

French F150: Elementary French II (Online)
Course Information and Policies, Spring 2017



Instructor: Amber Panwitz

Office: Global & International Studies Building, room 3152

E-mail address: apanwitz@indiana.edu

Office Phone: (812) 855-7538

Welcome to French F150, the second semester in the Elementary French Language and Culture sequence at Indiana University. Please read the following pages carefully; they contain essential information that will be important to you throughout the semester. *All students in F150 are responsible for and are expected to comply with these policies.*

*This course will be conducted in French and will operate under a flipped model. “Flipped” means that all homework and reading on the grammar and vocabulary will be completed **before** our online sessions, which will be dedicated to speaking and using the material you have learned.

I. Goals

In reference to the American Council on the Teaching of Foreign Languages (ACTFL) proficiency guidelines (<http://actflproficiencyguidelines2012.org/>), over the course of F150 students will continue developing intermediate level skills while gaining tools needed to perform at the Advanced proficiency level:

“*Speakers at the Intermediate level* are distinguished primarily by their ability to create with the language when talking about familiar topics related to their daily life. [...] Intermediate-level speakers can ask simple questions and can handle a straightforward survival situation. They produce sentence-level language, ranging from discrete sentences to strings of sentences, typically in present time.

Speakers at the Advanced level engage in conversation in a clearly participatory manner in order to communicate information on autobiographical topics, as well as topics of community, national, or international interest. The topics are handled concretely by means of narration and description in the major time frames of past, present, and future. [...] Advanced-level speakers have sufficient control of basic structures and generic vocabulary to be understood by native speakers of the language, including those unaccustomed to non-native speech.”

According to the **Indiana University World Languages and Cultures Learning Outcomes**, students who complete the World Languages and Cultures requirement will demonstrate:

1. an understanding of culture within a global and comparative context (specifically, an understanding that a particular culture is one of many diverse cultures and that alternate perceptions and behaviors may be based in cultural differences);
2. knowledge of global issues, processes, trends, and systems (such as economic and political interdependency among nations, environmental-cultural interaction, global governance bodies, and nongovernmental organizations);
3. knowledge of other cultures (including beliefs, values, perspectives, practices, and products);
4. the ability to use cultural knowledge, diverse cultural frames of reference, and alternate cultural perspectives to think critically and solve problems;
5. the ability to communicate and connect with people in other language communities in a range of settings for a variety of purposes, developing skills in each of the four modalities: speaking (productive), listening (receptive), reading (receptive), and writing (productive) [N.B. This learning outcome applies specifically to students who study a foreign language.];
6. the ability to use foreign language skills and/or knowledge of other cultures to extend access to information, experiences, and understanding.

II. Class format

In order to achieve the objectives described above, classroom activities will focus on practice and reinforcement of the material covered in the textbook. The nature of F150 is highly interactive; you will speak French with your classmates and work together on various communicative activities. For successful interactions in class, make sure that you are well

prepared **BEFORE** the class period. Students are expected to set aside daily study time to work on **MyFrenchLab (MFL)** and **Canvas (CV)** online assignments. Preparation for class includes studying the textbook (or eText) pages assigned on the syllabus and completing any and all homework (MyFrenchLab, Canvas, etc.) for the day it is due (the date listed on the syllabus). **It is essential that students complete the assigned work before each online session to be able to fully participate in the day's class activities.** Please also respect individual assignment deadlines, as **no extensions on due dates** will be given.

III. Materials

- **Textbook:** Valdman, A., C. Pons, and M. E. Scullen. *Chez Nous / Media-Enhanced 4th Edition* (Custom IU edition). You have the option to only purchase the access code for the online material *MyFrenchLab* or the bundle “Textbook [CN] and [MFL] Access code” (Pearson Prentice Hall, 2009. ISBN: 978-0-55-834494-8).

This means that you are not required to purchase a hard copy version of the book for this class. Once you have purchased access to *MyFrenchLab*, you have access to an eText version of the book. However, if you decide to buy a hard copy of the book from TIS or the campus bookstore, it comes prepackaged with an access code to MyFrenchLab (MFL). You cannot purchase the *Chez Nous* text book from the bookstore without access to MFL. If you have a textbook from a different source that did not come with an access code, the code **MUST** be purchased.

MyFrenchLab is integrated into our Canvas course website. When you go into our canvas site, click on the “MyLab and Mastering” tab on Canvas. This will take you to the Pearson website and you can choose to purchase an access code here. For registration instructions, please refer to the Welcome page on Canvas for an instructional video.

Note: If buying from a 3rd party vendor you must purchase “Modified and Mastering for MyFrenchLab” access code that is compatible with Canvas. **IF YOU BUY THE WRONG VERSION FROM A THIRD PARTY VENDOR, IT WILL NOT WORK AND WE HAVE NO WAY TO REIMBURSE IT!!!!!!** It would be much simpler to purchase access through the Canvas link to the Pearson Website!

