

**FREN 2001: Intermediate French Language and Francophone Culture I**  
ONLINE - 3 Credits

Department of Modern and Classical Languages  
College of Arts & Sciences - Valdosta State University

This is a collaborative e-Languages course with students from several USG institutions. Read carefully all the information since some may be different to what you are used to in your home institution!

**Course Description:** Prerequisite: FREN 1002 or the equivalent. Emphasis on the development of proficiency and communicative competence at the intermediate level in the four basic skills: speaking, listening, reading, and writing, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines. Awareness and understanding of various sociocultural aspects and the distinctiveness of certain cultural traditions.

**Textbook and Materials:**

*Textbook:* Wong/Weber-Fève/Ousselin/VanPatten - *Liaisons : An Introduction to French* (with iLrn™ Heinle Learning Center, 4 Terms (24 months Printed Access Card), 2nd Edition ©2017; **ISBN 9781305262751**

*Other materials:* A USB Headset with Microphone (ear buds and laptops with built in microphones are usually insufficient for online course participation)

If you have trouble accessing assignments or material related to the TEXTBOOK, click [here to contact the iLrn Technical Support](#)

**En vivo conversations: required online language synchronous bi-weekly conversations.** Register and Purchase Access for six conversations with En vivo Here:

**Course Goals and Outcomes:**

Upon completion of the course, students will:

- 1) Use appropriate modes and tenses to discuss hypothetical and/or possible situations.
- 2) Demonstrate the oral and written ability to describe immediate and continuing past activities in a variety of contexts.
- 3) Demonstrate the ability to ask questions and to negotiate meaning on a variety of topics including professions, education, special occasions, and historical events
- 4) Narrate events within a complex framework using the preterit, imperfect, and present tenses.
- 5) Demonstrate understanding of ideas drawn from various media and authentic sources from the French-speaking world including literature, music, newspapers, television, and Internet resources.
- 6) Demonstrate linguistic and cultural functionality in basic social and professional situations, including special occasions.
- 7) Discuss knowledge, learning, desires, and obligations in the present and past tenses.

- 8) Explore cultural perspectives and perceptions about language and culture in France and the Francophone world
- 9) Maintain/sustain communicative exchanges on topics of a personal/social nature.
- 10) Speak French with a pronunciation able to understood with effort by a sympathetic native speaker

**Assessment Standards, Goals, and Outcomes:**

ACTFL target level: Intermediate-Low ([ACTFL Proficiency Guidelines](#) )

[Learning Goals for the VSU General Education Core](#) (Area C: Students will analyze, evaluate, and interpret diverse forms of human communication)

[Outcomes for the Major in French – Language and Culture Track](#)

[Future and prospective teachers \(Foreign Language Education track\) : Conceptual Framework of the College of Education](#)

**Grade Distribution:**

- |  |     |
|--|-----|
| 1) Attendance, preparation, participation & communication: | 5%  |
| 2) Weekly Check Quizzes                                    | 5%  |
| 3) Homework & classwork assignments                        | 15% |
| 4) EnVivo conversations (6)                                | 15% |
| 5) Oral recitation exam                                    | 5%  |
| 6) Compositions (2)  | 15% |
| 7) Chapter exams (3):                                      | 30% |
| 8) Final exam  | 10% |

**Grading Scale:**

90-100	A
80-89	B
70-79	C
60-69	D

Course Objectives	Assessment Instruments / Grade Components to Measure Outcomes	Types of Assessments	<a href="#">ACTFL / NCATE Program Standards</a>	VSU General Education Outcomes	Projected Major Outcomes
1	1,2,3,4,5,6,7,8	Formative and summative written & oral assignments	1a, 1b	Area C	1,2,3,4,6,9
2	1,2,3,4,5,6,7,8	Formative and summative written & oral assignments	1b, 1c	Area C	1,2,3,4,6,9
3	1,2,3,4,5,6,7,8	Formative and summative written & oral assignments	1a, 1b, 2a	Area C	1,2,3,4,5,9

4	1,2,3,4,5,6,7,8	Formative and summative written & oral assignments	1a, 1b, 1c	Area C	1,2,3,4,6,9
5	1,2,3,4,5,6,7,8	Formative and summative written & oral assignments	2a, 2b	Area C	1,2,3,4,6,9
6	1,2,3,4,5,6,7,8	Formative and summative written & oral assignments	1a, 1b, 2c	Area C	1,2,3,4,6,9
7	1,2,3,4,5,6,7,8	Formative and summative written & oral assignments	1a, 2a	Area C	1,2,3,4,5,6,9
8	1,2,3,4,5,6,7,8	Formative and summative written & oral assignments	2a, 2b, 2c	Area C	1,2,3,6,9
9	1,2,3,4,5,6,7,8	Formative and summative written & oral assignments	1a, 1b	Area C	1,2,3,4,6,9
10	1,2,3,4,5,6,7,8	Formative and summative written & oral assignments	1a, 1b, 1c	Area C	1,2,3,5,9

### **Attendance and Participation:**

Students are expected to participate in all instructional activities. This is especially important in the study of languages where dedication and steady participation is required for success. Online courses are no different from classroom courses in this regard; however, participation must be defined in a different manner. Remember that online courses demand a different type of self-discipline and time management; assignments are designed to actively monitor continuous student participation. In order to be successful in this class, you must log in to GoVIEW frequently (daily at a minimum) and regularly view and participate in the modules and course assignments as required.

