Term Information

Effective Term	Autumn 2018

General Information

Course Bulletin Listing/Subject Area	French
Fiscal Unit/Academic Org	French & Italian - D0545
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	1103.61
Course Title	Beginning French II: Individualized DL
Transcript Abbreviation	FR 3 Ind DL
Course Description	Continued development of listening, speaking, reading and writing with an emphasis on oral and written skills; focus on functional topics and thematic vocabulary. Taught in French via distance learning.
Semester Credit Hours/Units	Variable: Min 1 Max 4

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
Grading Basis	Letter Grade
Repeatable	Yes
Allow Multiple Enrollments in Term	Yes
Max Credit Hours/Units Allowed	4
Max Completions Allowed	4
Course Components	Independent Study
Grade Roster Component	Independent Study
Credit Available by Exam	Yes
Exam Type	Advanced Placement Program, Departmental Exams, International Baccalaureate
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites	French 1101.01 and 1102.01; or completion of 4 credits hours of 1101.51 or 1101.61 and completion of 4 credits hours of 1102.51 or 1102.61.
Exclusions	Not open to students with credit for 1103.01, 1103.02, 1103.03, or 1103.04; or with 4 credit hours of 1103.51.
Electronically Enforced	Yes

Cross-Listings

Cross-Listings	

Subject/CIP Code

Subject/CIP Code	16.0901
Subsidy Level	Baccalaureate Course
Intended Rank	Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors
General Education course:
    Foreign Language

Course Details

Course goals or learning objectives/outcomes

- Students employ communicative skills (e.g. speaking, listening, reading, and/or writing) in a language other than their native language.
- Students describe and analyze the cultural contexts and manifestations of the peoples who speak the language that they are studying.
- Students compare and contrast the cultures and communities of the language that they are studying with their own.

Content Topic List

- French vocabulary and grammar
- Cultures of the Francophone World
- Analysis of excerpts from authentic texts and other media

Sought Concurrence No

Attachments

- AssessmentPlan_1103.61.docx: assessment plan

  (GEC Course Assessment Plan. Owner: Willging,Jennifer)

- French 1103.61 feasability report.pdf: technical feasibility report

  (Other Supporting Documentation. Owner: Willging,Jennifer)

- FR UG curricular map rev 1-24-18.docx: revised UG curricular map

  (Other Supporting Documentation. Owner: Willging,Jennifer)

- French 1103.51 II syllabus.docx: in-person syllabus (for comparative purposes)

  (Syllabus. Owner: Vankeerbergen,Bernadette Chantal)

- French 1103.61 syllabus revised.docx: revised syllabus

  (Syllabus. Owner: Willging,Jennifer)

Comments

- We have corrected the errors on the syllabus the committee pointed out to us.

  On the feasibility report, the course number is given as 1103.51, because we thought at the time the report was created we could use the same number as that for the regular individualized course for this distance version. In the end it turned out to be better to create a new course number for the distance version instead. *(by Willging,Jennifer on 02/20/2018 05:57 PM)*

- See 2-16-18 email to J Willging. *(by Vankeerbergen,Bernadette Chantal on 02/16/2018 03:47 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Willging,Jennifer	01/25/2018 10:28 AM	Submitted for Approval
Approved	Renga,Dana	01/25/2018 10:33 AM	Unit Approval
Approved	Heysel,Garett Robert	01/25/2018 08:21 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	02/16/2018 03:48 PM	ASCCAO Approval
Submitted	Willging,Jennifer	02/20/2018 05:57 PM	Submitted for Approval
Approved	Renga,Dana	02/20/2018 09:24 PM	Unit Approval
Approved	Heysel,Garett Robert	02/21/2018 07:35 AM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Oldroyd,Shelby Quinn Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler	02/21/2018 07:35 AM	ASCCAO Approval

SYLLABUS: FRENCH 1103.61
BEGINNING FRENCH 3 (INDIVIDUALIZED)
AUTUMN 2018

Course overview

Instructor

Instructor: Julie Parson

Email address: frenchii@osu.edu

Phone number: 614-292-7060

Office hours: TBD

GE Goals:

Students demonstrate skills in communication across ethnic, cultural, ideological, and national boundaries, and appreciate other cultures and patterns of thought.

GE Expected Learning Outcomes:

1. Students employ communicative skills (e.g. speaking, listening, reading, and/or writing) in a language other than their native language.
2. Students describe and analyze the cultural contexts and manifestations of the peoples who speak the language that they are studying.
3. Students compare and contrast the cultures and communities of the language that they are studying with their own.

Course description

French 1103.61 is an online Individualized Instruction version of the classroom course for French 3. French Individualized Instruction is a self-paced, mastery-based program that is designed to mirror the courses offered in the classroom. Both Individualized Instruction and the classroom track aim to help students achieve a certain level of proficiency. Individualized Instruction differs from the classroom track in the following ways:

French Individualized Instruction is mastery-based: Because of the independent nature of language learning in the program, we require that students perform at the level of 80% or

better on each module. If you are not able to score at least an 80% on the exam at the end of the chapter after 3 attempts, we will ask you to drop the course so that you do not receive an E in the course.

French Individualized Instruction offers:

Flexible credit: One complete course is four credits. Unlike the classroom, you can complete four credits in one semester or spread them out over two semesters.

Flexible meeting times: Video appointments via CarmenConnect are available Monday through Friday, with appointment times available in the mornings and in evenings at least two days a week. Appointments are made on Carmen.

