

Three Rivers Community College
Norwich, CT 06360

Syllabus
Elementary French 2, 112

Spring 2014

Credit Hours: 4 Semester Hours

Course Schedule: Mondays & Wednesdays 4:30-6:10 P.M.

Instructor: Patricia Ivansheck

Office: Classroom E227

Office Hours: Mondays & Wednesdays 4:00-4:30 P.M. in E227

Email: pat.ivansheck@snet.net

Attendance Policies:

Because of the cumulative nature of language learning, frequent exposure to the material and keeping up with the assignments is very important. Students must attend all classes and must come to class prepared. Attendance is taken every class. If you come in late, let me know, otherwise you will be considered absent. If you must leave early

please take a chair near the door so when you leave, the rest of the students are not disturbed.

If you miss a class, take responsibility for keeping up with the assignment. Check with a classmate for any changes or additions to the assignments in the syllabus.

Failure to fulfill any of the categories mentioned above can have a negative impact on your grade.

Remember - attendance is worth 100 points towards your semester grade. For every absence that you have, regardless of reason, you will lose a fraction of that 100 points.

College Withdrawal Policy:

A student who finds it necessary to discontinue the course must complete a withdrawal form in the Registrar's Office by the date listed on the official TRCC calendar. Withdrawals that are recorded with a "W" carry no penalty. Students who stop attending but fail to formally withdraw are assigned an "F" for a grade.

Disabilities Statement:

If you have a disability that may require certain modifications, please contact the Disabilities Counseling Services at 383-5240 as soon as possible. I cannot provide accommodations until I receive a letter from the Disability Counselor. Your cooperation is appreciated.

Academic Dishonesty:

False representation of a student's academic performance constitutes academic dishonesty. Knowingly or intentionally assisting another student to do so in any way will have serious consequences. I reserve the right to award an "F" for the course to the individuals involved.

Disruptive Behavior:

Will not be tolerated. Students will be removed from the class if the problem is not corrected.

Cell Phones:

Cell phones and beepers are allowed only if they are turned off or turned to silent mode in the classrooms, academic support areas, and the Library. Under no circumstances are phones to be used in class. If there are extenuating circumstances, the student is to make specific arrangements with their instructor before the class begins.

Course Revisions:

This syllabus has been prepared as accurately as possible, but it could be modified and revised at the discretion of the instructor.

Cancellation of Class:

If French class should be cancelled due to weather or other unforeseen circumstances, the instructor will call the first student of the “phone tree”. That student will call the next one on the list, and so on until all students have been reached. The instructor will also attempt to email each student, if possible.

French 112 Concepts:

> Regular and Irregular Verbs - Passé Composé with avoir & être

- > Agreement of Past Participles
- > Reflexive Verbs (present and past)
- > Pronouns “y” and “en”
- > Nouns and pronouns of quantity
- > Expressions of health, venir de, depuis quand
- > Ordinal numbers
- > -ment adverbs
- > Direction giving
- > Introduction to formation and use of the French imperfect tense
- > Relative pronouns qui and que
- > Commands with Direct Object pronouns
- > Contrasting the Imperfect and the Passé Composé
- > Comparative and superlative of adverbs and adjectives
- > Regular -ir verbs
- > Future tense
- > All Negations
- > Irregular verbs- including: prendre, boire, conduire, savoir, connaître, dormir, vouloir,

Course Expectations for Elementary French 2

Mrs. Ivansheck pat.ivansheck@snet.net

Learning a foreign language is cumulative and on-going. Therefore, students are expected to attend every class, do all required assignments on time and have a positive attitude. This means participating in class and working at home with the “Vista Supersite” to practice speaking, listening, reading and writing skills.

This course is the second part of a beginning level program designed to introduce basic French vocabulary and structures. The course materials consist of Espace. The second semester will cover chapters 5 through 10 in their entirety. The final exam in May will assess all the vocabulary and grammar concepts in those chapters and will count **150** points.

Graded assignments that are turned in late will be lowered a grade for each class day that it is late; the teacher reserves the right to refuse to accept an assignment after classmates have received corrected papers. In this case, the student will receive a zero for the work not accepted. When a test is missed due to student absence, it is the student’s responsibility to make arrangements for a make-up test with the teacher.