Student "attendance" in online courses will be defined as active participation in the course as described in the course syllabus. Online courses will, at a minimum, have weekly mechanisms for student participation, which can be documented by any or all of the following: *student tracking records in D2L*, submission/completion of assignments, and communication with the instructor. Other activities, such as checks, tests, En vivo conversations and compositions, will also constitute mechanisms for the successful participation of the online student. All of the elements in the course work together to help you with skills in speaking, listening, reading, and writing in French. It is important to give each assignment your best effort and use the resources on GoVIEW and in your textbook to get the most out of your learning experience.

Daily interaction with the course content is the best way to build foreign language skills. If you are not able to follow your schedule for a certain day, you have a better idea of what you will need to do to catch up in the following days. Working for a set amount of time (1 hour, etc.) each day is much easier than settling down for 8 to 10 hours' worth of work on the last day of

the week. Beginning your work early will help you to identify questions faster so that you can contact your instructor ASAP. Technological problems always seem to arise when doing something at the last minute and most instructors will not accept technical difficulties as an excuse for late work. Online courses require self-discipline and concentration; making a daily work schedule helps students to stay on track and is an important factor for student success. Carefully read materials on GoVIEW to see if your professor has already posted an answer to your questions. Attend the live BlackBoard Collaborate sessions if at all possible. Get started early on assignments like compositions or homework. Start with a weekly working schedule or timeline. Given the fast-paced nature of this course, it is extremely important that you are prepared with all materials from the first day of class, including your book and iLrn access.

Students who do not log on to the course within the drop/add period will be dropped. Students who fail to maintain active participation in an online course as defined in University Policies will be treated in accordance with these policies.

### **Weekly Check Quizzes:**

In order to assess if all students have either attended the weekly BlackBoard Collaborate session live or watched the archive, a simple two-question quiz (multiple-choice or true/false) will be administered through the weekly module. These are random questions whose answers cannot be found on the Internet. These answers will be given at varying points during the BlackBoard Collaborate sessions. The Check Quizzes will also ask you to plan your weekly work. I have found with previous online sections that they really help you organize your week well. The first Weekly Check Quiz will be different and will ask you to study well the syllabus and be able to answer questions related to it. Also, it will be the only one due on Sunday by 11:59 p.m.

### **Homework:**

You will be responsible for using the Heinle iLrn site (see GoVIEW for instructions) to complete homework each week. It is a substantial portion of your grade and prepares you for all your other assignments, so do not take it lightly. It is the student's responsibility to check the iLrn site, GoVIEW, and our syllabus for all assignments. iLrn homework assignments for each module (week) will be due on Sunday by midnight (going into Monday) by the end of the specified week. **You should do a little every day for best results!**

### **En Vivo Online Synchronous Conversations:**

This class includes a live French language learning component—En vivo. This section is an integral and mandatory part of the class. All students must sign up to participate in this online, small group (1-4) virtual synchronous French conversation section with a real-time language native-speaker coach for 30 minutes once every two weeks. The schedule will be flexible as to offer all students the opportunity to include this speaking activity into their schedules.

Register and Purchase Access to En vivo Here: <http://www.linguameeting.com/register>

### **Oral Recitation Exam:**

The oral recitation exam will require you to work on your pronunciation and intonation in preparation for reciting a poem and recording your recitation to turn in an Assignments box. You can use any tool for recording such as vocaroo.com or even the recorder on your

smartphone. You will have to upload the recording in mp3 format into an Assignment box on GoVIEW.

### **Compositions:**

You will be required to complete two compositions for this course related to certain areas of interest within our studies. Each composition will have a rough draft that you will submit in the respective Assignments box in Microsoft Word format. I will edit this draft with the composition code posted online and return to you via the Assignments box. You will use my comments to edit your rough draft and will submit your final draft in the appropriate Assignments box. All composition assignments will be due on Sunday by midnight unless otherwise indicated on the Assignment box or weekly module.

