Spring 2015
M-F 8:15-9:03
3 Credit Hours
Instructor: Virginie Meyers
Classroom: RHS 2231
Email: vameyers@garlandisd.net
Hours Available: Tues-Fri 6:50-7:22 am, Tues & Thurs 2:30-3:00 pm

Course Description
FREN 1312 (3 Credit Hours): Beginning French II
Prerequisite: FREN 1311 or the equivalent or demonstrated competence approved by the instructor.
Course Description: This is the second semester of academic transfer French. This course continues the oral practice, reading, writing, grammar and cultural studies begun in FREN 1311. Students are expected to acquire a substantial amount of vocabulary and begin to deal with idiomatic language and more advanced syntax.

Textbooks and Other Course Materials:
REQUIRED MATERIAL
PROMENADES by Mitschke, Cherie and Tano, Cheryl – ISBN # 1605760117
Notebook, exclusively for French
Le Petit Prince by Antoine de St Exupéry –ISBN # 0156012197
*IN FRENCH*

Evaluation Procedures: Evaluation is an academic requirement to measure the quality and quantity of acquired knowledge.
• Quizzes cover the written aspect of the language: vocabulary, grammar and idiomatic expressions.
• Tests are announced and prepared.
• Quizzes and tests represent 65% of the final grade.
• Homework is a vital reinforcement and should be handed in on time. They represent 10% of the final grade.

GRADING SCALE
Final grade is the result of the following elements:
- Tests and Project .................. 40%
- Quizzes .........................25%
- Interactive Notebook (Classwork) . . 25%
- Homework..........................10%
Total ............................. 100%

\[ \text{Grade scale} \]
[ 90 - 100 A ]
[ 80 - 89 B ]
[ 70 - 79 C ]
[ 60 - 69 D ]
[ under 60 F ]
COURSE OUTLINE
Unit VII – Lesson 14
Unit VIII - Lessons 15 and 16:
Unit IX – Lessons 17 and 18:
Unit X – Lessons 19 and 20:
Unit XI – Lessons 20 and 21:
Unit XII – Lessons 22 and 23:
Le Petit Prince
Final Exam over Le Petit Prince

CONTENT
Travel
Home and Chores
Food and Dining at Home
Daily Routine and Health
Technology and Car Travel
Financial Transactions and Travel
Ch 1-27, Essay

USE OF TRANSLATORS & PLAGARISM
Student are encouraged to use resources, to work together and to seek help, as appropriate, for the work to be submitted for credit, which may include the use of online resources. A student may use a website such as Google translate for occasional and emergency use, but in no circumstances may a student submit work that contains excessive amount of material used from online or any other type of translator. These are resources to consult, but copying from them intending to receive credit for original work is equivalent to plagiarism. The GISD Grading and Grouping policy states: Plagiarism may include, but is not limited to: copying and pasting words or ideas from digital sources without citing the sources or using quotation marks.” Excessive use would be using a translator for a phrase of three words or more words, such as a subject-verb or verb-object phrase, in either language, or overall use of a translator for more than 15% of the complete assignment. If such plagiarism is suspected, the student will be asked to translate the phrase to prove that he/she wrote the phrase him/herself, rather than relying on outside resources. If the student cannot prove that he or she did the work originally, even with help from dictionaries or other legitimate sources, within five minutes, he or she must either re-do the assignment, with a penalty of 10-30 points, depending on the severity of the translator/plagiarism and the frequency of occurrence, or if he or she chooses not to re-do the assignment, the highest possible grade will be a 70 on that assignment. Likewise, using translators or English versions of work instead of reading the material in French is highly discouraged and will be a detriment to the student’s learning and subsequent performance on assessments.

