

ELF105.xxxx French for Heritage Students  
(French Heritage)

INSTRUCTORS\_NAME <instructors\_email@lagcc.cuny.edu>  
<http://faculty.lagcc.cuny.edu/instructor>

SEMESTER

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#### Instructor's Information

**Instructor:** INSTRUCTORS\_NAME  
**Homepage:** <http://faculty.lagcc.cuny.edu/instructor>  
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**Tel:** 718-482-5460  
**Office:** B-234  
**Office Hours:** xxx  
**Preferred communication:** E-mail is preferred, with which you should expect my response within 24 hours.  
**Class Schedule:** xxx (Room: xxxx) & xxx (Room: xxxx)

#### Course goals and objectives

**Catalog Course Description:** This course is designed to help heritage speakers of French to enhance their reading and writing competence of the target language in the formal and high-level register. The course especially focuses on improving students' French grammar, usage, and their critical reading and writing strategies in French through project-based assignments. This course is mostly taught in French.

**Section Description:** INSERT COURSE DESCRIPTION

**Prerequisites:** Exemption exam

**Pre/Corequisites:** CSE095 and ESL097

#### Flexible Core Objectives: World Cultures and Global Issues

The course bears 3 credits that count as Flexible Core (World Cultures and Global Issues) of the CUNY's new general education curriculum (Pathways).

In this course you will:

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.
- Analyze the historical development of one or more non-U.S. Society.
- Analyze and discuss the role that race, ethnicity, class, gener, language, sexual orientaiton, belief, or other forms of social differentiation play in the world cultures or societies.
- Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.

More specifically, by the end of the semester, you will be able to

- demonstrate mastery of sentence structure, rules of punctuation and spelling in French;
- identify parts of speech and their function in a sentence;
- communicate with a native speaker of French, demonstrating command of frequently used vocabulary;
- write essays showing control of grammatical structures and sentence patterns;
- research topics of interest using both print and online sources in French;
- present research on topics of interest, demonstrating fluency and accuracy in French.

#### Textbook, grading, and other class logistics

**Textbooks:** The following textbooks are required for this class.

- Siskin, H. J., Krueger, C. I., and Maryse, F. (2011). *Tâches d’ encre: French Composition*. Heinle and Heinle, Cambridge, Mass., 3rd edition. ISBN: 9780495915539; Course: ELF105; Price: \$142.00.

**Grades:** Your final grade will be determined based on the following evaluation points.

Midterm 20%

Final exam 20%

Quizzes (4 quizzes x 5) 20%

Homework (10 HW x 1) 10%

Lab (10 labs x 1) 10%

Presentation 20%

- **Grade distributions:** A: 95-100%, A-: 90-94%, B+: 86-89%, B: 83-85%, B-: 80-82%, C+: 76-79%, C: 73-75%, C-: 70-72%, D+: 66-69%, D: 63-65%, D-: 60-62%, F: -59%, WU: Unofficial withdraw (≈F), W: Withdraw

<b>Weekly schedule (subject to change)</b>
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**Lab:** Students are required to attend the lab session for one hour every week.

Week	Topic
Week 1 [Insert DATE]	Week 1 The process of writing: Writing Drafts, Editing, Revising Using Dictionaries
Week 2 [Insert DATE]	Week 2 Description: Describing elements, perceptions, feelings, colors. Comparisons and Metaphors Choosing appropriate vocabulary Lab 1:1% Homework 1:1%
Week 3 [Insert DATE]	Week 3 The Portrait Writing memories Physical descriptions Choosing adjectives, nuances and variety Quiz 1 : 5% Lab 2:1% Homework 2: 1%
Week 4 [Insert DATE]	Week 4 Narration Time sequence Past tenses Reporting events Lab 3:1% Homework 3:1%
Week 5 [Insert DATE]	Week 5 Expository Writing Giving opinions

