

French 150: Second-Semester French (Online)
Fall 2018 (Thursday 11:15-12:30 OR 7:15-8:30, section #2763)



Instructor: Jill Owen
Email: jjlowen@indiana.edu
Office: GA 3152
Office hours: on Zoom or in person MW 2:30-3:30pm & by appointment

I. COURSE DESCRIPTION AND FORMAT:

This course is the second of a four-semester introduction to the French language and Francophone cultures. It is designed to help students improve their communication skills in French, and it emphasizes all four language skills: speaking, listening, reading, and writing. This course will meet once a week online via Zoom and it will be taught in a **flipped format**. This means that you will be expected to read material and complete homework on topics *before* coming to class. Thus, class time will mainly be dedicated to mastering what you have learned at home as well as practicing speaking skills.

Course Objectives

By the end of F150, I will be able to...

Speaking	<ul style="list-style-type: none">- talk about personal contexts in a developed way using vocabulary of housing, regions, family, weather, etc.- express myself in the past, present, future, conditional, and subjunctive tenses- speak with a partner for at least 15 minutes at a time on a variety of topics
Writing	<ul style="list-style-type: none">- write paragraph-length compositions using the vocabulary and grammar learned in the chapters- respond to readings in the target language through brief comprehension questions in French
Listening	<ul style="list-style-type: none">- understand my peers and hold brief conversations both in and outside of class- understand my instructor and respond to questions in class- understand native speakers in videos and recordings from the textbook and from other online sources
Reading	<ul style="list-style-type: none">- read and answer basic comprehension questions on page-length news articles, blogs, travel guides, and excerpts of literary texts in French- answer deeper comprehension questions on these texts in English
Cultural Awareness	<ul style="list-style-type: none">- compare and contrast French and francophone cultures, practices, holidays, and customs with those of students' home cultures- identify several French-speaking regions outside of France and cite specific aspects of these cultures, including geography, climate, holidays, and customs

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.”

Students who complete F150 will also demonstrate the **Indiana University World Languages and Cultures Learning Outcomes**. More information on these specific outcomes can be found at this link: <http://bulletins.iu.edu/iub/general-education/2016-2017/learning-outcomes/world-languages-and-cultures.shtml>.

Textbook and course materials (sold at the IUB Bookstore and TIS)

- Valdman, A., C. Pons, and M. E. Scullen. *Chez Nous / Media-Enhanced 4th Edition (CUSTOM IU EDITION)*: bundle “Textbook [CN] and Activity Manual [MFL] + Access code” (Pearson Prentice Hall, 2009. ISBN: 978-0-55-834494-8). If you bought the F100 custom edition of *Chez Nous* (ISBN: 978-0-55-834013-1) in Fall of 2009 or later, you do not need a new book, but you will have to purchase another MFL access code if yours has expired.
- **MyFrenchLab**. If your book did not come with an access code, it may be purchased separately for one or two semesters. Note that if buying from a 3rd party vendor you must purchase “Modified and Mastering for MyFrenchLab” access code that is compatible with Canvas. Students will ONLY be able to access MyFrenchLab by buying Pearson Instant Access through their Canvas Account OR by buying the correct Access Code from the bookstore. Students who do not use one of these forms of purchasing their access code will not be able to correctly log into their MyFrenchLab course, as it is custom integrated into Canvas. Pearson is not liable for other forms of purchasing and students will not be reimbursed by Pearson if they purchase elsewhere.
- **Blue Book** (also called an Examination Book). All students will take the daily quiz in a blue book. You may need to purchase more than one as the semester continues (available at campus bookstores).

(Highly Recommended)

- ❖ 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.
- ❖ An excellent French-English dictionary such as the Collins-Robert or *The Oxford New French Dictionary*, 3rd edition, ISBN 9780425228616.

Class format

In order to achieve the course objectives, classroom activities will focus on practice and reinforcement of the material covered in the textbook. You will speak French with your classmates and will work together on various communicative activities. To succeed, make sure that you are well prepared **BEFORE** each class period. You are expected to set aside time **daily** to work on the online components of the course – MyFrenchLab (MFL) and Canvas (CV). Preparation for class includes studying the textbook pages assigned on the syllabus and completing all homework for the day it is due (listed in the Course Calendar).