One-on-one instruction: You will complete the majority of your learning on your own by completing the work in each unit's learning packet, but you will make appointments with instructors to demonstrate mastery of the material.

Student autonomy: You are in charge of your learning in that you decide how many credits you would like to take in a given term. You schedule appointment times and decide when you are ready to take tests.

Course learning outcomes

By the end of this course, students should successfully be able to:

- engage in brief conversations with native speakers who are sympathetic to the communicative needs of language learners;
- understand brief discussions by native speakers on familiar topics ;
- understand presentations and lectures by the instructor on French and Francophone culture accompanied by clarifications and explanations;
- read and understand short authentic texts such as magazine articles, literary excerpts, and interviews;
- write essays on topics related to readings, class activities or other materials used in class using the grammar and vocabulary you have learned in this course as well as from 1101 and 1102;
- demonstrate a broad understanding of a variety of topics related to French and Francophone culture, society, and history, and be able to compare and contrast them to features of your own culture.

More information can be found on Carmen. Please see the student orientation video and Start Here page.

Consider Majoring or Minoring in French

We are sure that you will continue to find your French courses interesting, engaging, and fun! In fact, you only have a few more courses to go to minor in French. For those who may be interested in developing their language skills beyond the 1100-level and learn more about French and Francophone cultures, please contact your instructor for information about majoring and minoring in French.

Course materials

Required

- *Encore: Niveau intermédaire*, 1st edition. Wong, Weber-Fève, Lair & VanPatten. Boston: Cengage Learning.
- iLrn book key for *Encore* ((bundled with new textbooks in book store or available at cengagebrain.com if purchased separately). This key gives you access to the online homework, optional self-tests, ilm/media supplements, and study tools.

You may access the iLrn activities with the access code packaged with your book. Use this URL: http://ilrn.heinle.com

Course Code: TBD

Other fees or requirements

- If you do not take your exams in the Individualized Instruction Center on the OSU main campus or in a testing center on a branch campus, you may have to pay a proctor fee to take exams. Please contact me ASAP if you will need to set up a proctoring service.

Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at https://ocio.osu.edu/help/hours, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** http://ocio.osu.edu/selfservice
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen, CarmenConnect, iLrn

Technology skills necessary for this specific course

- CarmenConnect text, audio, and video chat
- iLrn navigation to complete online homework

Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed

- Microphone: built-in laptop or tablet mic or external microphone

Grading and faculty response

Grades and Normal Progress – Per Unit (There are 4 units if taking all 4 credit hours)

Assignment or category	Points
Unit Pre-test Homework Check ([iLrn](#)) (one appointment): Complete written workbook activities for the unit. You can find the online workbook at http://ilrn.heinle.com. More details can be found in each chapter's learning packet. **You must complete all assigned activities in iLrn to receive credit. All work must be completed at the 80% level or above.**	**5**
Unit Pre-test Oui Je Peux and Reading Summary Check (via [CarmenConnect](#)) (one appointment): Oui Je Peux activities are oral activities taken from the "Oui Je Peux" sections in your textbook. Your Learning Packet indicates the activities you have to choose from. You choose one to complete with your instructor. You must also choose a reading from the end of the chapter that you want to summarize and answer your instructor's question about. There will be one Oui Je Peux/Reading Summary session per unit. This appointment will take place on [CarmenConnect](#). **No credit will be given if the student does not perform at the 80% level.**	**5**
Unit Pre-test Cultural Summary Check (No appointment – you will upload the assignment to Carmen.) (one appointment): Cultural Summaries must be typed, double-spaced. The topic and length are specified in each unit's learning packet (found on [Carmen](#)). **Please see the Academic Misconduct Policy regarding the use of web translators and/or translation software. No appointment needed, but must be uploaded to Carmen and graded before student can proceed to the unit test.**	**5**
Unit Pre-test PMAT (via [CarmenConnect](#)) (one appointment): Download then take the Practice MAT	**5**

diagnostic test (the test and answer key can be found on Carmen). <u>Correct your answers with a different color ink and scan or use Word's track changes and submit the file to Carmen</u>. Make an appointment to meet with an instructor (via CarmenConnect)who will do the listening comprehension section with you at this time. **You must earn an 80% or higher to proceed.**	
Once you have completed these required pre-test activities, **you are ready to take the MAT (you will need to schedule the exam with your pre-approved testing center). Once you have taken the MAT and recorded the Oral Test, you need to schedule ONE follow-up appointment via CarmenConnect to go over the following:**	
Unit Written and Listening test (to be graded by instructor before follow-up appointment – please allow 48 hours)	**70**
Unit Oral test (recorded on Carmen)	**10**
Total for each unit	**100**

Please note that the activities described above are only the **minimum** required to complete a unit hour. You are welcome and encouraged to make an appointment more often for any kind of help or supplementary work you need. Appointments can be made on Carmen by clicking the calendar icon and then clicking on "Scheduler"

The amount of work that you complete in your course depends on the number of credit hours that you are taking. Each credit hour corresponds to a given amount of work. Please consult this chart to see how much work you will complete for each credit hour you take.

Work Required per Credit hour	**Chapter(s)**
Credit Hour 1	**Chapters P, 1 and 2 (1 unit)**
Credit Hour 2	**Chapter 3 and 4 (1 unit)**
Credit Hour 3	**Chapters 5 and 6 (1 unit)**
Credit Hour 4	**Chapters 7, 8 and 9 (1 unit)**

You will need a score of 80% on all work to complete the unit and move on to the next one.