Highly Recommended Materials.

- **Dictionary:** *Larousse Pocket Dictionary, français-anglais, English-French*. Larousse, 2007. ISBN: 978-2-03542-085-5. (or a comparable dictionary)
- **Grammar Book:** Morton, Jacqueline. *English Grammar for Students of French*, 6th edition. If you struggle with knowledge of English Grammar, this book can give you explanations and examples in English that will help you to better understand the French grammatical explanations and examples in your *Chez Nous* text and in class. This is recommended for all levels of French classes, so you can use it for multiple semesters.

IV. Grading

Grades will be calculated according to the following percentages. **Grades are not curved**, and there is **no extra credit** awarded in F150.

Grades for F150 Online will be distributed among the following categories:

Rubrics	TOTAL
Participation, Attendance, Preparation - Preparation and Active Participation in Online Sessions	10%
MyFrenchLab	25%
Canvas Homework - Video journals (10 %) - Vie et culture discussions, Écrivons and other Canvas assignments (15 %) - Video Conversations (5 %) - Pronunciation Exercises (5 %)	35%
Chapter Tests × 4	20%
Final exam	10%

A. **Participation, Attendance and Preparation – 10%**

Regular oral practice is essential for improving proficiency in a foreign language; thus attendance is mandatory and participating actively in our online sessions on a daily basis is necessary for a student's success in F150.

1. **Attendance:**

Given that participation in class activities is an essential part of learning a foreign language, **for more than one unexcused absence, your final course grade will be lowered by 5 % for each additional unexcused absence.** It is therefore very difficult to pass this class without attending regularly.

2. **Participation:**

During our online meetings, in addition to participating actively, you are expected to **maintain civil behavior** and refrain from eating, chewing gum, drinking, cell phone use, and other disruptive behavior. Engaging in these activities will result in a lower participation score.

Our classes are conducted entirely in French. When you log on for our online sessions, you are expected to have sufficiently prepared the day's material to enable your active participation in class. I will note your participation on a weekly basis and will give you a weekly participation grade. A maximum participation score of 10 points can be earned per week of class. The following are the general guidelines I will follow in assigning your participation grade:

9-10 points - Used only French and spoke often during class period. Participated actively and in a meaningful way during group work. Listened attentively and responded to others. Was well prepared for class and able to respond to detailed questions about material.

7-8 points - Used mostly French but used English on occasion (including during partner work). Spoke somewhat often during class period. Participated actively during group work. Volunteered occasionally. Listened and responded generally to others. Was adequately prepared for class and able to respond correctly to basic questions about material.

5-6 points - Used quite a bit of English on several occasions during group work and/or whole class discussion OR didn't speak often. Not very engaged during group activities. Did not volunteer during classroom discussion. Did not bring textbook or other materials to class. Was not familiar with the material for the day and unable to respond to basic questions about it.

0-4 points - Used more English than French OR did not speak during class. Was not engaged during group activities, was distracting to others, or strayed from the topic during group activities. Chatted in English with classmates, did homework, slept, read the news, or did not pay attention during class activities.

3. **Homework (MyFrenchLab, Culture, Writing, Video Journals, etc.) - 60%**

Homework is to be completed by the **start** of each online session. **Late homework will not be accepted** in F150, out of fairness to all F150 students. **Note that translation programs are not permitted.** Not only do translation programs produce poor results but their use in your French class is considered cheating (see Academic Honesty Statement). Your professor and textbook are more effective resources. Consult them as much as you like!

a) **MyFrenchLab (MFL) – 25%**

The MFL exercises are intended to prepare you for the day's lesson in advance, to enable you to participate in class discussion and activities, and to reinforce your understanding and mastery of the vocabulary and structures in each chapter. You are expected to keep up with the MFL **on a daily basis**. MFL assignments are due **twice a week**: Sunday by 11:59 pm and Wednesday by 11:59 pm. It is your responsibility to check Canvas for reminders. **There will be no grace period for missed assignments** unless you have provided me with documentation for an excused absence.

If you must wait till the second week of classes to purchase access to MFL, **you will have to register for MFL with temporary free access during the first week anyway**, to avoid missing Sunday's MFL homework. Going from temporary to full access after the first week is a really easy process.

