students through each part, gradually giving the students more autonomy to create on their own. The main communicative goals are as follows:

to present oneself and other persons, to greet others and answer greetings, to request and thank, to give and receive instructions, to count to 100+, to tell the date, to express likes/dislikes and agreement/disagreement, to construct negative sentences, to phrase simple questions, tell time, talk about the weather, discuss work, and invite people to do leisure activities

In order to attain these communicative objectives, students will need to show their competency with the following grammatical and linguistic areas:

to use nouns and adjectives appropriately, to be fluent in regular and irregular present tense verbs, to use the near future construction, and to develop appropriate French language pronunciation, rhythm and articulation

Students will develop skills to understand generally concepts in written and oral French, as well as the learned ability to write and speak the language on their own. In addition, students will develop valuable electronic communication skills and presentation techniques.

## Important Guidelines and Expectations

### a) Preparation

Class material is presented in French, and when necessary, in English. Both grammar and conversation are emphasized. In keeping with our views that language proficiency grows through the common courtesies and alliances that have anchored all language speaking communities, we expect students to show mutual respect for one another, participate actively in class, focus on class activities, and demonstrate a desire to learn. In order to participate successfully, students need to study the lesson before coming to class (use the day-by-day study guide we provide). You are encouraged to speak French immediately using the new material learned.

### b) In-Class

We believe in active (not passive) language learning. Therefore, we emphasize using class time to practice as much spoken French as possible. This means not only speaking, but also listening; students should listen carefully to the instructor AND to other students. By listening closely to the French around us we can learn a lot about how to say things and how to interact in another language. Students will often break up into groups to work on written and oral exercises so that you actively learn grammar, vocabulary, and expressions.

c) Outside Class

Consistent practice of all of the skills reinforces and builds our understanding of the language. SO we NEED to practice outside class as well as in class. Language is a DAILY activity therefore we expect you to do 30-60 minutes of French EVERYDAY - do not be afraid to make it pleasurable by supplementing exercises from the text and workbook with enjoyable activities - music, movies, reading a recipe - we are happy to provide ideas.

**Method**

Active participation of the student in class is required. Oral practice of the French language is essential to our becoming comfortable with the language and the culture. Part of your grade will depend on your participation in class. Oral participation will include: repeating the vocabulary and new expressions as modeled by your professor, readings, dialogues with partners and in groups, skits and debates, games, songs, and rehearsals for recordings we will do in class. Students should also collaborate on portions of grammar lessons in group study.

**Homework (see day-by-day guide for your homework schedule)**

**Daily Exercises**

Outside class, in addition to preparing for each day's lesson, you are required to complete exercises for each chapter (see day-by-day guide for your homework schedule - this schedule is a minimum, do more exercises for more practice and extra credit).

**Samlink Account**

You must have a Samlink Account for two main reasons:

- you can access discussion groups and on-line material,
- you can see your progress in a confidential on-line grade book (you will have access to your own grades using your password and user name)

**GRADING**

What you need to get a good grade:

Your overall effort and diligence in doing homework and participating in class will be taken into account

A - a very good, almost error-free understanding and knowledge of vocabulary, grammar, sentence structure, and oral comprehension and proficiency (90-100 %);

B - a good understanding and knowledge of vocab, grammar, syntax, and good oral skills but errors occur throughout homework and tests (80-89 %);

C - knowledge and ability at this level reflects some understanding and knowledge of most materials presented, but confusion exists in the overall understanding of most concepts presented (70-79%)

D - little understanding and knowledge of vocabulary, grammar, syntax, and oral comprehension and proficiency. (60-69%)

I - students who have to stop coming to classes and turning in work can get an incomplete, but in order to receive this grade they must complete a written contract with the instructor.

U - unofficial drops (equivalent to an F) are given to students who do not attend class or no longer attend class, turn in assignments, or take tests.

**MAKE SURE YOU ARE ON THE CLASS LIST**

**Grades will be based on the following points system**

SEE the DAY BY DAY GUIDE for assignment details

<i>Assignment/Test/Exam</i>	<i>Dates</i>	<i>Points</i>
<b>FINAL</b> (Covers all material)	Take Home due May 22 by 5 pm in MRP 2013	<b>150</b>
<b>Oral Project</b> (Details to follow)	May 7 and 12	<b>100</b>
<b>4 Tests</b>	Feb 5 (Take Home) – due Feb 10 Feb 19 (In Class) Mar 19 (Take Home) - due April 2 April 30 (In Class)	<b>200</b>
<b>3 Compositions</b> "Moi" "A la maison" "Au café"	First Draft due: Mar 5 First Draft due: Apr 9 First Draft due: Apr 30	<b>150</b>
<b>5 Sets of Online Assignments</b> (will be available online)	See "Week by Week Guide" on SacCT	<b>50</b>
<b>5 Workbook exercises</b>	Will be available online see online schedule for due dates	<b>100</b>
<b>Preparation and participation</b>	Homework exercises from textbook and workbook (100 points), in class assignments (75 points) attendance in class (75 points)	<b>250</b>
<b>TOTAL</b>		<b>1000</b>