Late assignments

You will set your own deadlines within certain program deadlines. You may complete work at your own pace, but you must complete all of the work required for a unit on or before the deadline you set. You may not change a deadline once it is set. If you miss your deadline, you will receive a -4 on your test grade for that unit.

Grades and Policies

This section explains other important policies concerning grades, testing, scheduling, and Contract Week.

Grading scale

93–100: A
90–92.9: A-
87–89.9: B+
83–86.9: B
80–82.9: B-
79.9 or below: E

All work must be completed at the 80% or above level. Students have three chances to pass exams with an 80% or above. If you cannot achieve at least an 80% by the third attempt, we will ask you to drop the course to avoid receiving an E.

Faculty feedback and response time

Grading and feedback

For exams, students schedule an appointment to have them graded. This counts as one of the required appointments to complete the unit. Students receive feedback on homework, conversations, and PMATs during their respective appointments. Students may schedule additional appointments to go over any other questions or work on

E-mail

We will reply to e-mails within **24-48 hours**.

Attendance, participation, and discussions

Student participation requirements

Because this is an Individualized Instruction course, you work at your own pace and within your own deadlines (based on some program deadlines). Attendance is not graded, but here are some recommendations to help keep you on track:

- **Logging in**: **AT LEAST ONCE PER WEEK**
  Be sure you are logging in to the course in Carmen each week, including weeks with holidays. (During most weeks you will probably log in many times.) This way, you ensure that you are engaging with the material on a regular basis and you will receive any important updates. If you have a situation that might cause you to miss a deadline, discuss it with me *as soon as possible.*
- **Office/"Walk-in" hours**: **OPTIONAL OR FLEXIBLE**
  Office hours and "walk-in" hours are optional and are included outside of the scheduled appointments for your benefit. You can schedule an appointment with me outside of these times by emailing me at frenchii@osu.edu.

Other course policies

Academic integrity policy

Students enrolled in courses at The Ohio State University are expected to adhere to the highest standards of academic conduct. All suspected cases of misconduct will be reported to the Committee on Academic Misconduct as required by University rules. Examples of academic misconduct in this course include but are not limited to the following:

- Copying work or otherwise turning in written work that is not original to you. Cheating in this case applies both to the copier and the person who allows his or her work to be copied.
- Copying answers directly from the answer key (as opposed to doing the assignment first and then correcting mistakes from the answer key) on workbook assignments.
- Having someone else do or write your assignments for you.
- Using a translator (human or electronic) in any way to complete compositions, presentations or other assignments.
- Having anyone other than your instructor help you with your compositions or presentations. Tutors may answer questions about assignments from the workbook or textbook, but they may not help with compositions or presentations.
- Receiving or passing exam information to other students before, during or after the exam. Cheating in this case applies both to the receiver of the exam information and the person who gives the information.
- Alteration of university forms used to drop or add courses to a program, or unauthorized use of those forms including the forging of signatures.
- Use of any unauthorized aids on exams (e.g., cheat sheets, textbook, etc) is strictly prohibited.
- Presenting the same exposé topic that you presented in a previous French course.

- Note: Copying text for a presentation directly from online or written sources is considered Academic Misconduct and will be reported. You can consult the Internet or written works for your research, but your presentation must be written in your own words.

Students are responsible for understanding what constitutes academic dishonesty. For more information on this topic, consult the Ohio State University's policy on Academic Misconduct at: http://oaa.osu.edu/coam.html

All suspected cases of academic misconduct will be reported to the Committee on Academic Misconduct as required by University rules.

In its courses, the Department of French and Italian maintains a positive learning environment free from all harmful forms of discrimination. You are expected to adhere to this policy.

Copyright Disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at http://titleix.osu.edu or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

Accessibility accommodations for students with disabilities

Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, slds@osu.edu; slds.osu.edu.

Student Support Services

Ohio State offers a variety of support services to students, including access to academic advising support and answers to a number of questions students may have.

- [Arts and Sciences Academic Support Services](#)
- [Student Services and Resources](#)

Accessibility of course technology, technical help, and Privacy Policies

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Carmen (Canvas) Accessibility](#)
- [iLrn (Cengage) Accessibility](#)
- [iLrn (Cengage) Tech Help](#)
- [iLrn (Cengage) Privacy Policy](#)
- [CarmenConnect Technical Support](#)

SYLLABUS: FRENCH 1103.51
BEGINNING FRENCH 3 (INDIVIDUALIZED)
SPRING 2018

Course overview

Instructor Information

Instructors: Julie Parson, Paige Piper, Joseph White

Email address: frenchii@osu.edu

Phone number: 614-292-7060

Office hours: Dr. Parson's office hours are on Tuesdays from 12 to 2.

GE Goals:

Students demonstrate skills in communication across ethnic, cultural, ideological, and national

boundaries, and appreciate other cultures and patterns of thought.

GE Expected Learning Outcomes:

1. Students employ communicative skills (e.g. speaking, listening, reading, and/or writing) in a

language other than their native language.

2. Students describe and analyze the cultural contexts and manifestations of the peoples who speak

the language that they are studying.

3. Students compare and contrast the cultures and communities of the language that they are studying

with their own.

