

Term Information

Effective Term Autumn 2021

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 1103.21
Course Title Beginning French III DL
Transcript Abbreviation FR 3 DL
Course Description Distance learning version of continued introduction to French; development of listening, reading, speaking, and writing skills. Taught in French. Course not open to native speakers, students with EM credit, or to students with two or more years of study in this language in high school.
Semester Credit Hours/Units Fixed: 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 No
Course Components Lecture
Grade Roster Component Lecture
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 1102.01 or 1102.21, or completion of 4 credits of 1102.51 or 1102.61.
Exclusions Not open to students with credit for 1103.01 or 4 credits of 1103.51 or 1103.61.
Electronically Enforced Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 16.0901
Subsidy Level General Studies 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

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

- Students demonstrate skills in communication across ethnic, cultural, ideological, and national boundaries, and appreciate other cultures and patterns of thought.
- Students employ communicative skills (e.g. speaking, listening, reading, and 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 language and culture
 - Vocabulary and grammar
 - Cultures of the Francophone world
 - Excerpts for authentic texts and other media in French
- No

Sought Concurrence

Attachments

- 1103.21_Syllabus_AU21.docx: DL Syllabus
(Syllabus. Owner: Afanasyeva,Sofya)
- French 1103.21.docx: Tech Checklist
(Other Supporting Documentation. Owner: Afanasyeva,Sofya)
- Spring 2020 French 1103 Syllabus.pdf: P Syllabus
(Syllabus. Owner: Afanasyeva,Sofya)
- Rationale for .21 French 1100 Courses.docx: Rationale
(Other Supporting Documentation. Owner: Afanasyeva,Sofya)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Afanasyeva,Sofya	02/26/2021 12:19 PM	Submitted for Approval
Approved	Renga,Dana	02/26/2021 12:23 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	03/02/2021 04:30 PM	College Approval
Pending Approval	Oldroyd,Shelby Quinn Hilty,Michael Vankeerbergen,Bernadette Chantal Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay	03/02/2021 04:30 PM	ASCCAO Approval



SYLLABUS

FRENCH 1103.21

Beginning French III Distance

Autumn 2021 (full term)

4 credit hours

Online

COURSE OVERVIEW

Instructor

Instructor: TBD

Email address: (preferred contact method)

Phone number:

Office hours:

Prerequisites

1102.01, 1102.21 or 4 sem cr hrs of 1102.51 or 1102.61; or 102.01 and 2 sem cr hrs of 1102.51 or 1102.61; or 102.66 and 2 sem cr hrs of 1102.51 or 1102.61; or 103.01, 103.66, or 5 qtr cr hrs of 103.51. Not open to students with credit for 1103.xx (104.xx).

Course description

In this course, you will further your ability to read, speak, write, and understand French. In order for this to happen, you need to hear A LOT of French and interact in French. As in 1101, your instructor will make every effort to speak exclusively in French and you are expected to make your best effort to interact with your instructor and classmates in French as well. You may not (and you are not expected to) understand every single word your instructor says, but you should be able to get the general idea of what message your instructor is trying to communicate to you. Keep in mind that making errors is a natural and necessary part of learning a new language, so please do not feel nervous when you make mistakes speaking in class. The activities in this course will allow you to learn interesting information about your classmates, your instructors, and the French-speaking world in addition to helping you acquire skills in French.

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 like 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.

General education goals and expected learning outcomes

As part of the Foreign Language category of the General Education curriculum, this course is designed to prepare students to be able to do the following:

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 Objectives:

French 1103 is the third course of a sequence that leads to fulfillment of the general education (GE) requirement for the Foreign Language category. This course builds on and furthers the development of cultural knowledge and linguistic competency in speaking, listening, reading, and writing from the first two courses (1101 and 1102) to enable you to interact in French and to deepen your understanding of the cultural products, practices, and perspectives of the Francophone world. This course satisfies the expected learning outcomes for the GE in a variety of ways. You will continue to refine your speaking skills by completing tasks with your classmates together as a class and in pairs and small groups in person and in Zoom. You will improve your reading skills by reading increasingly more elaborate authentic cultural and literary texts. Your listening comprehension skills will be enhanced as you complete on-line listening activities, listen to and reflect on your classmates' reactions to different discussion topics, as you watch short videos related to cultural topics about the Francophone world, and as you watch and analyze the film that accompanies the textbook, *Encore*. You will further develop your writing skills by writing reaction essays related to the reading texts and in-class activities. Finally, as you have done in your previous French courses, you will compare and

contrast French and Francophone cultures with your own.

