

Term Information

Effective Term Autumn 2021
Previous Value Summer 2012

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Add a DL version of the course.

What is the rationale for the proposed change(s)?

A DL version would offer more flexibility to students.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

None

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area French
Fiscal Unit/Academic Org French & Italian - D0545
College/Academic Group Arts and Sciences
Level/Career Graduate
Course Number/Catalog 6571
Course Title French Reading for Research I
Transcript Abbreviation Reading 1
Course Description Designed primarily for students who have no formal preparation in French; covers basic grammar and vocabulary and develops students' reading skills. Credit does not apply to the minimum number of hours required for the master's or doctoral degrees.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 4 Week
Previous Value 12 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
Less than 50% at a distance
Previous Value No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never

Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites Prereq: Grad standing.
Exclusions
Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 16.0901
Subsidy Level Doctoral Course
[Previous Value](#) [General Studies Course](#)
Intended Rank Masters, Doctoral

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- This course teaches students the French language so that they can read in French. The focus is on preparing graduate students to perform academic research of French texts.

[Previous Value](#)

Content Topic List

- Structure of French grammar
- Discipline-specific vocabulary building
- Reading strategies
- Translation from French to English and vice versa
- Skimming/scanning techniques
- Reading and summarizing articles

Sought Concurrence No

Attachments

- French 6571 Permanent D.docx: DL Syllabus
(Syllabus. Owner: Afanasyeva, Sofya)
- French 6571 Tech Checklist.docx: Tech Checklist
(Other Supporting Documentation. Owner: Afanasyeva, Sofya)
- Syllabus French 6571 P.docx: P Syllabus
(Syllabus. Owner: Afanasyeva, Sofya)

COURSE CHANGE REQUEST
6571 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
02/21/2021

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Afanasyeva, Sofya	02/19/2021 04:00 PM	Submitted for Approval
Approved	Renga, Dana	02/19/2021 04:02 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/21/2021 12:06 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Oldroyd, Shelby Quinn Hilty, Michael Vankeerbergen, Bernadette Chantal	02/21/2021 12:06 PM	ASCCAO Approval



SYLLABUS

FRENCH 6571

French for Reading
Autumn 2021 (full term)
3 credit hours
Online

COURSE OVERVIEW

Instructor

Instructor: Professor Wynne Wong
Email address: wong.240@osu.edu (preferred contact method)
Phone number: 614-292-4938
Office hours: TBA

Prerequisites

[No prerequisites]

Course description

This course teaches students the French language so that they can read in French. The purposes for reading may vary. Students may wish to read academic articles written in French as an aid to their academic research or they may wish to read poetry, novels, song lyrics or magazine/newspaper articles or other types of written texts for pleasure.

Please note that French 6571 focuses only on *reading* the French language. If you are interested in learning how to speak, read, write, and understand spoken French, you may want to take French 1101–1103 (either classroom or individualized instruction) if permissible within your department. Verify with your advisor or graduate studies chair.

Course learning outcomes

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

- learn the basics of French grammar;
- learn the basic vocabulary necessary for reading French-language written material from a variety of sources;
- acquire the basic reading skills necessary for reading in French through the regular practice of reading and translating accessible materials;
- read and translate from French into English a variety of written texts (e.g., articles, literary texts, songs, etc); and,
- read and translate academic articles written in French that are specific to their field of academic research and/or general interests.

HOW THIS ONLINE COURSE WORKS

Mode of delivery: This course is 100% online and is comprised of both synchronous and asynchronous components. The instructor will deliver class lectures and manage class discussions through Carmen Zoom at scheduled times. Homework, reading, discussion forums, quizzes, and tests will be accessible through Carmen, The Ohio State University's online academic management system. Course lectures will be accessible through the Zoom portal in Carmen. Each class will be conducted in English.

Pace of online activities: This course is divided into **weekly modules** that are released at least one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Credit hours and work expectations: This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Attendance and participation requirements: Students are expected to log into each daily session during the scheduled class time. The following is a summary of everyone's expected participation:

- **Weekly Zoom sessions: REQUIRED.** All live, scheduled class sessions for the course are required. Regular attendance during synchronous class sessions is essential to the

success of this class. You are expected to prepare carefully for class by reading/preparing all the assigned work indicated in your syllabus before class.