Course description

French 1103.51 is an Individualized Instruction version of the classroom course for French 3. French Individualized Instruction is a self-paced, mastery-based program that is designed to mirror the courses offered in the classroom. Both Individualized Instruction and the classroom track aim to help students achieve a certain level of proficiency. Individualized Instruction differs from the classroom track in the following ways:

French Individualized Instruction is mastery-based: Because of the independent nature of language learning in the program, we require that students perform at the level of 80% or better on each unit. If you are not able to score at least an 80% on all work (including the unit exam) after 3 attempts, we will ask you to drop the course so that you do not receive an E in the course.

French Individualized Instruction offers:

Flexible credit: One complete course is four credits. Unlike the classroom, you can complete four credits in one semester or spread them out over two semesters.

Flexible meeting times: Appointments with instructors are available Monday through Friday, with appointment times available in the mornings and in evenings at least two days a week. Appointments can be made on Carmen.

One-on-one instruction: You will complete the majority of your learning on your own by completing the work in each unit's learning packet, but you will make appointments with instructors to demonstrate mastery of the material.

Student autonomy: You are in charge of your learning in that you decide how many credits you would like to take in a given term. You schedule appointment times and decide when you are ready to take tests.

Course learning outcomes

By the end of this course, students should successfully be able to:

- engage in brief conversations with native speakers who are sympathetic to the communicative needs of language learners;
- understand brief discussions by native speakers on familiar topics ;
- understand presentations and lectures by the instructor on French and Francophone culture accompanied by clarifications and explanations;
- read and understand short authentic texts such as magazine articles, literary excerpts, and interviews;
- write essays on topics related to readings, class activities or other materials used in class using the grammar and vocabulary you have learned in this course as well as from 1101 and 1102;
- demonstrate a broad understanding of a variety of topics related to French and Francophone culture, society, and history, and be able to compare and contrast them to features of your own culture.

More information can be found on Carmen. Please see the student orientation video and Getting Started page.

Consider Majoring or Minoring in French

We are sure that you will continue to find your French courses interesting, engaging, and fun! In fact, you only have a few more courses to go to minor in French. For those who may be interested in developing their language skills beyond the 1100-level and learn more about French and Francophone cultures, please contact your instructor for information about majoring and minoring in French.

Course materials

Required

- *Encore: Niveau intermédaire*, 1st edition. Wong, Weber-Fève, Lair & VanPatten. Boston: Cengage Learning.
- iLrn book key for *Encore* (bundled with new textbooks in book store or available at cengagebrain.com if purchased separately. Alternatively, you may just purchase the iLrn access code if you wish. Please see the iLrn instruction sheet on Carmen for instructions on how to do this). This key gives you access to the online homework, optional self-tests, ilm/media supplements, and study tools.

You may access the iLrn activities with the access code packaged with your book. Use this URL: http://ilrn.heinle.com

Course Code: **TRGT684**

Please note: this course code if for students using the book *Encore*. Any students finishing up the course with the old book, *Bravo!*, Please see Carmen for the course code.

Other fees or requirements

- If you do not take your exams in the Individualized Instruction Center on the OSU main campus or in a testing center on a branch campus, you may have to pay a proctor fee to take exams. Please contact me ASAP if you will need to set up a proctoring service.

Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at https://ocio.osu.edu/help/hours, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** http://ocio.osu.edu/selfservice
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen, iLrn

Technology skills necessary for this specific course

- iLrn navigation to complete online homework

Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection

Grading and faculty response

Grades and Normal Progress – Per Unit (There are 6 units if taking all 4 credit hours)

Assignment or category	Points
Unit Pre-test Homework Check (iLrn) (one appointment): Complete written workbook activities for the unit. You can find the online workbook at http://ilrn.heinle.com. More details can be found in each chapter's learning packet. **You must complete all assigned activities in iLrn to receive credit. All work must be completed at the 80% level or above.**	5
Unit Pre-test Oui Je Peux and Reading Summary Check (one appointment): Oui Je Peux activities are oral activities taken from the "Oui Je Peux" sections in your textbook. Your Learning Packet indicates the activities you have to choose from. You choose one to complete with your instructor. You must also choose a reading from the end of the chapter that you want to summarize and answer your instructor's question about. There will be one Oui Je Peux/Reading Summary session per unit. **No credit will be given if the student does not perform at the 80% level.**	5
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Unit Pre-test PMAT (one appointment): Download then take the Practice MAT diagnostic test (the test and answer key can be found on Carmen). <u>Correct your answers with a different color ink and scan or use Word's track changes and submit the file to Carmen</u>. Make an appointment to meet with an instructor who will do the listening comprehension section with you at this time. **You must earn an 80% or higher to proceed.**	**5**
Once you have completed these required pre-test activities, **you are ready to take the MAT (no appointment required; come to Hagerty Hall 120 to the front desk to take the exam). Once you have taken the MAT and recorded the Oral Test, you need to schedule ONE follow-up appointment via CarmenConnect to go over the following:**	
Unit Written and Listening test (to be graded by instructor before follow-up appointment – please allow 48 hours)	**70**
Unit Oral test (recorded on Carmen)	**10**
Total for each unit	**100**

Please note that the activities described above are only the **minimum** required to complete a unit hour. You are welcome and encouraged to make an appointment more often for any kind of help or supplementary work you need. Appointments can be made on Carmen by clicking the calendar icon and then clicking on "Scheduler"

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Credit Hour 3	**Chapters 5 and 6 (1 unit)**
Credit Hour 4	**Chapters 7, 8 and 9 (1 unit)**

You will need a score of 80% on all work to complete the unit and move on to the next one.