HOW THIS ONLINE COURSE WORKS

Mode of delivery: This course will be delivered 100% online. This course follows the same structure of in-person classroom courses, but instead of in-person class meetings, students have the opportunity to engage in optional synchronous class sessions in Zoom with the instructor and classmates for interaction, additional conversation practice, and to ask questions. These sessions take place during the normally scheduled class time. This course is for students who need a flexible schedule or who cannot attend in-person classes, but who would still like a structured class with the possibility of interaction with the instructor and classmates, and the opportunity to ask questions via Zoom.

Pace of online activities: This course is divided into **chapter unit modules** that follow a set schedule. Students are expected to keep pace with regular daily homework. Windows for completing exams and other assignments are explained in the schedule.

Credit hours and work expectations: This is a **4-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 4 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 8 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Attendance and participation requirements: While there is no penalty for not attending the live Zoom sessions, students are encouraged to attend as many as they can to get to know the instructor and classmates, and to have more opportunities to improve their French. Attending sessions is the best way to prepare for the final oral exam for the course. Getting to know classmates will also facilitate collaboration on the final group project. The synchronous sessions will be recorded so that students can (re)view them at a later time.

- **Participating in online response activity for participation: DAILY** You are expected to log in to the course in Carmen every day to watch a presentation video of the material for that day. You are not required to attend the live Zoom practice session, but you are required to watch the pre-recorded presentation video (available 24 hours before class time) and write a response to the questions in your daily participation assignment activity on Carmen.
- **Office hours and live sessions: OPTIONAL**
Office hours are optional.
- **Participating in discussion forums: AS INDICATED IN THE SCHEDULE**
Please see the class schedule for the due dates for these and all other assignments.

COURSE MATERIALS AND TECHNOLOGIES

Textbooks

Required Materials: (You have 3 options for purchasing your textbook)

1. Loose-leaf book with MindTap 1-semester access code

Bundle: Encore Intermediate French: Niveau intermediaire, Loose-leaf Version, 2nd + MindTap, 1 term Printed Access Card
ISBN 9780357294963

2. MindTap Instant Access code (includes eBook access)

Wong/Weber-Fève/Lair/VanPatten -MindTap for Wong/Weber-Fève/Lair/VanPatten's Encore Intermediate French, Student Edition: Niveau intermediaire, 1 term Instant Access
ISBN 9780357423981
© 2020
2nd Edition

3. Cengage Unlimited 1 Semester

\$119.99
ISBN 9780335770006

Placement Exams

You are required to fill out the 'course registration form' on the first day of class to ensure that you are taking the appropriate level of French. If your instructor finds that you need to take the French language placement exam, you must do so before the second Friday of the semester. If the exam has not been taken at this point it will be too late for you to enroll in any other French classes and you may risk being dropped from the class. Information about taking the online French placement exam can be found [here](#). Please note that your placement results are preliminary, and verification may be needed. Please contact your instructor or the Placement Adviser (Julie Parson, parson.30@osu.edu) if you have any questions.

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
- MindTap (Cengage) for online homework (<https://cengage.force.com/s/>)

- MindTap (Cengage) Privacy Policy (<https://www.cengage.com/privacy/>)

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)
- MindTap for online homework ([MindTap tech help](#))
- 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	PERCENTAGE
Devoirs [Homework found on MindTap - See Carmen]	20%
Participation Grade	10%
Compositions (2)	10%
Interrogations (12) (prep checks)	5%
Interrogations orales: <i>Oui, je peux dire!</i> (4) (Speaking quizzes)	10%
Contrôles (3) [Chapter quizzes]	15%
Projet final [Group Oral Presentation]	10%
Examen final [Final Exam]	10%
Examen oral final [Final Oral Exam]	10%
Total	100%

See course schedule below for due dates.

Descriptions of major course assignments

Devoirs [Homework]

Because at-home preparation is critical, the homework grade is given substantial weight, 20%. Not doing homework on time will have a negative impact on your grade. You are assigned homework to prepare you for the next day's class lesson and activities. You are expected to have prepared all homework for each class before each class session (before 8am of each class day).