- **Participating in online activities for attendance: AT LEAST ONCE PER WEEK**
You are expected to log in to the course in Carmen every week. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Office hours: OPTIONAL**
If you wish to attend office hours, simply go to the Zoom portal for the class, and go into the Zoom portal.
- **Participating in discussion forums: AT LEAST 1X TIME PER WEEK**
As part of your participation, each week you can expect to post at least twice as part of our substantive class discussion on the week's topics.

COURSE MATERIALS AND TECHNOLOGIES

Textbooks

Required

- *A Short Course in Reading French*. (e-textbook) Celia Brickman. The Columbus University Press. Digital Edition ISBN: 978-0-231-52745-3
- French 6571 Course Packet, which will be available as a PDF download through the Foreign Language Publications Office, 198 Hagerty Hall. More information to follow.

Recommended/optional

- A good French to English dictionary (*not* a pocket-dictionary) such as a Collins Robert, Larousse, Oxford Hachette, *if desired*.

Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

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

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)
- Recording a slide presentation with audio narration (go.osu.edu/video-assignment-guide)
- Recording, editing, and uploading video (go.osu.edu/video-assignment-guide)

Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.

- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE

How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
Chapter Tests	20%
Daily Vocabulary Quizzes	10%
Participation	10%
Homework	10%
Discussion Forums	10%
Video project	15%
Translation project	35%
Total	100

See course schedule below for due dates.

Descriptions of major course assignments

Chapter Tests

Description: Chapter tests will generally cover four to six chapters worth of material and consist of two sections. One section will test your ability to translate individual sentences from French into English, using the vocabulary covered in the chapters. The second section will give you a short reading in French, and you will answer questions in English about the content of the reading. The chapter tests are open book/dictionary. Chapter tests are due by 11:59 pm on their due date and will be made available two days before their due dates. **You will have one (1) hour to complete each chapter test.**

Academic integrity and collaboration: The chapter tests are open book, open note, and open internet resources such as wordreference.com, or another online dictionary. However, the use of an online translator, such as Google translate, is considered academic misconduct. Additionally, you must complete the tests yourself, without any external help or communication.

Daily Vocabulary Quizzes

Description: These are short quizzes on the vocabulary that you are to memorize for that particular class day. The quizzes will be made available 24-hours before they are due. You will have three attempts to complete each quiz, and the highest of the three scores will be recorded. Since you have three attempts, use each attempt to help you learn the vocabulary.

Academic integrity and collaboration: Vocabulary quizzes are included as self-checks but are expected to be completed on your own.

Participation

Description: Participation is recorded through the daily completion, in Carmen, of five questions pertaining to the chapters assigned for the daily readings, and the class session for the day. These will consist of short answers, no more than a sentence or two, and are worth two points each, for a total of ten points. Each in-class (Zoom) session will consist of a daily presentation of basic French grammar, a review of the chapter vocabulary, vocabulary activities, and group-based translation activities done in Zoom break-out rooms.

Academic integrity and collaboration: You are expected to complete the participation assignments on your own.

Homework

Description: Daily homework is taken from the course textbook. Homework will be assigned for each class day, and we will go over it each day. Students are expected to have completed the homework in preparation for the class discussion. An answer key will be uploaded to Carmen after the class for student self-correction. Students will then upload the completed, and corrected homework (indicated in a different color) to Carmen for credit.

Academic integrity and collaboration: Homework assignments should be your own work.

Discussion Forums

Description: Each discussion forum will consist of a short text in French. You will attempt a translation of the text in English and post it to the forum. You will then respond to at least two of your classmates' translations, making comments about what you think of your classmates' translations. The instructor will also make comments concerning the translations and comments. Each translation post will be worth 5 points, and comments to students about their translations will be worth 2.5 points each, for a maximum of 10 possible points.

Academic integrity and collaboration: Discussion forums should be your own original work. You should follow MLA or APA style to cite the ideas and words of your research sources.

-
- Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow **[MLA/APA/Chicago etc.]** style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in, but no one else should revise or rewrite your work.
-

Video Project

Description: In groups of three or four, you will make a short music video based on a French language song of your choice. Your group will create the visuals for the video (you and/or other people may appear in the video or you may use photos or other images). Since this course involves translation, your video must have subtitles in English.