### **Chapter Exams:**

You will have 3 chapter exams during the semester; dates are indicated on the class schedule below. Each test will count as 10% of your course grade. There will be **NO MAKE-UP TESTS EXCEPT IN THE CASE OF A UNIVERSITY APPROVED EXCUSE**. Tests will be delivered online; two of the three exams will be proctored, one will be non-proctored. For the proctored exams, students can go to the testing center at their home institution or any certified testing center on the e-core list provided on GoVIEW, or they may use the online proctoring service ProctorU. Any student who has been absent without an approved excuse may take the test for practice, but the grade will not count. All tests are necessarily cumulative due to the nature of language learning. Tests will be varied and will consist of listening comprehension, speaking, reading, and writing sections.

**De-bunking a myth about non-proctored exams:** Just because a quiz or exam is non-proctored does not mean you should not study and prepare. Because it will be timed, you will not be able to search through the book for every word or construct or labor extensively on each question. *Studying and practicing as you would for a proctored exam will be necessary to finish on time.*

A word about **accents**: Accents are a very important part of the French language. They can determine pronunciation and meaning! It is the student's responsibility to confirm system requirements such as access to audio and video elements. **This includes how to type accents on the operating system you will be using.** Resources can be found using our GoVIEW site, the Internet, the D2L Support website, or the GoVIEW support team. Retesting or partial credit will not be given to students who do not resolve these issues in a timely manner before the exam. For proctored exams at the VSU Testing Center, you will be provided with an instruction sheet for typing accents. For non-proctored exams or other assignments, you will need to know how to type accents.

### **Final Exam:**

You will have a cumulative final exam that will cover all areas of instruction in the course. Because collaboration is so important for the various classroom endeavors described below, you will be responsible for information learned during collaborative sessions. The Francophone world is large and complex—be sure to acknowledge this as you participate in class, complete your assignments, and collaborate with your classmates! Take careful notes and ask questions as they arise so that you do not fall behind!

### Late Work:

Late work will not be accepted. All students MUST turn in all assignments on time to get credit. Students must submit assignments *early* when they know ahead of time that they will have a VSU excused absence. Legitimate excuses will be accepted only with official documentation (e.g., hospital administration form or letter from VSU official). Those students who anticipate not being able to fulfill course responsibilities for religious holidays or VSU sponsored activities should notify the instructor at the beginning of the semester.

In general, **no make-ups will be given**. Only those students with legitimate documented excuses may be offered the chance to make-up a missed assignment.

### Academic Integrity:

“Academic integrity is the responsibility of all VSU faculty members and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and faculty members’ syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.” [VSU Academic Integrity Code](#)

This is a collaborative e-Languages course with students from several USG institutions. No matter your home institution, you should abide by the rules of the institution offering the course (VSU) AND by the rules of your home institution.

The Academic Integrity policy will be taken very seriously in this course. Students are expected to follow all university guidelines pertaining to academic integrity. **All work for this class must be done by the individual student unless stated otherwise by the instructor. Electronic or online translators, automatic conjugators, help from native speakers or more advanced students (outside of regular tutoring), and copying of print sources from the Internet or anywhere else are all strictly forbidden. IF THERE IS A SUSPICION OF USE OF ONLINE TRANSLATORS OR OTHER PROHIBITED RESOURCES, WORK WILL BE GIVEN A FAILING GRADE.**

### **Reasons for NOT using automatic translators and conjugators:**

1) Compositions, homework, speaking activities, and other assignments are assigned to help students develop skills in the French language. Using an online translator or conjugator does not help the student to apply skills learned in class.

2) Online translators and conjugators often give wrong answers.

3) When a student writes in English and the online translator does the work of "writing" in French or an online conjugator finds the correct form of a verb, it does not actually represent the student's own work.

This violates the Academic Integrity Code.

4) Even using online translators as a "dictionary" is not helpful because they will not help a student to see different nuances in meaning or the possible need to change vocabulary based on the rest of the phrase.

### **The Student Success Center:**

The [Student Success Center \(SSC\)](#) provides free peer tutoring in core courses, including French. It also offers time management and study skills workshops. In addition, you can find free professional academic advising and on-campus job information in one location.

This is a collaborative e-Languages course with students from several USG institutions. I will be checking the availability of online tutoring for all students. We will have information about the tutors the second week of classes.

### **Title IX Statement:**

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Director of the Office of Social Equity, [titleix@valosta.edu](mailto:titleix@valosta.edu), 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

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### **Access Statement:**

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit VSU's Access Office or email: [access@valdosta.edu](mailto:access@valdosta.edu).

This is a collaborative e-Languages course with students from several USG institutions. Please check out your home institution Access office location and contact information if you need it.

### **Student Opinion of Instruction Forms**

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) also known at some institutions as "student evaluations". This is a collaborative e-Languages course with students from several USG institutions. The procedures regarding the SOIs for the course are being worked on now and you will have all the information at a later date.