(1) Daily Online Homework:

Daily homework for this course must be completed online in MindTap. Your instructor will give you instructions to help you register for MindTap.

Homework in MindTap is automatically graded by MindTap. If you get some items wrong, you may redo the activity 2 more times (3 total attempts) to obtain a better score.

When you log into MindTap to do your homework, you will see the due date for each set of assignments. You have until before the class hour on the day that each assignment is due to complete each assignment. For example, for assignments due Tuesday November 20, if your class is at 9:00 AM, you must complete them by 8:59 am on Tuesday Nov. 20 to receive credit.

** Please note that you do not need to wait until the due date to complete assignments. Due dates reflect the last possible date you can do the assignments, but you can and should always work ahead when possible. You are encouraged to do homework daily rather than waiting until the end of the chapter. You can see all of the activities due for the entire course when you log in, or you can click the calendar icon to see activities due each week.

It is your responsibility to consult the syllabus and to log into MindTap (not Carmen) to see the due dates for each assignment. Your instructor is not obligated to accept any late work.

(2) Cultural Summary Homework:

You will write brief summaries of cultural readings assigned in your textbook. These assignments are assigned in Carmen. Please refer to your daily schedule and Carmen (not MindTap) for due dates.

Rubric for Cultural Summary Homework:

<i>Meets Expectations:</i> Student has summarized important main ideas from the text concisely in own language demonstrating excellent comprehension of the text and has provided a good reaction to at least one idea in summary. Summary is well-organized and cohesive. While some structures may be non-native, summary is easy to follow and would be easily understood by a sympathetic native speaker.	10
<i>Meets Most Expectations:</i> Student has mostly summarized important main ideas from the text demonstrating overall good comprehension of text and has provided an adequate reaction to at least one idea in summary. Many traces of non-native structures but would still be understood by a sympathetic native speaker with some effort. Did not copy sentences from text.	9-8
<i>Meets Some Expectations:</i> Student has summarized some important main ideas from the text, but summary suggests student may not have fully comprehended the main points of the text. Student has provided adequate reaction to at least one idea in summary. Significant structural/lexical errors make some parts of summary difficult for sympathetic native speakers to comprehend. Did not copy sentences from text.	7
<i>Needs Work:</i> Student has not adequately summarized important main ideas from the text and/or focused on insignificant details of text. Summary suggests student had difficulty understanding the text. Reaction statement to text is either missing or is weak. Student either copied sentences from the text or the text contained significant structural/lexical errors that render parts or the entire summary incomprehensible.	1-6

(3) Discussion Forums: You will engage in four discussion forums in Carmen. In addition to posting your response, you must respond/react to at least one of your classmate's posts to receive full credit. The purpose of this activity is not to practice grammar but for you to communicate your ideas to your classmates using language you have learned so far. You may make some errors but do your best to make your ideas and responses comprehensible to your classmates. Your instructor will not correct grammatical errors in this assignment but may respond to some of the posts. Dues dates for these assignments are listed in your syllabus as well as in Carmen.

Rubric for discussion forums

	Meets All Expectations 4	Meets some Expectations 3	Unsatisfactory 0-2
Response to question is thorough and on time. Shows thought and reflection. (4 pts)			
	Meets All Expectations 4	Meets some Expectations 3	Unsatisfactory 0-2
Response to classmates is thorough and on time. Shows thought and reflection. (4 pts)			
	Meets All Expectations 2	Meets some Expectations 1	Unsatisfactory 0
Language errors are minor and do not interfere with comprehensibility. (2 pts)			
			TOTAL: / 10

(4) Self-recording activities: You will have four speaking activities in which you video record yourself speaking on a designated topic and submit these recordings to your instructor. These activities are in MindTap and you will submit these to your instructor in MindTap. Dues dates for these assignments are listed in your syllabus as well as in MindTap. You may receive .5 extra credit points toward these activities for each Zoom class session you attend. There is a maximum of 2 bonus points per assignment.

(5) Partner recording activities: You will have four conversation activities that you will do online with a partner in MindTap. You will video record these activities and submit them to your instructor in MindTap. Dues dates for these assignments are listed in your syllabus as well as on MindTap. You may receive .5 extra credit points toward these activities for each Zoom class session you attend. There is a maximum of 2 bonus points per assignment.