Requirements:

1. Decide on the theme or message you want to communicate in your video.
2. Select a French language song that will help you communicate your message.
3. Decide on the images you want to use to make a coherent video. You or other people may appear in the video.
4. You may sing the song or use a recording of the song.
5. Look up the lyrics of the song, translate the song together and add subtitles to your video. Every group member must contribute to translating the song.
6. Your video should be 2-4 minutes long. You do not need to use the complete song. You could choose to just use the chorus of the song or a few verses of the song.
9. Edit your video.
10. Upload your video to a platform for viewing (e.g., youtube, vimeo, etc).

	Meets all expectations 9-10	Meets most expectations 7-8	Meets some expectations 5-6	Needs work 1-4
Content, creativity, and originality				

Subtitles/translation				
Editing/aesthetics				
			Total	/ 30

Academic integrity and collaboration: This project should be your group’s own original work. Group projects can be stressful for students when it comes to dividing work, taking credit, and receiving grades and feedback. I have attempted to make the guidelines for group work as clear as possible for each activity and assignment, but please let me know if you have any questions.

Translation Project

Description: Each student will do a translation project consisting of a 500-word passage, from French to English, and is divided into three parts. The three parts of the project are outlined below. Due dates for each part are indicated in Carmen.

Part I. Selection of Three Articles (5%)

You will select 3 different articles from at 2 different professional journals from your field of study. Upload the first page of each article to Carmen in PDF format. I will select from these three articles the one that is most appropriate for your translation project.

Part II. Selection of Passage and Translation of First Half (15%)

Based on the article chosen from Part I, select a 500-word passage to translate. For Part II of the translation project, complete a “sentence-by-sentence” translation of the first 250 words of the passage. If you wish, you may go a few words over or under in order to end with a complete sentence. This portion of the project must be completed and uploaded to Carmen as a **Word document, Cambria font, 12-point, double-spaced.**

Part III. Full Translation of the 500-word passage (20%)

Translate the second half of the article and upload the completed translation of the 500-word passage. Follow the same formatting as in Part II. The final version should include not only the second half of the translation project, but should also include the first half of the passage, with all the recommended changes/corrections. Label each section appropriately as **Part I** or **Part II**. Please highlight (*italicize* or **bold**) the changes that reflect the suggested corrections in Part I.

Academic integrity and collaboration: The translation project must be your own original work. You may use your textbook, open internet resources such as wordreference.com, or another online dictionary. However, the use of an online translator, such as Google translate, is considered academic misconduct.

Late assignments

Late submissions will not be accepted. Please refer to Carmen for due dates.

Grading Scale

93—100:	A
90—92.9:	A-
87—89.9:	B+
83—86.9:	B
80—82.9:	B-
77—79.9:	C+
73—76.9:	C
70—72.9:	C-
67—69.9:	D+
60—66.9:	D
Below 60:	E

Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-4357(HELP)** at any time if you have a technical problem.)

- **Grading and feedback:** For written assignments, quizzes, and chapter exams, as well as larger projects, you can generally expect feedback within **7 days**.
- **Email:** I will reply to emails within **24 hours on days when class is in session at the university**.
- **Discussion board:** I will check and reply to messages in the discussion boards every **24 hours on school days**.

OTHER COURSE POLICIES

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.

- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

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:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

Student Services and Advising

University Student Services can be accessed through BuckeyeLink. More information is available here: <https://contactbuckeyelink.osu.edu/>

Advising resources for students are available here: <http://advising.osu.edu>

Copyright for instructional materials

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

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources. If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit equity.osu.edu or email equity@osu.edu.

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:

<https://mcc.osu.edu/about-us/land-acknowledgement>

Your mental health

As a student you may experience a range of issues that can cause barriers to learn, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614- 292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of CarmenCanvas (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.

- Canvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)

- Collaborative course tools

Academic Resources

For academic resources such as advising, transcripts, degree audits, tutoring services and other learning support services on the OSU campus, visit <http://advising.osu.edu> or e-mail peltier.15@osu.edu.

Student Services

For student services offered on the OSU main campus, visit <https://contactbuckeyelink.osu.edu/> or e-mail buckeyelink@osu.edu. Student Academic Services Building | 281 W. Lane Ave. | Columbus, Ohio 43210. Contact: [614-292-0300](tel:614-292-0300)

COURSE SCHEDULE

Refer to the Carmen course for up-to-date assignment due dates.