If you do not complete the assigned work before coming to class, you will not be able to participate fully in the day’s activities, and your grade will suffer as a result.

Class roster: If you prefer to be called a different name than what is on the class roster, please let me know. Feel free to correct me on your preferred gender pronoun or pronouns you use. If you have any questions or concerns, do not hesitate to contact me.

II. GRADING AND ASSIGNMENT DESCRIPTIONS:

Grade Breakdown

A. Preparation & Participation: 10%

B. MyFrenchLab (MFL): 25%

C. Canvas Homework: 35%

- Video journals (10 %)
- Vie et Culture, Quizzes, & Other HW (15 %)
- Video Conversations (5 %)
- Pronunciation Exercises (5 %)

D. Mid-Term Exam: 15%

E. Final Exam: 15%

Grading Scale:

A+ = 97.5% – 100%; A = 92.5% – 97.4%; A- = 89.5% – 92.4%
B+ = 87.5% – 89.4%; B = 82.5% – 87.4%; B- = 79.5% – 82.4%
C+ = 77.5% – 79.4%; C = 72.5% – 77.4%; C- = 69.5% – 72.4%
D+ = 67.5% – 69.4%; D = 62.5% – 67.4%; D- = 59.5% – 62.4%
F = < 59.4%

- Grades are not curved.
- There is **no extra credit** awarded in F150.
- Late homework is not accepted.
- Excessive absences will result in a final grade penalty. (Please see the “Attendance Policy” below for more information.)

A. Preparation & Participation – 10%

Participation in “live” meetings

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. 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, doing things on your computer not related to class, 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. Half of your weekly participation grade will be made up of your active participation in the “live” sessions. Each week, I will tally the number of times you electronically “raise your hand” and contribute to our class discussion. Ten tally marks will result in a grade of ten for participation, nine tallies equal nine points, and so on. A maximum participation score of 10 points can be earned per week of class.

Preparation with Quick Checks

The other half of your participation grade will be made up of weekly Quick Checks assigned on Canvas and due every Thursday before coming to class. These are short quizzes on the grammar and/vocabulary that you have been asked to prepare for that week’s class. You can take each Quick Check as many times as you want to in order to achieve a perfect score. A total of 10 points may be earned each week with the Quick Checks. Thus, your weekly participation grade will be a total out of 20 points which will reflect your preparation and participation.

B. 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 **each Monday by 11:59pm**. It is your responsibility to check MFL, Canvas, and the syllabus 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 (which lasts 14 days) for the first week anyway**, to avoid missing Monday’s MFL homework. Going from temporary to full access after the first week is a really easy process and instructions can be found on Canvas.

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).

C. Canvas Homework – 35%

Video journals (10 %)

Throughout the semester, 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.

Vie et Culture, Quizzes, & Other HW (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.**

Video Conversations (5 %)

For each chapter, you will participate in a conversation with a partner outside of class using the vocabulary and 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 using Zoom or other software outside of class time and turned in for a grade.

Pronunciation Exercises (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 listen to the recordings in the *Chez nous* eText and record yourself reading the pronunciation exercises. You will then submit your recording for a grade.

D. & E. Mid-Term Exam (15 %) and Final Exam (15 %)

There will be one mid-semester exam that covers chapters 6-8 and one final exam that is cumulative. These exams are 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. The final exam will take place **in person on Monday, December 10, 2018 from 12:30-2:30pm**. If you have a conflict with the final exam, please let your instructor know as soon as possible.

III. ATTENDANCE POLICY

Given that participation in class activities is an essential part of learning a foreign language, it is expected that students will regularly and punctually attend ALL online sessions and that any absences will be handled responsibly. Because absences prevent you from participating in class and showing your preparation, unexcused absences will impact your grade. For each unexcused absence, you will lose all participation points for the day. These points cannot be made up. **After one unexcused absence, you will lose 5% of the final course grade for each subsequent absence, in addition to not receiving participation points for those days.** If you miss an exam or any other written or oral work because of an unexcused absence, these points **cannot be made up**. **[Please note that three tardies (arriving late or leaving early) are equivalent to 1 unexcused absence.]**

Since all coursework is due online and all due dates are given at the beginning of the semester, there will be no make-up homework allowed for the course, except under extreme extenuating circumstances approved by your instructor. If you miss class, you should **inform me** of your absence and still submit your homework via MyFrenchLab and/or

Canvas. 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.