It is your responsibility to consult the syllabus and to log into MindTap to see the due dates for each assignment. You can see the due dates each week by clicking on the calendar icon in MindTap. **Your instructor is not obligated to accept any late work.** (Please note that the due dates for the Discussion Forums are listed on Carmen.)

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

Compositions:

You will write two compositions. You will be required to write 150-300 words (double-spaced) for each composition on subjects related to themes covered in *Encore*. You will receive each composition prompt ahead of time. You may use your textbook for this exercise. You may use electronic devices to access the e-book only. No electronic dictionaries, (Web) translators, Internet tools, reference guides, notes, etc. are permitted. Use of these electronic tools will be considered academic misconduct.

	Range	Score
Organization (5 pts)		
• <i>Exceeds Expectations:</i> Information is organized in a clear and logical manner with appropriate transitions.	5	_____
• <i>Meets Expectations:</i> Information is organized in a clear and logical manner. Evidence of good attempts to use transitions.	3-4	_____
• <i>Needs Work:</i> Organization needs improvement; ideas not always logically connected; little or no evidence of transitions.	1-2	_____
Content (5 pts)		

<ul style="list-style-type: none"> • <i>Exceeds Expectations</i>: Information is complete and relevant to the task; interesting information provided. • <i>Meets Expectations</i>: Information is adequate and related to the task, but could use more detail or development. • <i>Needs Work</i>: Minimal information is provided and/or the information is not related to the task. 	5 3-4 1-2	_____ _____ _____
Language (5 pts) <ul style="list-style-type: none"> • <i>Exceeds Expectations</i>: Minor errors that do not interfere with comprehensibility; wide range of structures and vocabulary for this level. • <i>Meets Expectations</i>: Evidence of some structural errors, but comprehensibility is not compromised; adequate range of structures and vocabulary for this level. • <i>Needs Work</i>: Lack of attention to grammar and vocabulary; frequent or significant errors in vocabulary and/or structures that interfere with comprehensibility. 	5 3-4 1-2	_____ _____ _____
Mechanics (5 pts) <ul style="list-style-type: none"> • <i>Exceeds Expectations</i>: Excellent spelling, use of accents, and punctuation. • <i>Meets Expectations</i>: Minor errors in spelling and use of accent marks/punctuation. • <i>Needs Work</i>: Many errors in spelling and use of accent marks/punctuation. 	5 3-4 1-2	_____ _____ _____
TOTAL		/ 20

Academic integrity and collaboration: Composition assignments should be your own original work. The use of an online translator, such as Google translate, is considered academic misconduct. Additionally, you must complete the compositions yourself, without any external help or communication.

Weekly Participation/Preparation Grade:

Regular attendance and participation in class activities are essential for successful language acquisition. In order to progress in understanding and speaking French, you must hear and speak it on a regular basis. Therefore, you should prepare carefully for class by reading all the assigned pages indicated in your daily syllabus and do all the necessary assignments in MindTap before each class session. You will be asked to volunteer often and participate actively. Making errors is normal, but it is necessary that you make your best effort to speak French at all times, even during partner and small group work. The only exception to this rule is during designated cultural discussions, at which time a limited amount of English is permitted so that you can analyze and have an in-depth discussion about the products, practices, and perspectives of Francophone cultures. You will also be given an opportunity to ask questions in English (if needed) at the end of each class session. You may receive .5 extra credit pts for each in-person or Zoom session you attend toward an assignment that requires speaking (i.e., self-recording or partner recording assignments), toward an oral quiz grade or toward your participation grade. Please note that there is a 2 point per assignment maximum (5 points possible on the Final Oral Exam).

Presentation Videos: For your participation/preparation grade, you will watch brief presentation videos that your instructor will put on Carmen to help clarify and solidify what you learned from your homework to prepare you for each class lesson. Watch these videos, identify and answer the **question du jour** in French, and identify your instructor's answer to the question du jour. You should also write down 1-2 things you learned from the pre-recorded presentation video. You will complete a participation report in Carmen before each in-person or Zoom class. Videos are available at least 24 hours before class, and the report must be submitted before your scheduled in-person or Zoom class. Please note that a maximum of 2 points per week bonus may be applied to your participation grade. Please see the section on bonuses for more information.