The following point system will be used:

Attendance 100 points
Class Participation 100 points
Midterm Exam 150 points
Final Exam 150 points
4 Chapter Tests 400 points
4 Extra Credit Projects 400 points
6 Essays, Oral Dialogs, Presentations 600 points
Student Activity Manual Assignments 100 points

93-100=A

90-92=A-

87-89=B+

83-86=B

80-82=B-

77-79= C+

73-76=C

70-72=C-

67-69=D+

63-66=D

60-62=D-

Below 60=F

Three Rivers Community College
Guidelines for Elementary French 112
Spring

Prerequisites:

Consent of the instructor is required for enrollment in this course. Consent is usually given if student has completed Elementary French 111.

Course Description:

Elementary French 112 is the continuation of Elementary French 111. The emphasis of this course is to continue developing the skills of language learning focusing on communication, comprehension and cultural understanding.

Advanced grammatical structures are introduced to begin preparing students to express more complex thoughts in the language. The cultural notes of the textbook and the readings offer a wide range of historical, social, political and artistic information that increases the student's knowledge and understanding of the Francophonic world.

Course Objectives:

To continue providing the setting where students can practice and apply the language.

To continue developing all language learning skills and a cultural understanding of the Francophonic world.

Learning Outcomes:

With practice and motivation at the end of this semester students should be able to do the following:

- *To pronounce clearly most of what they say and read in the language.
- *To recognize and apply more advanced grammar structures (Passe Compose, Object Pronouns, Commands, Imperfect and Future tenses, Relative Pronouns, Comparative and Superlative of Adjectives and Adverbs, Reflexive Verbs).
- *To begin expressing their thoughts in the language.
- *To read short narratives ranging from simple to moderate difficulty.
 - *Understand French at a moderate speed.
- *To write short compositions using previously learned structures in Elementary French I and the structures they are learning now, allowing them to express more complex thoughts.
- *To continue developing the cultural understanding of the Francophonic population.

Criteria for Evaluating Students:

One test after every chapter, focusing on all material in the chapter in a concise way.

A short essay, will be submitted on a separate sheet of paper on the night of each chapter test.

The completed assignments on the "Vista Supersite" will be graded and count 100 points toward the semester grade.

One midterm and one final exam (written and oral) which are comprehensive, covering material from Chapters 5,6 and 7 for the midterm and Chapters 8,9 and 10 for the final. In the final exam, some concepts of the three previous chapters might be included.

Oral interviews and presentations will be evaluated during regular class meetings.

Suggestions on How to Study A Foreign Language

Learning to Speak:

Practice the language as much as you can.

Imitate as exactly as you can. Say everything **out loud**. If you read silently you are only using your visually memory if you study out loud, you triple your efficiency by adding auditory memory and motor memory.

Learn **one concept** at a time. Break up a lesson into small units.

Study for short periods of time. Start off with twenty minutes to a half hour at the most; then turn to some other work; then come back for another twenty minutes; and so on. Four half hour periods of study will produce far better results than two uninterrupted hours.

Make full use of class time. Don't close off your mind when somebody else is responding in class. Recite mentally with him or her and get half the learning job done that way.

Keep up with the assignments and don't fall behind. Language learning is cumulative. You build on what you learned previously. You must know lesson 10 before you can learn lesson 11.

Come to class prepared. Don't stay away from class if you are unprepared. You'll fall still further behind. Tell your instructor and learn from the classroom work.

Learn to apply the grammatical rules you are learning rather than learn the rule. If you can't apply them, they are of no use to you.

Learning to Read:

Read the assignment twice- once for pronunciation and the second time for content. Don't look up every word you don't know. If you know the verbs, you can guess the rest.

Read the whole sentence before you look up a word that you don't know in the paragraph.

Literal translation from one language to another is not possible in many cases. Learn to read for meaning rather than just translating.

Don't try to cover the whole assignment in one sitting. Break up, re-read each part and then re-read the whole.

Don't agonize over passages you just can't understand. Ask your instructor.

Make a list or flash cards of your own particular nuisance words; words you have to look up again and again spend special time on them. Except for such nuisance words, don't write out lists of words you had to look up-unless you think you have time to waste.