Late assignments

You will set your own deadlines within certain program deadlines. You may complete work at your own pace, but you must complete all of the work required for a unit on or before the deadline you set. You may not change a deadline once it is set. If you miss your deadline, you will receive a -4 on your test grade for that unit.

Grades and Policies

This section explains other important policies concerning grades, testing, scheduling, and Contract Week.

Grading scale

93–100: A
90–92.9: A-
87–89.9: B+
83–86.9: B
80–82.9: B-
79.9 or below: E

All work must be completed at the 80% or above level. Students have three chances to pass exams with an 80% or above. If you cannot achieve at least an 80% by the third attempt, we will ask you to drop the course to avoid receiving an E.

Faculty feedback and response time

Grading and feedback

For exams, students schedule an appointment to have them graded. This counts as one of the required appointments to complete the unit. Students receive feedback on homework, conversations, and PMATs during their respective appointments. Students may schedule additional appointments to go over any other questions or work on

E-mail

We will reply to e-mails within **24-48 hours** in most circumstances. During semester breaks (fall break, Thanksgiving break, etc.), we will reply after the break.

Attendance, participation, and discussions

Student participation requirements

Because this is an Individualized Instruction course, you work at your own pace and within your own deadlines (based on some program deadlines). Attendance is not graded, but here are some recommendations to help keep you on track:

- **Logging in**: **AT LEAST ONCE PER WEEK**
  Be sure you are logging in to the course in Carmen each week, including weeks with holidays. (During most weeks you will probably log in many times.) This way, you ensure that you are engaging with the material on a regular basis and you will receive any important updates. If you have a situation that might cause you to miss a deadline, discuss it with me *as soon as possible.*

- **Office hours**: **OPTIONAL OR FLEXIBLE**
  Office hours and "walk-in" hours are optional and are included outside of the scheduled appointments for your benefit. You can schedule an appointment with me outside of these times by emailing me at frenchii@osu.edu.

Other course policies

Academic integrity policy

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct http://studentlife.osu.edu/csc/.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))

- *Ten Suggestions for Preserving Academic Integrity (Ten Suggestions)*
- *Eight Cardinal Rules of Academic Integrity (www.northwestern.edu/uacc/8cards.htm)*

Copyright Disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at http://titleix.osu.edu or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

Accessibility accommodations for students with disabilities

Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, slds@osu.edu; slds.osu.edu.

Student Support Services

Ohio State offers a variety of support services to students, including access to academic advising support and answers to a number of questions students may have.

- Arts and Sciences Academic Support Services
- Student Services and Resources

Accessibility of course technology, technical help, and Privacy Policies

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Carmen (Canvas) Accessibility](#)
- [iLrn (Cengage) Accessibility](#)
- [iLrn (Cengage) Tech Help](#)
- [iLrn (Cengage) Privacy Policy](#)

FRENCH 1103.61

A GE assessment plan explains how the faculty teaching the course will assess the effectiveness of the course in achieving the GE expected learning outcomes over time, rather than how individual student grades will be assessed.

For Foreign Language, complete the following table to show how the faculty will assess the two expected learning outcomes. Then, in an appendix, provide one or more specific example(s) for each assessment method you will use.

GE Expected Learning Outcomes	Methods of Assessment *Direct methods are required. Additional Indirect methods are encouraged.*	Level of student achievement expected for the GE ELO. *(i.e. define percentage of students achieving a specified score)*	What is the process that will be used to review the data and propose modifications, if necessary, related to the GE expected learning outcomes?
ELO 1 Students employ communicative skills (e.g. speaking, listening, reading, and/or writing) in a language other than their native language.	**DIRECT:** **Speaking** will be assessed via the speaking quiz of the last unit exam. **Reading** will be assessed via the reading comprehension section of the last unit exam. **Writing** will be assessed via the writing task of the last unit exam. **INDIRECT:** Students will complete a survey that will ask them to self-assess their **speaking, listening, reading** and **writing** abilities.	**DIRECT:** **Speaking:** We expect 80% of sampled students to have a score of 8/10 or higher (Appendix A). **Reading:** We expect 80% of sampled students to achieve a score of 8/10 or higher (Appendix B). **Writing:** We expect 80% of sampled students to achieve a score of 12/15 or higher (Appendix C). **INDIRECT:** We expect 80% of students sampled to respond with either "agree" or "strongly agree" to each question of the survey. (Appendix E)	

ELO 2 Students describe and analyze the cultural contexts and manifestation of the peoples who speak the language that they are studying.	**DIRECT:** Each unit exam requires students to write a brief culture essay in which they must describe and analyze the contexts and manifestations of people of French-speaking cultures. We will use the essay from the last unit exam to assess this ELO. **INDIRECT:** Students will complete a survey that will ask them to self-assess their ability to describe and analyze the contexts and manifestations of people of French-speaking cultures.	**DIRECT:** We expect 80% of sampled students to achieve a score of 3/3 for this component of the essay. (Appendix D) **INDIRECT:** We expect 80% of students sampled to respond with either "agree" or "strongly agree" to each question of the survey. (Appendix E)	who complete the last unit of the course for each method for each reporting period to see if at least 80% of students sampled are meeting our established criteria for success. Use: We will share results at a faculty meeting. If we find we are not meeting our goals, the language program director will examine the curriculum to see how we can ensure we will in the near future. We may also discuss with other GE language programs to see what they are doing to ensure that they are meeting the EOLs.
ELO 3 Students compare and contrast the cultures and communities of the language that they are studying with their own.	**DIRECT:** Each unit exam requires students to write a brief culture essay in which they must compare and contrast the cultures and communities of people of the French-speaking world with their own. We will use the essay from the last unit exam to assess this ELO. **INDIRECT:** Students will complete a survey that will ask them to self-assess their ability to compare and contrast the cultures and	**DIRECT:** We expect 80% of sampled students to achieve a score of 3/3 for this component of the essay. (Appendix D) **INDIRECT:** We expect 80% of students sampled to respond with either "agree" or "strongly agree" to each question of the survey. (Appendix E)	

	communities of people of the French-speaking world with their own.		