How to do homework in MFL: In the MFL platform, you have an unlimited number of attempts to submit an exercise or activity for a grade. Should any answer submitted be incorrect, the program will give you hints and will point you to the grammar or vocabulary point within *Chez Nous*. Be aware that the program will provide you with the correct answer after the due date so that you can review. Also note that your instructor can and will see each attempt you make (as well as the amount of time it took you to complete the activity). **For more detailed instructions, see Canvas.**

b) **Discussions, Writing Activities, and Other (15%)**

You will submit responses to discussion board threads, reading and writing assignments, culture quizzes, etc. through Canvas. **Grading rubrics and detailed directions for each assignment will be posted to Canvas.**

c) Video journals (10 %)

At the end of each chapter, you will record and upload a 3-4 minute “journal” entry using the chapter’s vocabulary and grammar. Your journals will be graded based on appropriate length, content, rich and varied vocabulary use, correct grammar, and pronunciation. I will give you detailed directions for each journal.

d) Video Conversations with a partner (5 %)

For each chapter, you will participate in one 10-minute conversation with a partner outside of class using the structures you are learning during that chapter. This will allow you to build up your informal conversational skills. You may choose to meet your partner in person or to use a video conferencing tool. These will be recorded outside of class time and turned in for a grade.

e) Sons et lettres (5 %)

Several times during a chapter, you will be asked to work on your French pronunciation. You will first watch a video which explains an important pronunciation point in French and teaches you how to pronounce the sounds correctly. Then, you will record yourself reading pronunciation exercises in *Chez Nous* and will submit your recording for a grade.

4. Assessments (30 %)

Chapter exams (20 %) and final exam (10 %)

Each chapter will be tested via an *Interro*, which will emphasize the current chapter but will contain some cumulative material. These exams are all designed to evaluate your progress in French in the areas of listening, reading, writing, speaking, and cultural knowledge. They will test mastery of both grammatical details as well as students’ abilities to use and interpret the language as a whole. The final exam will be comprehensive but with special emphasis on Chapter 10, for which no chapter test is given.

V. Tardiness and absence

It is expected that students will regularly and punctually attend ALL online sessions and that any absences will be handled responsibly. This means notifying the instructor of an absence for any reason **ahead of time**, promptly providing adequate **documentation** when required, and taking the initiative in **handing in or making up work** in a timely manner.

Arriving late or leaving early to online sessions

Tardiness as well as early departures count against overall participation. **Three late arrivals or early departures will be counted as one absence.**

Missing class

If you miss class, you are still responsible for all work due on that day. You should **inform me** of your absence and still submit your homework via MyFrenchLab. Should you miss any **test** for a valid, documented reason, you will have exactly **24 hours** to contact the instructor and present **written, verifiable proof** of an urgent reason. Out of fairness to all students of F150, there will be **NO EXCEPTIONS** to these testing policies.

Making up work

If your absence is **excused**, you may make up participation points, homework, or exams. Quizzes and exams should be made up within a week if possible. Participation points may not be made up for unexcused absences.

EXCUSED ABSENCES

Excusable absences include illness, tragedy, religious observance, participation on a team in university-sponsored athletic events, and performances required for a degree. Work, job interviews, weddings, conferences, rehearsals or practice, study sessions, exams for other classes, court or medical appointments and other travel may not be considered excused. An absence will be excused only if **written, verifiable documentation** is presented to the instructor **the next class period** you attend. The documentation must be **official** in nature, must clearly and fully **explain** why the absence was necessary, and must be **signed** and **dated**. Once your documentation is accepted, you will be allowed to make up missed work. You must obtain documentation from a doctor and from Student Disability Services if your chronic health issues prevent you from regularly attending class. ***NB:** An IU HEALTH CENTER VERIFICATION OF VISIT does not suffice to excuse you from class.

To be excused for a **religious holiday**, you must submit a request for accommodation for religious observances to your instructor *by the end of the second week of classes*. The official form can be downloaded at <http://vpfaa.indiana.edu/forms/>

**** Please do not ask your instructor to excuse an absence if you cannot provide documentation in a timely manner. ****

Note that this is an online class which doesn't require you to attend face-to-face meetings. Consequently, **I will only excuse your absence if it's a true emergency**. To give you an example, staying at home with a cold will not be considered an excused absence, whereas having the flu with a high fever is excusable.

Additional penalties

As stated above, **after one unexcused absences, your final course grade will be lowered by 5% for each additional unexcused absence**.

VI. Academic Honesty

Academic Integrity: As a student at IU, you are expected to adhere to the standards and policies detailed in the [Code of Student Rights, Responsibilities, and Conduct](#) (*Code*). When you submit an assignment with your name on it, you are signifying that the work contained therein is yours, unless otherwise cited or referenced. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged. If you are unsure about the expectations for completing an assignment or taking a test or exam, be sure to seek clarification beforehand. All suspected violations of the *Code* will be handled according to University policies. Sanctions for academic misconduct may include a failing grade on the assignment, reduction in your final course grade, a failing grade in the course, among other possibilities, and must include a report to the Dean of Students, who may impose additional disciplinary sanctions.