COURSE OBJECTIVES
At the end of the semester, the students should able to:

- **READING**: the ability to analyze and interpret a variety of printed materials - documents, articles, and mostly importantly, *Le Petit Prince*.
- **WRITING**: the ability to produce clear, correct and coherent prose adapted to purpose, occasion, and audience.
- **SPEAKING**: the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience.
- **LISTENING**: analyze and interpret various forms of spoken communication, possess sufficient literacy skills of writing, and reading.
Strategies for Success

1. Keep organized! Bring your Interactive Notebook (INB) and writing materials every day.
2. Take good notes every day. If you miss something, get the notes from a partner in class or come to tutorials to catch up.
3. Know what assignments are due the next day. Check the board (at the front and side of the room) before you leave & SIGN UP for the REMIND!
4. Do your homework, every night. Take the time to do it on your own, using your class notes. **If you do this, you WILL pass this class!** If not, you may really struggle with the material. Ten-fifteen minutes each night will make all the difference.
5. Know when tests/quizzes are coming (check the board) & SIGN UP for the REMIND! Study beforehand. Reread the notes in your INB, write questions, keywords in the left hand column of your Cornell notes, summarize what you’ve learned, rewrite challenging phrases, make and study flash cards, quiz yourself or have a friend quiz you. **If you do this, you WILL get those better grades-A's and B's.**
6. If you find yourself getting frustrated, falling behind on assignments, doing poorly on tests/quizzes, come to tutorials! Just a few minutes of extra help might be enough to get you back on track, and you can also make up missing assignments and make quiz corrections to improve your average.
7. If you're absent, especially if you miss a test/quiz, come to tutorials ASAP! The longer you wait to make up the work, the more challenging it will be.
8. And more than anything else, be willing to give it a TRY! Don't be afraid of making mistakes or looking silly. We all make mistakes, and there will be lots of goofy activities in the class--but if you're willing to give whatever task a TRY, you will not only learn new interesting things and be successful, but you will have fun doing it!

SIGN UP FOR THE REMIND!

- To receive messages via text, send a text to 81010 with the message @rhsfr3dc
- To receive messages via email, send an email to rhsfr3dc@mail.remind.com You can leave the subject line blank.

You will receive one message reminding you of homework and/or of quizzes, tests or interactive notebook checks for the next day.
Developmental Courses

The Texas Success Initiative (TSI) is a statewide program designed to ensure that students enrolled in Texas public colleges and universities have the basic academic skills needed to be successful in college-level course work. The TSI requires assessment, remediation (if necessary), and advising of students who attend a public college or university in the state of Texas. The program assesses a student’s basic academic skills in reading, writing, and math. Passing the assessment is a prerequisite for enrollment in many college-level classes such as English 1301/1302, History 1301/1302, Math 1414, etc. Students who do not meet assessment standards may complete prerequisite requirements by taking developmental courses in the deficient area and passing them with a grade of C or higher. In some cases retesting will also be required. It is up to each student to be aware and informed about requirements that are subject to change. Additional information is available from the TSI Office. 
https://www1.dcccd.edu/cat0910/admiss/tsi.cfm?loc=4

FREN 1312 Learning Outcomes

Upon successful completion of this course, students will:

1. Engage in conversations using level-appropriate grammatical structures including narrating events that take place in the past.
2. Understand level-appropriate spoken French produced by French speakers of diverse origins.
3. Write simple and moderately complex sentences using level-appropriate grammatical structures and organize them into cohesive paragraphs.
4. Read and comprehend level-appropriate authentic texts.
5. Identify and discuss traditions, customs and values of the French culture, and compare and contrast them with characteristics of their own culture.

STUDENT LEARNING OUTCOMES:

These descriptions reflect what most students will be able to do by the end of the course:

1. Communicate orally in the target language about familiar topics and activities requiring a simple and direct exchange of information.
2. Comprehend spoken words and phrases in the target language related to self, family and immediate surroundings, with allowance for repetition and rephrasing.
3. Create simple notes, messages and paragraphs related to self, family and immediate surroundings.
5. Demonstrate knowledge of specific aspects of target language culture and gain insights into how language and culture reflect values, belief systems, and behavior.

Course Objectives:

Exemplary Educational Objectives

As part of the Core Curriculum, French 1312 satisfies the following Exemplary Educational Objectives set forth by the Texas Higher Education Coordinating Board:

Students will be able to:

1) demonstrate comprehension of French sound system
2) use the past tenses
3) talk about the weather, vacations, housing, opinions, emotions
4) describe people and activities, needs and preferences, how to order food and make purchases
5) discuss cultural differences in ways of addressing people in French cultures, the 24-hour time system, customs related to mealtimes and restaurants, certain celebrations and recognize the different French-speaking countries.