The following scale is used to assess each day of your weekly performance:

Meets All Expectations 5	Meets Some Expectations 3-4	Unsatisfactory 0-2
Participation report coherently summarizes in English one to two	Report summarizes in English one to two things	Report does not summarize at least thing

things learned from the presentation session.	learned from the presentation session.	learned from the presentation session.
In French, the student accurately identifies the question du jour , answers the question adequately, and reports on at least one response to the question from the instructor.	Report does not accurately identify in French the question du jour . The student does not adequately answer the question and/or does not report on at least one response to the question from the instructor.	Report does not identify in French the question du jour . The student does not answer the question and/or does not report on at least one response to the question from the instructor.

Each day, you will receive a performance grade (5 pts maximum each day). These scores will be averaged at the end of the semester to obtain your final participation grade for the course.

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

Interrogations vocabulaires [Prep checks]

You will have 12 preparation checks over the course of the semester, as indicated on the schedule. The purpose of these checks is to verify that students have studied the vocabulary and have read the texts for the day's lesson. There are two types of prep checks: (1) Interrogation vocabulaire and (2) Interrogation lecture. The *interrogation vocabulaire* may include questions about the reading text the vocabulary is taken from. You should be able to do well if you have read the material and completed the assigned MindTap activities on your own the night before. Each check will take no more than 5 minutes of class time. At the end of the semester, your two lowest grades will be dropped. Makeup checks will not be administered.

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

Contrôles (3) [Chapter quizzes]:

There will be three chapter quizzes, typically one every two chapters. These chapter quizzes are in Carmen and are timed. Once you start the quiz, you must complete it in the time allowed. You cannot return to a question once you have moved on to the next question. Please consult Carmen and the daily schedule to determine when these quizzes open and when you need to complete these quizzes.

These quizzes will assess your proficiency in listening comprehension and writing as well as your comprehension of the cultural information in *Encore*. You can also expect questions related to the film, *Encore*. The quizzes are driven by the communicative learning goals (listed in your daily schedule) that shape your class discussions each day, so it is important that you pay attention to what is discussed in class each day. To prepare for the quizzes, attend in-person and Zoom class regularly, complete all homework on time, and participate in class as best you can. Review the communicative learning goals for each lesson and make sure you can answer all the questions and remember what your classmates said in relation to each goal.

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.

Interrogations orales: Oui, je peux dire! [Speaking quizzes]

You will take short speaking quizzes called *Oui, je peux dire!* to assess your speaking ability. You will access these quizzes in Carmen.

You must **video record** these quizzes and submit them to your instructor. You may re-record yourself as many times as you wish and submit the version that you feel is the best. However, once a recording is submitted, you cannot submit it again. All recordings must be submitted before midnight. You may not seek any language assistance from anyone to do this recording. The use of translators is strictly prohibited. Questions are randomized so different students will receive different questions.

Practicing speaking by attending class sessions and engaging in online speaking activities with your classmates will help you prepare for these speaking quizzes.

Please refer to your daily schedule and Carmen for due dates.

Rubric for <i>Oui, je peux dire!</i>	
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. Speech is natural and spontaneous. Student is not reading from a pre-written text. 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. Speech is natural and spontaneous even if not very fluid. Student is not reading from a pre-written text. 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. Student appears to be reading from a pre-written text. 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. Student appears to be reading from a pre-written text.	1-6

Academic integrity and collaboration: These are timed quizzes that 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 them yourself, without any external help or communication.

Extra Credit Opportunities

There are a number of ways to earn extra credit toward your participation grade and speaking assignments/quizzes grades (i.e., self-recordings, partner recordings, oral quizzes).

(1) *Liaisons musicales* and *Si vous y allez* cultural activities: In the textbook *Liaisons*, you will see short cultural notes about music and interesting places to visit in the Francophone world in the side bars of the book. These same culture notes can be found in MindTap with expansion activities. You may complete these activities in MindTap for ½ an extra credit point each toward your **weekly participation grade**. You may do as many of these as you like but you can only count two of these a week (for a total of 1 pt a week) toward each week's participation grade. You may complete these activities in English.