*Direct Methods *assess student performance related to the expected learning outcomes. Examples of direct assessments are course-embedded questions; pre/post test; standardized exams; portfolio evaluation; videotape/audiotape of performance; rubric-based evaluation of student work.*

*Indirect Methods *assess opinions or thoughts about student knowledge, skills, attitudes, learning experiences, and perceptions. Examples of indirect measures are student surveys about instruction; focus groups; student self-evaluations.*

Appendix A

Sample of Direct Measure for Speaking for EOL 1

Record yourself in FRENCH saying:

- **three things (personality traits, physical traits, clothing, food, activities, etc) that people tend to associate with your identity;**
- **whether you agree or disagree and whether you like or don't like what they associate with you;**
- **why you agree/disagree or like/dislike what they associate with you.**

Rubric for *Oui, je peux dire!*	
Meets Expectations: Student performed task with ease; while some structures may have been non-native, students had excellent command of vocabulary and would be easily understood by a sympathetic native speaker without having to ask for clarification; good fluency and pronunciation for this level. All task requirements met. Content is interesting and well-developed.	9-10
Meets Most Expectations: Student performed task with relative ease; many traces of non-native structures but demonstrated a relatively good command of vocabulary and would still be understood by a sympathetic native speaker with some effort; some minor issues in pronunciation that do not impede comprehensibility. All task requirements met.	8
Meets Some Expectations: Despite some significant issues with fluency, pronunciation, and structural/lexical errors, student is still able to get the main message (but perhaps not all the details) across to a sympathetic native speaker. All task requirements met.	7
Needs Work: Student performed task with great difficulty; nearly or completely incomprehensible; incomplete or information not relevant to the task; poor pronunciation for this level that impedes comprehensibility. Student is unable to apply communicative skills at the level expected for this course.	1-6

Level of student achievement expected for the GE ELO: We expect 80% of sampled students to achieve a score of 8 or higher.

Sample of Reading Comprehension Task for last unit exam for EOL 1

VII. LECTURE (10 pts)
Read the article about a pilot project for immigrants in Quebec and answer the following questions <u>in English.</u> http://www.tvanouvelles.ca/2016/12/23/dimmigrant-a-apprenti-cuisinier

D'immigrant à apprenti cuisinier

CUISINER POUR S'INTÉGRER

S'intégrer dans une nouvelle communauté n'est pas si simple pour la majorité des nouveaux arrivants. Alors que des restaurants de Québec ont un besoin criant de main-d'œuvre, plusieurs propriétaires offrent de les aider en participant à un projet-pilote pour devenir un apprenti.

Natif d'Algérie, Camel Boulenaiz était policier avant d'arriver au Canada. Après avoir vécu un divorce dans lequel «il a perdu ses enfants et sa femme», Boulenaiz admet qu'au début «ça n'a pas été facile. J'ai cherché un travail et c'est grâce à l'organisme SOIT (Le Service d'orientation et d'intégration des immigrants au travail) que j'en ai trouvé un», dit-il.

Le SOIT, c'est l'une des organisations responsables de ce projet-pilote, qui vise l'embauche et l'intégration des immigrants. L'objectif, c'est de former de nouveaux arrivants en restauration. Camel n'est pas seul à participer à ce stage rémunéré. Huit autres personnes de différentes nationalités participent au projet-pilote.

«La clientèle issue des migrations a vraiment besoin d'un petit coup de main pour s'intégrer au marché du travail», explique Marjorie Ménard, agente de développement Fierbourg.

Un projet gagnant

La pénurie de main-d'oeuvre dans le secteur d'activité a favorisé l'émergence de ce projet. Les chefs n'ont pas hésité à y participer.

«On a vraiment adhéré pour donner une chance aussi. Donner une chance aux gens d'entrer dans le monde du travail, mais aussi de travailler avec les gens d'ici», affirme Arnaud Marchand, chef propriétaire du restaurant *Chez Boulay Bistro Boréal.*

«Ah, vous ne vous trompez pas! C'est très, très difficile à trouver. On fonde de gros espoirs sur ce projet parce que, effectivement, ça va nous permettre, bien, de former Camel pendant quelques mois. Et puis, au

bout de ces quelques mois, s'il se plaît chez nous, on va le garder pour les années à venir», ajoute le chef propriétaire.

----

1. What is an « apprenti » ? (1 pt)

2. Where is Camel Boulenaiz from ? What was his profession before coming to Canada ? (2 pts)

3. What is the purpose of the SOIT organization? (1 pt)

4. Describe the pilot project described in this article (3 pts)

5. Who is Arnaud Marchand ? (1 pt)

6. What are two advantages of this pilot project ? (2 pts)

Level of student achievement expected for the GE ELO: We expect 80% of sampled students to achieve a score of 8/10 or higher.