Core Curriculum Intellectual Competencies:
French 1312 satisfies the following Core Curriculum Intellectual Competencies specified by the Texas Higher Education Coordinating Board:

1) **READING:** the ability to analyze and interpret a variety of printed materials in Spanish.
2) **WRITING:** the ability to produce clear, correct and coherent sentences in French.
3) **SPEAKING:** the ability to communicate orally in clear, coherent French.
4) **LISTENING:** the ability to analyze and interpret spoken French.
5) **CRITICAL THINKING:** the ability to think and analyze at a critical level.
6) **COMPUTER LITERACY:** the ability to understand our technological society, use computer based technology in communication and acquiring information.

Specific Course Learning Outcomes
French 1312 Course Objectives describe the content covered during the semester. These objectives address the Core Curriculum Intellectual Competencies (CCIC) and the Texas Higher Education Coordination Board’s Exemplary Objectives (EEO).

During the semester, the students will demonstrate knowledge in the following areas:

Main Grammar Points and Vocabulary Topics Covered

1. Demonstrative adjectives
2. *Passé Composé* with *avoir*
3. Indirect object pronouns
4. Regular & irregular –re verbs
5. *Passé Composé* with *être*
6. Direct object pronouns
7. Regular –ir verbs
8. The imperative
9. Adverbs
10. The *Imparfait*
11. *Passé Composé* vs. *Imparfait*
12. The irregular verbs *savoir* & *connaître*
13. The verb *venir* & the *Passé Récent*
14. The irregular verbs *devoir, vouloir* & *pouvoir*
15. Comparatives & superlatives of adjectives & adverbs
16. Double object pronouns
17. Reflexive verbs
18. Idiomatic reflexive verbs
19. The *Passé Composé* with reflexive verbs
20. The pronouns *y* & *en*
21. Vocabulary on the topics of: Travel arrangements/ Hotels & accommodations/ Houses & apartments/ Household chores/ Household interiors/ Supermarket/ Specialty food shops/ Parts of the body/ Daily routine/ Health/ Technology and Car Travel/ Financial Transactions and Travel

**Obtaining Final Course Grades Using eConnect**

Final Grade Reports are no longer mailed. Convenient access is available online at [www.econnect.dcccd.edu](http://www.econnect.dcccd.edu). Use your identification number when you log onto eConnect, an online system developed by the DCCCD to provide you with timely information regarding your college record. Your grades will also be printed on your [Student Advising Report](#), which is available in the Admissions Office.

**Eastfield College Email Policy**

Faculty and students must have and use a DCCCD account for all correspondence relating to academic coursework. For information on setting up a DCCCD student email account go to: [http://www.dcccd.edu/netmail/home.html](http://www.dcccd.edu/netmail/home.html)

**ATTENDANCE**

Good attendance and participation are vital in a language class because it provides maximum exposure to and practice of the language. Always be on time and prepared for each class. If you are absent, contact somebody to know what was covered in class and what assignments have been given for the next class.

Students who are receiving any form of financial aid should check with the Financial Aid Office prior to withdrawing from classes. Withdrawals may affect your eligibility to receive further aid and could cause you to be in a position of repayment for the current semester. Students who fail to attend or participate after the drop date are also subject to this policy.

**IMPORTANT DATE**

April 16 - Last Day to Withdraw

**Financial Aid Statement for Distance Learning Classes**

If you are receiving Financial Aid grants or loans and are enrolled in a Distance Learning class, you must show participation in this class prior to the certification date by either e-mailing or contacting the instructor or logging on to eCampus. Do not drop or stop attending any class without consulting the Financial Aid Office. Changes in your enrollment level and failing grades may require that you repay financial aid funds.

**Repeating This Course: (Third Attempt to Enroll in a Course)**

Effective for Fall Semester 2005, the Dallas County Community Colleges will charge additional tuition to students registering the third or subsequent time for a course. All third and subsequent attempts of the majority of credit and Continuing Education/Workforce Training courses will result in additional tuition to be charged. Developmental Studies and some other courses will not be charged a higher tuition rate. Third attempts include courses taken at any of the Dallas County Community Colleges since the Fall 2002 Semester. See [Third Attempt to Enroll in a Course at:](http://www.dcccd.edu/thirdcourseattempt/)
Academic Honesty Statement
Scholastic dishonesty is a violation of the Code of Student Conduct. Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion.