Week	Dates	Topics, Readings, Assignments, Deadlines
1	Aug 26	<p>Introduction to course.</p> <p>Pre-reading strategies.</p> <p>Preview Chapter 1.</p>
2	Sept 2	<p>Daily Vocab Quiz 1.</p> <p>Nouns, articles, prepositions and the concept of agreement</p> <p>Homework: Read Introduction, Chapter 1. Do Translation Exercises A, B, C, odd numbers</p>
3	Sept 9	<p>Daily Vocab Quiz 2.</p> <p>Verbs, subject pronouns, and the present tense</p> <p>Homework: Read Chapter 2. Do Translation Exercises A, B, even numbers</p>
4	Sept 16	<p>Daily Vocab Quiz 3.</p> <p>Adjectives and adverbs</p>

Week	Dates	Topics, Readings, Assignments, Deadlines
		Homework: Read Chapter 3. Do Translation Exercises A, B, E (odd numbers), Translation Exercises C, D (even numbers).
5	Sept 23	Daily Vocab Quiz 4 Reflexive Verbs Homework: Read Chapters 4 & 5. Do Translation Exercise A, even numbers, (Chap 4); Translation Exercise A, odd numbers (Chap 5). Choose Groups for Music Video Project. Select French-language song for translation.
6	Sept 30	Daily Vocab Quiz 5 Past participles/ past tenses Homework: Read Chapters 6 & 7. Translation Exercise A, even numbers (Chap 6). Do Translation Exercises A, B, odd numbers (Chap 7). Also try the Translation Passage <i>Le Petit Chaperon Rouge</i> . We will also work on this in class.
7	Oct 7	Daily Vocab Quiz 6: Read Chapter 8 Direct and indirect object pronouns Homework: Read Chapter 8. Do Translation Exercises A, B (even numbers), and the first two paragraphs of <i>La Belle au bois dormant</i> . We will complete the translation as a class.
8	Oct 14	Daily Vocab Quiz 7 Forms of the negative, irregular verbs Homework: Read Chapters 9 & 10. Do Translation Exercise A, odd only (Chap 9) and the Translation Passage <i>Déclaration des Droits de l'homme et du citoyen de 1789</i> ; Translation Exercise A, odd only (Chap 10). DUE: CHAPTER TEST 2 OVER CHAPTER 6-10. DUE BY 11:59pm.

Week	Dates	Topics, Readings, Assignments, Deadlines
9	Oct 21	Daily Vocab Quiz 8 Future and conditional Homework: Read Chapter 11. Do Translation Exercise A (all), and the Translation Passage <i>Négritude et humanism</i> by Léopold Sédar Senghor.
10	Oct 28	Daily Vocab Quiz 9 Imperatives/passive voice Homework: Read Chapter 12. Do Translation Exercise A & B (odd only), and Translation Passage <i>Cahier d'un retour au pays natal</i> by Aimé Césaire.
11	Nov 4	Daily Vocab Quiz 10 Passé simple Homework: Read Chapter 13 & 14. Do Translation Exercise A, Chap 13 (even only), Translation Passage <i>Journaux de guerre et de prison</i> ; Translation Exercise A, Chap 14 (even only), Translation Passage <i>Essai sur le don : Forme et raison de l'échange dans les sociétés archaïques</i> by Marcel Mauss.
12	Nov 11	Veterans Day
13	Nov 18	Daily Vocab Quiz 11 Interrogative pronouns, subjunctive Homework: Read Chapter 15 & 16. Do Translation Exercises A & B, Chap 15 (odd only), and the last paragraph of the Translation Passage from <i>Maria Chapdelaine</i> by Louis Hémon; Do Translation Exercises A, B, C, Chap 16 (even only), and Translation Passage <i>L'Invention du quotidien: Arts de faire</i> by Michel de Certeau. DUE: CHAPTER TEST 3 OVER CHAPTERS 11-16. DUE BY 11:59pm.

Week	Dates	Topics, Readings, Assignments, Deadlines
14	Nov 24	Thanksgiving
15	Dec 7	Final Class Meeting Today we will watch the Music Video Project as a class <i>DUE: <u>Final Translation Project Due by 5:00 pm</u></i>

French 6571
Basic French for Graduate Students: French for Reading

Mon, Wed, Fri: 12:40-2:45
Summer Session 2019

Instructor: Darrell Estes
Office Hours: Wed, Fri: 11:00-12:00
Hagerty 308
Email: estes.80@osu.edu

Textbooks:

- *French for Reading*. Eds. Karl C. Sandberg and Eddison Tatham
ISBN: 0-13-331603-3

- French 6571 Course Packet available at Foreign Language Publications, 198 Hagerty Hall.
- A good French-English dictionary (*not* a pocket dictionary) such as Collins Robert, Larousse, Oxford Hachette. See note below about online dictionaries.