Sample of Writing Task on last unit exam for EOL 1

IV. *Oui, je peux écrire!* (15 pts)

Select ONE of the topics below and write 6-8 sentences in French.

Sujet #1: I can write about one or two challenges that I face personally or that society faces and say what I or someone else could do to help overcome these challenges.

Sujet #2: I can write about three things that I intend to do and two or three things that I don't intend to do in the next five years that will allow me to have a more secure future.

_____

_____

_____

_____

_____

_____

	Range	Score
Content (5 total) • Information is complete and relevant to the task; interesting information provided.	5	_____
• Information is adequate and related to the task, but could use more detail or development.	4	_____
• Minimal information is provided and/or the information is not related to the task.	1-3	_____
Language (5 total) • Minor errors that do not interfere with comprehensibility; wide range of structures and vocabulary for this level; excellent spelling, use of accents, and punctuation.	10	_____
• Evidence of some structural errors, but comprehensibility is not compromised; adequate range of structures and vocabulary for this level; minor errors in spelling and use of accent marks/punctuation.	7-9	_____
• Lack of attention to grammar and vocabulary; frequent or significant errors in vocabulary and/or structures that interfere with comprehensibility; many errors in spelling and use of accent marks/punctuation.	1-6	_____
TOTAL		/ 15

Level of student achievement expected for the GE ELO: We expect 80% of sampled students to achieve a score of 12/15 or higher.

Appendix D

Sample of Culture Essay for ELO 2 and ELO 3

VII. Comparaisons culturelles (6 pts)

In English, describe the types of benefits that families receive in France and in Quebec when a child is born or is adopted. Compare these benefits with your own culture. How are they the same or different? Do different types of benefits that families in different cultures receive reflect how societies view the concept of family?

Ability to describe and analyze contexts and manifestations of Francophone cultures		
	Range	Score
Meets All Expectations: Information is complete and relevant to the task; interesting information provided. Shows ability to describe and analyze the cultural contexts and manifestations of people of Francophone cultures.	3	
Meets Some Expectations: Information is adequate and related to the task, but could use more detail or development. Shows some ability to describe and analyze the cultural contexts and manifestations of people of Francophone cultures but could be improved.	2	
Needs Work: Minimal information is provided and/or the information is not related to the task. Does not describe or analyze the cultural contexts and manifestations of people of Francophone cultures.	1	
Cross cultural comparison		
	Range	Score
Meets All Expectations: Insightful comparison of Francophone cultures with own culture.	3	
Meets Some Expectations: Comparison of Francophone cultures with own culture could be better articulated.	2	
Needs Work: Inadequate comparison of Francophone cultures with own culture.	1	
TOTAL		/6

Level of student achievement expected for the GE ELO: We expect 80% of sampled students to achieve a score of 3/3 for each component).

Appendix E

Indirect Measure for ELO 1, ELO 2, and ELO 3

DEPARTMENT OF FRENCH & ITALIAN

THE OHIO STATE UNIVERSITY

FRENCH 1103 SURVEY

I. LISTENING:

a. When I watch short authentic videos and films (e.g., the film *Encore*), I can understand enough to get the main ideas even if I don't understand every word or sentence I hear.

strongly agree	agree	disagree	strongly disagree
[ ]	[ ]	[ ]	[ ]

Comments (optional):

b. I can understand presentations and lectures by the instructor on French and Francophone culture accompanied by clarifications and explanations.

strongly agree	agree	disagree	strongly disagree
[ ]	[ ]	[ ]	[ ]

Comments (optional):

II. READING:

I can read and understand short authentic texts like magazine articles, literary excerpts, and interviews.

strongly agree	agree	disagree	strongly disagree
[ ]	[ ]	[ ]	[ ]

Comments (optional):

III. SPEAKING:

Even though I make errors, I feel I should be able to engage in brief conversations with native speakers who are sympathetic and patient to my needs as a language learner.

        strongly agree   agree   disagree   strongly disagree

           [   ]   [   ]   [   ]   [   ]

Comments (optional):

IV. WRITING:

When I write, even though I make errors, I can get my message across with relative ease and can be understood by sympathetic native speakers.

        strongly agree   agree   disagree   strongly disagree

           [   ]   [   ]   [   ]   [   ]

Comments (optional):

V. CULTURE

a. I have gained a broad understanding of a variety of topics related to French and Francophone culture and society to the point that I am able to describe and analyze (in English) the contexts and manifestations of people of French-speaking cultures.

        strongly agree   agree   disagree   strongly disagree

           [   ]   [   ]   [   ]   [   ]

Comments (optional):

b. I can compare and contrast insightfully features of the cultures and communities of people of the French-speaking world with those of my own (in English).

        strongly agree   agree   disagree   strongly disagree

           [   ]   [   ]   [   ]   [   ]

Comments (optional):

VI. OVERALL SATISFACTION

I am overall satisfied with this course.

strongly agree	agree	disagree	strongly disagree
[ ]	[ ]	[ ]	[ ]

Comments (optional):

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: French 1103.51
Instructor: Julie Parson
Summary: Online Course Offering