All F150 students are required to sign the Academic Honesty Statement before submitting any written work. If you don't submit the Academic Honesty Statement and turn in written work (Canvas assignments, MFL, etc.), your assignment(s) will get a grade of zero. We also encourage you to understand your rights and responsibilities as a student at Indiana University

Approved writing resources

Translation programs are not permitted in our French classes, and their use is considered cheating.

For your writing homework assignments, you have all of your resources available to you. You must, however, know how to properly use them. In addition to your instructor and your textbook, the following are acceptable online resources that you may find useful for your writing:

WordReference – <http://www.wordreference.com/> – online English-French dictionary

AboutFrench – <http://french.about.com/> – French grammar explanations

Tex's French Grammar – <https://www.laits.utexas.edu/tex/> – open-source French grammar lessons

BonPatron – bonpatron.com – basic writing editor (correcteur de grammaire et d'orthographe)

When looking up words in dictionaries, many words have homonyms or different shades of meaning that can be confused. You can help make sure that the word you end up with is in fact the correct translation by making sure it is the same part of speech that you are looking for and cross-checking it by looking up the new French word to make sure it has the correct English translation.

Remember, however, that what we are asking you to do is to use what we have taught you, so you should already have all the tools and vocab necessary to complete your assignments using your *Chez Nous* textbook.

ACADEMIC HONESTY AND INTEGRITY

All work in F150, whether written or oral, submitted on paper or online, **must be strictly your own**. Cheating and plagiarism will be dealt with according to Indiana University's guidelines for academic misconduct (details at <http://www.iu.edu/~code>).

IMPORTANT NOTE ON ACADEMIC INTEGRITY, PLAGIARISM AND ORIGINALITY OF WRITTEN WORK in F150

Translation programs, native speaker friends/family/acquaintances or tutors are not permitted to write or correct your written work in F150! **What is the difference between translation software and a dictionary?**

A **dictionary** allows you to look up an individual word or expression (for example SIMPLE NOUNS: “pillowcase; computer science; sunrise; aardvark; oil painting; stomach ache”; VERBS: to get over something; to study abroad; to build; to eat; to step on”; ADJECTIVES: “broken; colorful; delicious; funny”; PREPOSITIONS AND CONNECTORS furthermore; toward; because of; due to; besides” etc.

Translation software is any tool, including Google, that allows you to submit a portion of a sentence, whole sentence, paragraph or entire composition to be translated from one language to another. Typing “*How do you say ‘The student who was next to me on the bus’ in French?*” into the Google search bar (or AboutFrench.com, or any other software, search engine or website that has translation capabilities) is unethical, for example, since it constitutes a complex noun-phrase. **Use of any kind of translation tool beyond single words is not permitted, is considered cheating and constitutes plagiarism.** Why is translation software not allowed? Because one of the goals of studying a foreign language is to learn how a given language, and language(s), work in general, and how to put the language together yourself to make meaning. A word of caution: sentences and paragraphs produced using translation software are easy for your teacher to spot. They typically contain very advanced, overly sophisticated structures far beyond the level of an F150 student’s abilities. Any sign that your written productions have, in part or in whole, been written in English and run through an automatic translation generator will be treated as academic misconduct. If you cannot explain a structure, or identify the tense you used and explain why you used it, the writing will not be considered to be your own. If your teacher has concerns about the originality of your work, you will also be asked to produce writing on a similar topic in controlled office conditions, and the quality of that writing will be compared with the quality of the original assignment. If the proctored writing exercise is of significantly lower quality, your instructor is required by the university to submit an academic misconduct report to the Office of Student Ethics. Last semester 7.4% of F150 students were found in violation of these codes of ethics. (See <https://studentaffairs.indiana.edu/office-student-ethics/misconduct-charges/index.shtml> for more information).

-Bottom line: DON’T DO IT! Cheating and getting a misconduct report on your academic record is not worth it!

-When in doubt, or if you need help with your writing, set up an appointment to meet with your instructor.

VII. Incompletes

A final course grade of I (Incomplete) may only be assigned for reasons of illness or family emergency during the last four weeks of the semester. An incomplete is NOT issued for chronic missed work over the course of the semester. A student must be passing in order to be considered

for an incomplete, and at least 60% of the coursework must be completed. **All incompletes must be approved by the F150 course supervisor and must comply with policies issued from the College of Arts and Science.**

VIII. Disability Services

We work closely with the Office of Disability Services for Students to provide accommodations to students with learning and/or physical disabilities. If you are seeking accommodations, please obtain the information letter from OFSS in Franklin Hall 096, and then make an appointment to see your instructor to work out a plan for the semester. In order for us to make appropriate and adequate accommodations, we request that you notify your instructor AND the course supervisor and provide the necessary documentation **by the end of the first week of classes.**