Course Objectives: *Bienvenue au français 6571!* Welcome to French 6571! Here you will learn how to read and translate a variety of texts in French. You will begin with accessible articles from contemporary news sources and will move gradually to texts in your own research areas. By the end of the summer term (believe it or not!), you will be able to read and translate with a fair degree of accuracy an article from a journal in your academic discipline. Course activities include an introduction to the basics of French grammar, regular vocabulary building activities, and lots of practice reading and translating materials in French.

Class preparation: Daily preparation for the class includes thoroughly studying the chapter and vocabulary for the day's lesson. You will be responsible for memorizing the vocabulary in **bold** for each chapter. Additionally, there are written exercises in the course packet that are due each day. Attendance and participation are *essential*.

Carmen: Course materials will be posted on Carmen (e.g., Power Points, keys to quizzes, any supplemental assignments or hand-outs). Be sure to activate your osu.# email as all course emails will be sent from Carmen.

Course Evaluation:

Chapter Quizzes (4)	30%
Daily Vocabulary Quizzes (13)	10%
Daily Participation (21)	10%
Translation Project	(50%)
1. Article Selection	5%
2. First half of translation	15%
3. Completed translation	30%

Chapter Quizzes will generally cover about 4 chapters worth of material and consist of two sections. One section will test your ability to translate individual sentences that use the vocabulary covered in the chapters. The second section will give you a short reading in French and you will answer questions in English about the content of the reading. You will not be permitted to use dictionaries for the quizzes. No make ups will be allowed for chapter quizzes for absence without a valid reason (e.g., doctor's note).

Daily Vocabulary Quizzes are short quizzes on the vocabulary that you are to memorize for that particular class day. The quizzes will be given at the *beginning* of each class session, so please be on time. You will not be allowed to make up a daily quiz for tardiness or absence.

Daily Participation. In order to participate in the class, you must be present. I understand that absences are sometimes unavoidable, but they should be very rare. As graduate students, I believe that you already understand this, so I will not belabor the point.

Translation project. Your translation project will consist of a 500-word passage taken from a professional journal in your field. The three parts of the project are outlined below.

Part I: Selection of 3 articles (5%)

Select 3 different articles from at least 2 professional journals from your field of study. Make 2 copies of each article (one for yourself and one for me). I will select from these articles the one that is most appropriate for your translation project. **Due date: May 20.**

Part II: Selection of passage and translation of the first half (15%)

Based on the article chosen from Part I, selection a 500-word passage to translate. For Part II of the translation project, complete a "sentency-by-sentence" translation of the first half (250 words) of the passage. This passage is usually taken from the first pages of the article. Your translation is to be double-spaced. **Due date: June 7.**

Part III: Translation of second half of the passage (30%)

Translate the second half of the article and turn in the completed translation of the 500-word passage **on June 17.** Again, please double-space your work. The final version should include not only the second half of the translation project, but should also include the first half of the passage where corrections were suggested. Label each section appropriately as **Part I** or **Part II.** Please highlight (*italicize* or **bold**) the changes that reflect the suggested corrections in Part I. **Due Date: June 17.**

Grading Scale:

A	93-100	B	83-87	C	73-77	D	65-67
A-	90-92	B-	80-82	C-	70-72	E	0-64
B+	88-89	C+	78-89	D+	68-69		

Who was the African-American performer from the 1920s-1930s who left the USA in order to become a huge star in France? (5 bonus points if you email me the answer before the next class meeting.)

French 6571 Course Policies:

- Testing Policy: There are no make-up quizzes or make-up final quizzes unless there is a documented, excused absence.
- Projects will only be accepted on the day that they are due. If you cannot be in class the days that they are due, please **notify me by email**, preferably before the start of class that day, and we will determine how you can get the project to me.
- Please submit hard copies of all assignments: Times New Roman or Cambria font, 12 point, double-spaced. Be sure to keep an electronic copy of your projects for your records.

