

SYLLABUS – Spring 2015

FRENCH 1B- BEGINNING FRENCH Section 2

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Office Hours:
Tuesdays Noon-3 pm

And also by
appointment

Section 3 – TTh 5.30-7.20 pm CLV 141

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. 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 5- 8

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 second semester of college French (Fren 1b) corresponds to the third and fourth years of high school French. This beginning course further develops the four elementary linguistic skills (listening, speaking, reading, and writing). The spoken language and the relationship of the language to French and Francophone civilization and culture are 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 develop the four language skills and to familiarize the student with the Francophone world. The course provides instruction and practice toward competency in French oral and written communication. The instructor guides students through each part, gradually giving the students more autonomy to create on their own. The main communicative and grammatical goals are: engage in conversation with others using past, present and future tenses; to talk about food and eating habits, sports and hobbies; to present and describe one's family and friends; and to develop appropriate French language pronunciation, rhythm and articulation. Students will develop skills to understand 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).

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 enjoyable by supplementing exercises from the text and workbook with enjoyable activities - music, movies, reading a recipe.

Textbook, Written and Oral Homework

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Method

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

Homework (see Week by Week section of SacCT for your homework schedule)

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).

All work turned in late will be penalized.

How Grades are Calculated

100 - FINAL (Covers all material) – Take Home (Due by 5 pm May 22)

100 - Dans un café (Dialogue without script) – May 14 and 19

200 - 4 Tests

February 5: Take Home (due: Feb 10)

February 19: In Class

March 19: Take Home (due April 2)

April 23: In Class

100 - 5 Set of Workbook Exercise (sent to you via email and available from WebCT site)

200 - 4 Compositions (Each composition can be rewritten for a better grade)

1. « Nos différences et nos similarités » - *Due Feb 17*

2. "Le weekend dernier" - *Due Mar 12*

3. "Un voyage" - *Due Apr 7*

4. "Dans un café (Dialogue)" - *Due May 5*

300 - Preparation and participation (Attendance, active participation, and homework given in on time)

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 vocabulary 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.

Grades will be based on the following points system – the maximum is 1000 points

950 = 95% (A); 900 = 90% (A-); 850 = 85% (B); 800 = 80% (B-) and so on.

100 - 94 % = A; 93-90% = A-; 89-87% = B+; 86-84% = B; 83-80% = B-; 79-77% = C+; 76-74% = C; 73-70% = C-; 69 and below = D; 70-79% = C; 60-69% = D; 59% and below = F