As a college student, you are considered a responsible adult. Your enrollment indicates acceptance of the DCCCD Code of Student Conduct published in the DCCCD Catalog at http://www1.dcccd.edu/cat0506/ss/code.cfm

Academic dishonesty includes, but is not limited to, cheating on tests, plagiarism and collusion. Cheating includes copying from another student’s test or homework paper, using materials not authorized, collaborating with or seeking aid from another student during a test, knowingly using, buying, selling, stealing, or soliciting the contents of an unadministered test, and substituting for another person to take a test. Plagiarism is the appropriating, buying, receiving as a gift, or obtaining by any means another’s work and the unacknowledged submission or incorporation of it in one’s own written work. Collusion is the unauthorized collaboration with another person in preparing written work for fulfillment of course requirements. Academic dishonesty is a serious offense in college. You can be given a failing grade on an assignment or test, can be failed for the class, or you can even be suspended from college.

Food and Drink Policy
Food, drinks, and tobacco products are prohibited in Eastfield College classrooms, but permitted in Rowlett High School classrooms.

ADA Statement
Students with a physical, mental or learning disability who require accommodations should contact the college Disability Services Office in C237. 972.860.8348 or email efcdso@dcccd.edu. For more information: http://www.eastfieldcollege.edu/SSI/DSO/index.html

Religious Holidays
Absences for observance of a religious holy day are excused. A student whose absence is excused to observe a religious holy day is allowed to contract with the instructor to take a make-up examination or complete an assignment within a reasonable time after the absence.

Withdrawal Policy
If you are unable to complete this course, it is your responsibility to withdraw formally. The withdrawal request must be received in the Registrar’s Office by April 16, 2015. Failure to do so will result in your receiving a performance grade, usually an “F.” If you drop a class or withdraw from the college before the official drop/withdrawal deadline, you will receive a “W” (Withdraw) in each class dropped. For more information about drop deadlines, refer to the current printed Credit Class Schedule, contact the Admissions/Registrar’s Office at 972-860-7167 (Room C119), or contact the division office.

STOP BEFORE YOU DROP
For students who enrolled in college level courses for the first time in the fall of 2007, Texas Education Code 51.907 limits the number of courses a student may drop.
You may drop no more than 6 courses during your entire undergraduate career unless the drop qualifies as an exception. Your campus counseling/advising center will give you more information on the allowable exceptions.
Remember that once you have accumulated 6 non-exempt drops, you cannot drop any other courses with a “W”. Therefore, please exercise caution when dropping courses in any Texas public institution of higher learning, including all seven of the Dallas County Community Colleges. For more information, you may access:  
https://www1.dcccd.edu/coursedrops

Family Educational Rights and Privacy Act of 1974 (FERPA)
In compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA), the College may release information classified as “directory information” to the general public without the written consent of the student. Directory information includes: (1) student name, (2) student address, (3) telephone numbers, (4) date and place of birth, (5) weight and height of members of athletic teams, (6) participation in officially recognized activities and sports, (7) dates of attendance, (8) educational institution most recently attended, and (9) other similar information, including major field of student and degrees and awards received. Students may protect their directory information at any time during the academic year. If no request is filed, directory information is released upon written inquiry. No telephone inquiries are acknowledged. No transcript or academic record is released without written consent from the student, except as specified by law.

DCCCD Emergency Operating Procedures
http://video.dcccd.edu/rtv/DO/emergency_dcccd.wmv

The instructor reserves the right to amend this syllabus as necessary.
Supply list for FRENCH:

Required Supplies:
1. **Le Petit Prince** by Antoine de St Exupéry  *IN FRENCH*
2. Notebook EXCLUSIVELY for French class
   Recommended: 3 or 5 subject spiral with a PLASTIC cover and pockets, COLLEGE RULED.
3. Pencils with erasers, pen optional
4. Notebook paper

ONE of the following for class use:
1. One pack of highlighters
2. One box of markers
3. One bag of individually wrapped candy
4. One pack of post-it notes
5. One large bottle of white glue
   THESE SUPPLIES ARE VITAL for STUDENT SUCCESS!

Parents can also sign up for the REMIND!
- To receive messages via text, send a text to 81010 with the message @rhsfr3dc
- To receive messages via email, send an email to rhsfr3dc@mail.remind.com You can leave the subject line blank.
You will receive one message reminding you of homework and/or of quizzes, tests or interactive notebook checks for the next day.