(2) Café +: You may receive extra credit toward a speaking assignment (i.e., self-recording or partner recording), speaking quiz or weekly participation grade by attending the online French conversation table Café +. You will

earn .5 pt for attending 2 15-minute Café + sessions. (Note: A no-show to a Café + online conversation table results in needing to complete 3 sessions to receive .5 points.) Please see “Activities” section for more info about Café +.

(3) Attendance and active participation in in-person and Zoom sessions: You will receive .5 extra credit pts for each in-person and Zoom session you attend and actively participate in toward your weekly participation grade, a speaking assignment (i.e., self-recording or partner recording) or speaking quiz. Please note that there is a maximum of 2 points per assignment (5 point maximum on the Final Oral Exam).

Projet final:

Your final project is a group project that will involve making and filming a morning news/talk show in French. The requirements for this assignment are explained in detail on Carmen. You will receive an individual and a group grade on this project. You will provide a link to your project for your instructor and classmates to view during the last week of class. Your classmates will vote for their favorite show. For your participation grade for the last week of class, you will watch your classmates’ videos and comment on what you learned from each show.

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.

Examen oral final [final oral exam]

Your final oral exam consists of a short interview with your instructor and a classmate. This exam will take place in Zoom during the last week of class. The requirements for this assignment are explained in detail on Carmen.

Academic integrity and collaboration: No external resources of any kind are permitted. The use of an online translator, such as Google translate, is considered academic misconduct.

Examen final [final exam]

The final exam covers chapters 7-9 in *Encore*. The final exam is a timed exam in Carmen. Once you start the exam, you must complete it in the time allowed. You cannot return to a question once you have moved on to the next question.

The exam will take place during Final Exam Week based on the University Final Exam Schedule. Please see Carmen for your final exam date and time.

Academic integrity and collaboration: The final exam is 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 final exam yourself, without any external help or communication.

Late assignments

Your participation grade in the course will be assessed via a daily response you submit on Carmen (please see the weekly participation grade section above), and all assignments are due on their due date. You are advised to not wait till the last minute to complete assignments to avoid glitches with technology. **No late work will be accepted.**

Please make sure that you proactively read the syllabus and schedule and that you understand what assignments are due and when.

Policy for Timed Assignments/Exams

Timed assignments (an exam, for example) must be completed during the window it is open. If you know ahead of time that you won't be able to complete a timed assignment for an acceptable extenuating circumstance (see below) during the window it is open, please contact your instructor as far in advance as possible so an alternative assignment window may be opened for you.

Some examples of **ACCEPTABLE** extenuating circumstances include:

- Emergency/extreme situations such as illness, family medical emergency, or death in the family
- A career interview that cannot be rescheduled outside of class time [documentation required]
- Governmental duties such as subpoenas, jury duty, and military service [documentation required]

Some examples of **UNACCEPTABLE** excuses include:

- Family vacations
- Conflicts with work schedule
- Athletic, recreational and other activities that are not affiliated with OSU

Grading scale

93-100: A

90-92: A-

88-89: B+

83-87: B

80-82: B-

78-79: C+

73-77: C

70-72: C-

68-69: D+

65-67: D

64 and below: 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 large weekly assignments, 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**.

OTHER COURSE POLICIES

Discussion and communication guidelines

A significant component of our interactions in this class will occur through Zoom videoconferencing. Because this mode of discussion has benefits and challenges that differ from in-person class sessions, I want to share my expectations for how we will meet and communicate:

- **Technical Issues:** If you encounter a technical issue with Zoom during a session, first make sure you are using the latest version of Zoom. Next, contact the IT Service Desk at go.osu.edu/it or 614-688-4357(HELP). If issues continue, contact me after the session to learn how to make up for the missed content either via a recording or other means. I will not be able to address technical issues during a live session.
- **Preparation:** Come to the session having completed any readings or pre-work and be ready to have open, civil, and supportive discussions in video and chat spaces. I ask that you update your Zoom profile with your preferred name and add a picture with your face.
- **Participation:** At the start of our sessions, I will share specific expectations for how to use the chat, how to interact, and how to raise questions or concerns as we go. If you are unsure about expectations or are unsure about raising a question, please follow up with me afterward to make sure your questions are answered. Plan to be present during the entire class session as much as you are able. For some activities, I may ask you to share your faces on camera so that we can see each other and connect. Please feel encouraged to use a non-distracting [virtual background](#). Many students and instructors prefer not to share their remote spaces for a variety of reasons. Mute your microphone when others are talking to minimize background noise in the meeting.