	<p>Expressing causes and consequences</p> <p>Quiz 2: 5%</p> <p>Lab 4:1%</p> <p>Homework4: 1%</p>
Week 6 [Insert DATE]	<p>Week 6 Expository Writing (continued)</p> <p>Feedback for midterm</p> <p>Lab 5: 1%</p> <p>Homework 5:1%</p> <p>Midterm: 20%</p>
Week 7 [Insert DATE]	<p>Week 7 Writing Essays</p> <p>Organization</p> <p>Transitions</p> <p>Lab 6:1%</p> <p>Homework 6:1%</p>
Week 8 [Insert DATE]	<p>Week 8 Writing Essays (continued)</p> <p>Present/past participles</p> <p>Preliminary preparation: Oral Presentations</p> <p>Quiz 3 :5%</p> <p>Lab 7:1%</p> <p>Homework 7:1%</p>
Week 9 [Insert DATE]	<p>Week 9 Writing Reviews</p> <p>Writing about books, music, and art</p> <p>Past participles</p> <p>Infinitives</p> <p>Lab 8:1%</p> <p>Homework 8:1%</p>
Week 10 [Insert DATE]	<p>Week 10 Text Analysis</p> <p>Analyzing poetry</p> <p>Language variety</p> <p>Final Preparation: Oral Presentations</p> <p>Quiz 4 :5%</p> <p>Lab 9:1%</p> <p>Homework 9:1%</p>
Week 11 [Insert DATE]	<p>Week 11 Writing Letters</p> <p>Cover Letter, Business Letter</p> <p>Organization</p> <p>Lab 10:1%</p> <p>Homework 10: 1%</p>

Week 12 [Insert DATE]	Week 12 Oral Presentations and Critique Review for Final Exam Presentation: 20%
Final [Insert DATE]	Week 13 Final exam: 20%

### Policies

**Classroom policies:** The following policies have been instituted to ensure an optimal learning experience for all students:

- Please arrive on time.
- Please prepare for each class meeting by completing all writing/reading assignments beforehand.
- Please turn your cell phone to silence during class.
- Please turn off your cell phone during the exam and the quiz.

**Valuing LaGuardia's Diversity:** As a college community we represent a world of perspectives on race, ethnicity, class, gender, sexual orientation, ability, religion, and nationality, to name a few. I concur with **the College's Declaration of Pluralism**, if you have any suggestions in helping me to create a welcoming classroom environment, please tell me.

**Rules for Personal Conduct:** You are expected to obey the rules and regulations of the College about conduct. Disorderly or indecent behavior is not appropriate in a college setting. It is a violation of college rules and is not acceptable.

**The student attendance policy:** As stated in the college catalog: "Attendance in class is a requirement and will be considered in the evaluation of student performance. Instructors are required to keep an official record of student attendance. The maximum number of unexcused absences is limited to 15% of the number of class hours. Note: Absences are counted from the first day of class even if they are a result of late registration or change of program" (117).

**The academic dishonesty policy:** As stated in the catalog: "Academic Dishonesty is prohibited in the City University of New York and is punishable by penalties ranging from a grade of 'F' on a given test, research paper or assignment, to an 'F' in the course or suspension or expulsion from the College. Academic Dishonesty includes:

- Cheating
- Plagiarism
- Internet Plagiarism
- Obtaining Unfair Advantages
- Falsification of Records and Official Documents
- Misconduct in Internships (117)

**Policy on assigning the grade of Incomplete:** As stated in the college catalogue: "The Incomplete grade may be awarded to students who have not completed all of the required course work but for whom there is a reasonable expectation of satisfactory completion. A student who is otherwise in good standing in a course defined as complying with the college attendance policy and maintaining a passing average but who has not completed at most two major assignments or examinations by the end of the course may request an incomplete grade. To be eligible, such a student must provide, before the instructor submits grades for the course, a documented reason, satisfactory to the instructor, for not having completed the assignment on time. Instructors giving IN grades must inform students in writing of the conditions under which they may receive passing grades. Departments may designate certain courses in which no incomplete grades may be awarded." (120).

**Declaration of pluralism:** The Education and Language Acquisition Department embraces diversity. We must respect each other regardless of race, culture, ethnicity, gender, religion, age, sexual orientation, disability and social class. For detailed information regarding the policy, please refer to Student Handbook 2011-2012 (p.89).