French 2 Mrs. Ivansheck
Mon. and Wed. 4:30-6:10
Room E227
4 Credits
Syllabus Spring 2014 **COURSE OUTLINE**

Jour 1

Start chapter 5A-vocab.....Les Loisirs (sports and activities),
adverbs of frequency, irreg. verb "faire", il faut expressions
**HW: Listen to pgs. 149-153 and write activities #1 and #2 on pages 150-151
and 152-153. Also complete the assignments on Vista Supersite.**

Jour 2

Irregular -ir verbs: sortir, partir, dormir, sentir, courir
ch 5B.....Weather expressions, days, months, seasons, holidays
**HW: Listen to pgs. 163-165
Read pgs. 166-167 and write activities #1 and #2 on 164-165 and 166-167.
Also, complete assignments on Vista Supersite.**

Jour 3

Numbers, mathematical terms and prices, Orthographically changing verbs
**HW: Listen and write all answers to questions on page 173-175.
Also, Vista Supersite assignments.**

Jour 4

chapter 5 test

Jour 5

Start ch. 6A vocab....Les Fêtes (Holidays and party words), demonstrative adjectives
**HW: Listen to pgs. 185-187
Read pgs. 188-189 and write activities #1 and #2 on pgs. 186-187 and 188-189 and
Supersite homework.**

Jour 6

Past Tense of avoir verbs

HW: assorted worksheets and Vista Supersite activities

Jour 7

Review past tense

Start ch. 6B vocab (clothing and colors)

HW: Listen to pgs. 199-201 and read pgs.202-203. Do activities #1 and #2 on pages 200-201 and pgs.202-203 and Supersite act.

Jour 8

Indirect Object Pronouns and regular and irregular -re verbs

HW: Listen to pages 209-211. Write the activities on 209 and questions 1-10 on page 211 and Supersite act.

Jour 9

Review and practice chapter 6 Structures.

Jour 10

Chapter 6 Test

Jour 11

Start ch. 7A: vocab-Bon Voyage....(traveling and transportation)

HW: Listen and read info on pgs.221-223.

Read pp 224-225 and answer act. #1 and #2 on pages 222-223 and pgs. 224-225

Jour 12

Past Tense of être verbs

HW: assorted worksheets and Vista Supersite work

Jour 13

Direct Object Pronouns

HW: assorted worksheets, Supersite activities

Jour 14

Start ch 7B vocab-(hotel and vacation), Adverbs

HW: Listen and read pages 235-239. Answer act. #1 and #2 on pages 236-237 and pgs 238-239.

Jour 15

The Imperfect

HW: assorted worksheets and Supersite activities

Jour 16

HW: Listen and do all activities on page 245. Read pages 246-247 and write #1-10 on page 247.

Jour 17 4/15

Quiz on 7B

Start ch 8A voc....La Maison, Uses of the Imperfect

HW: Listen to pp 254-259. Read pp 260-261 and write act 1 and 2 on pp258-259 and pp260-261. And Supersite activities

Jour 18 4/17

Imperfect vs. Passe Compose

HW: Supersite activities and assorted worksheets

Jour 19 4/22

Start chap 8B vocab...Les Taches Menageres (household chores)

HW: Listen to pp 268-273. Read pp 274-275 and write activities 1 and 2 on those two pages. And Supersite activities.

Jour 28 4/24

Chap 8 A Quiz

Savoir vs. Connaitre and Review ch 8

HW: Supersite activities

Jour 21 5/1

Chap 8B Quiz

Start ch 9A voc...Quel Appetit! and venir de construction

HW: And listen to pp 290-295 and read pp 296-297 and write act 1 and 2 on those pages. Do Supersite activities.

Jour 22 5/6

devoir, pouvoir and vouloir irregular verbs
HW: Supersite Activities

Jour 23 5/8

9A Quiz

Start ch 9B voc.....A Table; Comparative and Superlative of adverbs and adjectives
HW: Listen to pp 304-309. Read pp 310-311 and write activities 1 and 2 on those pages.

Jour 24 5/13

Double Object Pronouns
Start ch 10 A....Parts of the Body and Reflexive Verbs

Jour 25 5/15

Final Exam chap 6-10 A