If you have any concerns about participating in class over Zoom in this way, please let me know. My goal is to create a safe environment where we can benefit from seeing each other and connecting, but I want to prioritize your safety and well-being.

Recordings: This course uses video and audio recordings of class lectures, student presentations, and related materials. These recordings are available to all students presently enrolled in the course. Please note that you are not allowed to share these recordings. This is to protect your FERPA rights and those of your fellow students.

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
- MindTap (Cengage) Accessibility (<https://www.cengage.com/accessibility/>)

Typing Accents in French

Typing French accents on your computer is an essential part of completing your assignments correctly. Please see this [link](#) for detailed instructions. [Google Input Tools](#) is another option for creating French accent marks on a computer. It is considered a spelling error if you do not type in accents as required.

Connect with the Department of French and Italian

As you learn about the exciting topics featured in this course, we encourage you to enhance your studies by connecting with the Department of French and Italian. Though they will not be meeting this term, the department

has a French Club and an Italian Club and organizes a variety of events throughout the year including scholarly lectures, music performances, and film screenings in future terms. Stay in touch with us via Twitter at @FRIT_OSU or via Facebook at facebook.com/fritatosu!

If you really love your class, consider adding a major or minor. The Department of French and Italian offers four majors and two minors, through which you will discover the appreciation of other cultures, become bilingual, widen your career opportunities, and gain valuable skills. We offer study abroad programs in Québec, Canada; Dijon, Montpellier, Nantes and Paris, France; Bologna, Lecce and Siena, Italy; and Dakar, Senegal for all levels of language proficiency. The department holds an annual scholarship competition with awards that can be used towards tuition or study abroad. We would also be happy to help you make a plan for double majoring. Learn more about Why Study French or Italian at frit.osu.edu/ug.

Activities:

French Club

You are encouraged to join the French Club in a future term; the group attends French films together, organizes French meals and meets regularly to have discussions. Your instructor will provide you with more information or you may contact the Department of French and Italian at 292-4938.

Café +

We encourage you throughout your academic career at OSU to participate in **Café +**, an inter-level French conversation table sponsored and led by FIGSA (French and Italian Graduate Student Association). Graduate Teaching Associates host 1-hour Zoom sessions, divided into 15-minute slots, that can be used for tutoring or conversation practice. You will need to sign up before hand for a 15-minute slot and fill out the required information (please make sure you reserve your time using your OSU name.# email address so your bonus can be credited to you correctly). Only Café + conversation practice will count toward your extra credit points (not tutoring). Once you have attended 2 conversation sessions (a total of 30 minutes), you will receive .5 point towards a speaking quiz, speaking assignment, or weekly participation grade. You can sign up for Café + [here](#). PLEASE NOTE: Failure to attend a Café + conversation group without canceling at least 30 minutes in advance will be marked as a no-show. If you have a no-show, you will need to attend 3 Café + meetings to receive .5 bonus.

French Resources

The French channel TV5 offers [tools](#) for furthering your study of the French language.

The Crane Café is open in the Hagerty Hall World Media and Culture Center. For information please visit this site: <https://cllc.osu.edu/http%3A/wmcc.osu.edu/cranecafe.htm/crane-café>

Students can access international television broadcasts in a comfortable café setting, with state-of-the-art overhead speakers for access to audio transmissions.

Please visit the [Departmental Web site](#) to learn more about French resources (films, restaurants, clubs) in this area along with links to Francophone sites in categories such as government, press, business, and culture. In addition, the Departmental site gives detailed information about studying French beyond the 100-level. Information pertaining to studying abroad can be found at the [Office of International Affairs](#) web site.