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, **signed** and **dated**. You must obtain documentation from a doctor and from Student Disability Services if your chronic health issues prevent you from regularly attending class. ***NB:** A white note from the IU Health Center that says you were seen by a health care provider on a specific date will be sufficient to excuse your absence, but a blue note that states you came by the health center, but were not seen by a health care provider at the health center will not suffice to excuse your absence.

An excused absence will not impact your participation grade for the week and you will be allowed to make up any missed in-class assignments. If you miss a major graded in-class assignment (exam, written assessment), to make it up, you must: 1) contact your instructor within 24 hours of the absence, and 2) present your documentation before the next class you attend. If you experience extenuating circumstances (e.g., hospitalization, death of a family member, etc.), contact your instructor as soon as possible.

To be excused for a **religious holiday**, please see the section below on “Religious Observances”.

IV. ACADEMIC HONESTY AND 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 (studentcode.iu.edu). 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, or 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 work in F150, whether written or oral, submitted on paper or online, **must be strictly your own**. This means asking anyone other than your instructor to help you complete or revise any assignment turned in for a grade is considered academic misconduct. Cheating and plagiarism will be dealt with according to Indiana University's guidelines for academic misconduct (details at <http://studentcode.iu.edu>).

Approved writing resources

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 you are actively learning in class, so you should already have all the tools and vocab necessary to complete your assignments using your *Chez Nous* textbook.

Translation Programs v. Dictionaries

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 may 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. In Fall 2016, 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.

V. OTHER IMPORTANT INFORMATION:

Course supervisor

Your instructor is your first source of information and you should contact him/her *first* with any questions or concerns you may have about the course. Should you have questions that your instructor cannot answer, you may contact the F150 course supervisor: Jill Owen, Department of French and Italian, Global and International Studies Building, 3152, email: jilowen@indiana.edu, phone: 855-7538.

Instructor absence

If your instructor does not show up to the online class meeting and no explanation from the department is posted, please e-mail to the Department of French & Italian (fritdept@indiana.edu) and copy your instructor to inform the department of this absence.

Religious Observance

Indiana University excuses absences for students who are observing an officially recognized religious holiday. You must submit an official form to your instructor within the first two weeks of the semester (by August 31, 2018) requesting that you be excused for the relevant religious holidays. Please note that absences are excused on the day of the religious holiday only; additional days (e.g., days to travel) are NOT excused. The official form can be found at: <https://vpfaa.indiana.edu/doc/request-for-accomodation-religious-observances.doc>.

Students with Disabilities

Students with documented disabilities who will require accommodations should contact the Office of Disability Services for Students at 812-855-7578. If you already have a memo from this office, please bring it to your instructor as soon as possible so that together you may discuss a plan for the semester.

Incompletes

A final course grade of I (Incomplete) may only be assigned if extreme circumstances occur during the last four weeks 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. An incomplete may NOT be issued for chronic missed work over the course of the semester. All incompletes must be approved by the F150 course supervisor.

Sexual Misconduct & Title IX:

As your instructor, one of my responsibilities is to create a positive learning environment for all students. Title IX and IU's Sexual Misconduct Policy prohibit sexual misconduct in any form, including sexual harassment, sexual assault, stalking, and dating and domestic violence. If you have experienced sexual misconduct, or know someone who has, the University can help. If you are seeking help and would like to speak to someone confidentially, you can make an appointment with:

The Sexual Assault Crisis Services (SACS) at [\(812\) 855-8900](tel:8128558900) (counseling services)

Confidential Victim Advocates (CVA) at [\(812\) 856-2469](tel:8128562469) (advocacy and advice services)

IU Health Center at [\(812\) 855-4011](tel:8128554011) (health and medical services)

It is also important that you know that Title IX and University policy require me to share any information brought to my attention about potential sexual misconduct, with the campus Deputy Title IX Coordinator or IU's Title IX Coordinator. In that event, those individuals will work to ensure that appropriate measures are taken and resources are made available. Protecting student privacy is of utmost concern, and information will only be shared with those that need to know to ensure the University can respond and assist. I encourage you to visit stopsexualviolence.iu.edu to learn more.