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/recommendations
6.1 The tools used in the course support the learning objectives and competencies.	✓			The learning objectives and competencies are supported by the course tools used in this course in the following ways. • Unit oral and written workbook activities • Film viewing • Conversation based activities with an instructor • Practice exams for unit mastery • Listening and comprehension activities • Written exam • Oral exam
6.2 Course tools promote learner engagement and active learning.	✓			Students will engage with the course materials and instructor in the following ways to promote active learning. The Carmen LMS will be used to deliver most course materials. • Unit oral and written workbook activities • Film viewing • Conversation based activities with an instructor • Practice exams for unit mastery • Listening and comprehension activities • readings • Written exam • Oral exam
6.3 Technologies required in the course are readily obtainable.	✓			All course technology listed in the syllabus is readily obtainable. The Cengage online workbook activities portal can be accessed with an internet connection and web browser. The iLrn access code comes bundled with the text book or it

	✓			can be purchased separately at cengagebrain.com. This code must be obtained to access this content. • Carmen LMS and the tools offered within the LMS • Cengage (http://ilrn.heinle.com)
6.4 The course technologies are current.	✓			All course technology listed in the syllabus is current and available with an internet connection and standard web browser. • Carmen LMS and the tools offered within the LMS • Cengage (http://ilrn.heinle.com)
6.5 Links are provided to privacy policies for all external tools required in the course.	✓			Since the students are required to create an account to login to the Cengage iLrn tool, a privacy policy link should be included in the other policies section of the syllabus. Cengage iLrn is the only external tool being used in this course.
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	✓			A link should be included in the course technology section of the syllabus to technical support for the Cengage iLrn tool.
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	✓			**The below link should be included in the syllabus. The text for the accessibility statement should be in BOLD 18pt font.** **http://www.ods.ohio-state.edu**
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	✓			The faculty member should add to the syllabus an overview and contact information for the student academic services offered on the OSU main campus. http://artsandsciences.osu.edu/academics/current-students
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	✓			The faculty member should add to the syllabus an overview and contact information for student services offered on the OSU main campus. http://ssc.osu.edu

				Recommend that this link be included in the "Other Course Policies" section of the syllabus.
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	✓			Recommend using the Carmen Distance Learning Course Shell to provide a consistent student-user experience in terms of navigation and access to content.
8.2 Information is provided about the accessibility of all technologies required in the course.	✓			Carmen and the OSU core common tool set used in this course meets the universities policies for accessibility. A link to the Cengage iLrn accessiblility statement is included in the syllabus.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	✓			Recommend that resources be developed to address any requests for alternative means of access to course materials. These resources should be in formats that meet the needs of diverse learners.
8.4 The course design facilitates readability	✓			Recommend using the Carmen Distance Learning Course Shell to provide a consistent student-user experience in terms of navigation and access to content.
8.5 Course multimedia facilitate ease of use.	✓			All assignments and activities that use Carmen and the OSU core common tool set at Ohio State facilitate ease of use with embedded multimedia. The iLrn tool also provides ease of use with workbook and other activities.

Reviewer Information

- Date Reviewed: 8/28/16
- Reviewed By: Mike Kaylor
- Notes: In the course technology section of the syllabus you reference Carmen Connect as one of the baseline technical skills needed by the students but you do not reference using this tool anywhere in the syllabus. If you are planning to use the Carmen Connect tool, please include a link to the technical support being offered by the university for the tool. If you are not planning to use the tool, I would recommend that Carmen Connect be removed from the course technology section of the syllabus.

Curriculum Map French - Undergraduate B =beginning; I =Intermediate; A =Advanced

	Cultural Awareness	Comprehension	Speaking	Critical Analysis	Writing and Critical Expr.
Required courses					
1101.01 (GEC)	B	B	B		B
1101.51 (GEC)	B	B	B		B
1101.61 (GEC)	B	B	B		B
1102.01 (GEC)	B	B	B		B
1102.51 (GEC)	B	B	B		B
1102.61 (GEC)	B	B	B		B
1103.01 (GEC)	B/I	B/I	B/I		B/I
1103.02 (GEC)	B/I	B/I	B/I		B/I
1103.03 (GEC)	B/I	B/I	B/I		B/I
1103.04 (GEC)	B/I	B/I	B/I		B/I
1103.51 (GEC)	B/I	B/I	B/I		B/I
1103.61 (GEC)	B/I	B/I	B/I		B/I
1155.01 (GEC)	B/I	B/I	B/I		B/I
1155.51 (GEC)	B/I	B/I	B/I		B/I
2101.01	I	I	B/I		B/I
2101.51	I	I	B/I		B/I
3101 (required for major and minor)	I	I	I		I
4103 (required for major)	A	A	A	A	A
Elective courses in English					
1801 (GEC)	B			B	B
1802 (GEC)	B			B	B
1803 (GEC)	B			B	B
2801 (GEC)	B			B	B
3801 (GEC)	I			I	I
Elective courses in French					
3102	I	I	I		I
3103	I	I	I		I
3201	I	I	I		I
3202		I	I		
3401	I	I	I	I	I
3402	I	I	I	I	I
3403	I	I	I	I	I
3501	I	I	I		
3701	I	I	I	I	I
4053	A			A	A
4501	A	A	A	A	A
5051	A	A	A	A	A
5102	A	A	A	A	
5103	A	A		A	
5104	A	A	A	A	A

Curriculum Map French - Undergraduate B =beginning; I =Intermediate; A =Advanced

5105	A	A	A	A	A
5201	A	A	A	A	A
5202	A	A	A	A	A
5203	A	A	A	A	A
5204	A	A	A	A	A
5205	A	A	A	A	A
5206	A	A	A	A	A
5207	A	A	A	A	A
5401	A	A	A	A	A
5402	A	A	A	A	A
5403	A	A	A	A	A
5701	A	A	A	A	A
5702	A	A	A	A	A