Things to keep in mind for French 6571:

- There is often more than one way to translate a sentence from language to another. A 100% accurate translation is unlikely.
- Please bring your course packet and *French for Reading* text with you to class every day.
- French 671 focuses only on **reading** the French language. If you are more interested in learning how to speak, read, write and understand spoken French, you may want to take French 1101-1103 (either classroom or individualized) if permissible within your department. Verify with your advisor or graduate studies chair.
- Be sure to come to class each day prepared and ready to participate actively (and enthusiastically) in class.
- In addition to the preparation of class assignments, you might find it useful to peruse a French online newspaper or magazine on a regular basis (e.g., *Le Monde*, *Le Figaro*, *La Presse de Montréal*). For more information about online French newspapers: <http://www.w3newspapers.com/france/>
- Dictionaries generally become your best friends in this course. Be sure to pick a good one! Online dictionaries can also be quite helpful. This site provides access to a variety of French online dictionaries: http://www.lexilogos.com/anglais_langue_dictionnaires.htm
- Another good site is www.wordreference.com.

Accommodation of students with disabilities:

Students who wish to have an accommodation for disability are responsible for contacting the professor and TA as soon as possible. The Office for Disability Services (150 Pomerene Hall; 292-3307; 292-0901 TDD) verifies the need for accommodation strategies.

Academic Integrity

Students enrolled in courses at The Ohio State University are expected to adhere to the highest standards of academic conduct. The instructor will be alert to any kind of inappropriate conduct in the course. Suspicion of misconduct will be handled by official rules and policies of OSU. Penalties for cheating or plagiarism may result in a failing grade in the course or expulsion from the university. The Department will abide by the decisions of the Academic Misconduct Committee. Use of online translators is strictly forbidden.

Course Calendar

Week One (May 9, 10)

W: May 8 Introduction to course; Pre-reading strategies; Preview Chapter 1.

F: May 10 Daily Vocab Quiz: Chapters 1 & 2

Week Two (May 13, 15, 17)

M: May 13 Daily Vocab Quiz: Chapter 3

W: May 15 Daily Vocab Quiz: Chapter 4

F: May 17 Chapter Quiz 1 (Chapters 1–4): Class work: Chapter 5

Week Three (May 20, 22, 24)

M: May 20 Daily Vocab Quiz: Chapters 6 & 7 **Article Selections Due**

W: May 22 Daily Vocab Quiz: Chapter 8 Make 1st Translation Appointments

F: May 24 Chapter Quiz 2 (Chapters 5–8): Class Work: Chapter 9

Week Four (May 27, 29, 31)

M: May 27 **Holiday: Memorial Day No Class**

W: May 29 Daily Vocab Quiz: Chapters 10 & 11

F: May 31 Daily Vocab Quiz: Chapter 12

Week Five (June 3, 5, 7)

M: June 3 Chapter Quiz 3 (Chapter 9–12): Class Work: Chapter 13

W: June 5 Translation Appointment No. 1 **First half of article translation due**
Hagerty 308 **(First 250 words of passage)**

F: June 7 Daily Vocab Quiz: Chapter 14

Week Six (June 10, 12, 14)

M: June 10 Daily Vocab Quiz: Chapter 15

W: June 12 Daily Vocab Quiz: Chapter 16

F: June 14 Chapter Quiz 4 (Chapters 13–16) Class Work: Chapters 17 & 18

Week Seven (June 17)

M: June 17 Translation Appointment No. 2 **Completed Translation Project Due**
Hagerty 308

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: French 6571

Instructor: Wynne Wong

Summary: French for Readin

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			<ul style="list-style-type: none"> • Office 365 • Carmen
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> • Asynchronous and synchronous activities • Zoom • Carmen discussion boards.
6.3 Technologies required in the course are readily obtainable.	X			All tech is readily accessible and available.
6.4 The course technologies are current.	X			The majority of the tech is web based and updated regularly.
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No 3 rd party tools are used
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.	X			Links to 8HELP are provided.
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
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.	X			b
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.	X			c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning “Master Course” template developed by ASC and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			No 3 rd party tools are used.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			Recommend that resources be developed to address any requests for alternative means of access to course materials.
8.4 The course design facilitates readability	X			Recommend using the Carmen Distance Learning “Master Course” template developed by ASC and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.5 Course multimedia facilitate ease of use.	X			All assignments and

				activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser.
--	--	--	--	---

Reviewer Information

- Date reviewed: 2/18/21
- Reviewed by: Ian Anderson

Notes: This looks good!

^aThe following statement about disability services (recommended 16 point font):
 The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

^bAdd to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus. <http://advising.osu.edu>

^cAdd to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <https://contactbuckeyelink.osu.edu/>