

ch 12 suite

- tout p 335 13,14
- savoir p 327-329 4, 5, 7
- les verbes en "ir" p333 11,12
- les devoirs:les cahiers p117-122

Three Rivers Community College
Norwich, CT 06360

Syllabus
Elementary French 2, 112

Spring 2011

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 Adjunct Fac.
Offices

Email: pat.ivansheck@snet.net

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French 112 Concepts:

- > Regular and Irregular Verbs - Passe Compose with avoir & entre
- > 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

ch 12 suite

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>Contrasting the Imperfect and the Passe Compose

>Comparative and superlative of adverbs and adjectives

>Regular -ir verbs

>Future tense

>All Negations

>Irregular verbs: prendre, boire, conduire, savoir, connaitre, dormir, vouloir,

Course Expectations for Elementary French 2

Mrs. Ivansheck # (860) 859-0346

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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 CDs 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 Entre Amis, fifth edition, textbook, workbook. The second semester will cover chapters 6 through 12 in their entirety. The final exam

ch 12 suite

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in May will assess all the vocabulary and grammar concepts in those chapters and will count four hundred points. Each chapter test will count two hundred points, each workbook chapter will count 100 points and each chapter essay will be worth 100 points. The teacher will assign graded classroom work-oral and written-periodically, as well. Extra credit assignments might be offered throughout the semester.

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 numerical cut-offs will be used:

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-

ch 12 suite

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- savoir p 327-329 4, 5, 7
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- les devoirs:les cahiers p117-122

Below 60% =F

ch 12 suite

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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.

ch 12 suite

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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, assigned on the last page of each chapter's workbook

ch 12 suite

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

The completed workbook section for each chapter will be corrected and graded on the night of each chapter test.

One midterm and one final exam (written and oral) which are comprehensive, covering material from Chapters 7, 8 and 9 for the midterm and Chapters 10, 11 and 12 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.

ch 12 suite

- tout p 335 13,14
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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.

ch 12 suite

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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.

ch 12 suite

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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.

ch 12 suite

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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. If absences are not justified, a student's grade will be affected. 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.

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.

ch 12 suite

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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.

ch 12 suite

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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.

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