COURSE SCHEDULE

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

French 1103.01 Semester Schedule AU2021 Distance

Semaine 1			
Jour	Leçon	Class Outcomes	Homework

Mardi 24 août	Introduction au cours Préparation pour le film pp. 4-5	Brief introductions; class overview Find out the date and time of your final exam!	See MindTap
Mercredi 25 août	Ch P V1	1. Compare & contrast how people in the Francophone world introduce themselves with your culture (What info is shared? What is appropriate or inappropriate to discuss?) 2. Formulate appropriate questions to ask a classmate as you meet each other this first week.	See MindTap
Jeudi 26 août	Ch P G1	Discover what you have in common with your classmates so far. 2. What are you going to do this weekend?	See MindTap Self-recording activity #1 UP-56 La semaine prochaine (due before midnight)
Vendredi 27 août	Ch 1 V1 IN CARMEN BEFORE ZOOM SESSION Interro #1 (V1)	1. Compare & contrast cultural symbols in the Francophone world with those in your own culture. 2. Why is the <i>fleur de lys</i> such a popular symbol in the United States?	See MindTap

Semaine 2			
Jour	Leçon	Class Outcomes	Homework
Mardi 31 août	Ch 1, G1 & G3	1. What animals are symbolic and for which cultures? 2. What pleases/displeases your professor and classmates? 3. Discover travel habits of your classmates to see if you can travel with them.	See MindTap
Mercredi 1 sept	Ch 1 G2;	1. What things and activities have symbolic value and for which cultures? 2. What are the eating habits of your classmates? 3. What foods are symbolic?	
Jeudi 2 sept	Ch 1 Le film <i>Encore</i> ; Cultures francophones: <i>Que symbolise la</i>	1. What objects are symbolic in the film <i>Encore</i> ? 2. What objects have symbolic value for you? 3. What types of people please and displease you? 4. What does the Tour Eiffel symbolize?	See MindTap Culture summary #1 due before 8AM.

	<i>Tour Eiffel</i> , p. 43 Synthèse		Discussion forum #1: U1-132 <i>Les symboles des cultures francophones</i> open
Vendredi 3 sept	Un pas vers la lecture; Un pas vers l'écriture- Calligrammes , pp. 54-57 IN CARMEN BEFORE ZOOM SESSION Interro #2 (lecture)	Learn about Guillaume Apollinaire and create a calligramme	See MindTap DUE TODAY U1-132 <i>Les symboles des cultures francophones</i> closes midnight

Semaine 3			
Jour	Leçon	Class Outcomes	Homework
Mardi 7 sept	Ch 2 V1 Introduction of final project IN CARMEN BEFORE ZOOM SESSION: Interro #3 (V1)	1. Compare & contrast values in the Francophone world with those in your culture. 2. What are your personal values?	See MindTap Partner recording activity #1 U2-25 <i>À votre avis</i> (due mercredi)
Mercredi 8 sept	Ch 2, G1	1. What cultures do you & your classmates associate certain values with? 2. What values do your classmates associate celebrities with? 3. Where would you like to live and what values do you associate with these places?	See MindTap Partner recording activity #1 U2-25 <i>À votre avis</i> (due before midnight)
Jeudi 9 sept	Ch 2 G2	1. Which journalists do you respect? 2. Which famous people would you like to interview? 3. Understand the difference between questions ouvertes , questions fermées and questions neutres and know how to form these questions.	See MindTap

Vendredi 10 sept	Ch 2 G3	Think of clever questions to ask your classmates & professor to discover what their values are.	See MindTap
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Semaine 4			
Jour	Leçon	Class Outcomes	Homework
Mardi 14 sept	Ch 2, Cultures francophones: <i>Le Québec chante ses valeurs</i> , p. 79; Synthèse	1. What role does music play in your life? 2. Compare the role that music plays in Quebec with the role it plays in your culture. 3. Compare values you associate with all the places you have lived at.	See MindTap Culture Summary #2 due before 8am Discussion forum #2: U2-125 <i>La musique comme valeur culturelle</i> open
Mercredi 15 sept	IN CARMEN: Contrôle #1 Ch P-2 (due 11:59 pm) Interrogation orale #1 (due 11:59 pm)	No Zoom Session	See MindTap Interrogation orale #1
Jeudi 16 sept	Ch 3, V1 IN CARMEN BEFORE ZOOM SESSION: Interro #4 (V1)	1. Describe and compare families with each other. 2. Are friends also family? What does the class think?	See MindTap DUE TODAY U2-125 <i>La musique comme valeur culturelle</i> closes midnight
Vendredi 17 sept	Ch 3, G1	1. Compare your possessions with your classmates to see whose possessions you prefer. 2. What objects would you allow people to borrow from you? What does that say about you? 3. What are your favorite brands?	See MindTap

Semaine 5			
Jour	Leçon	Class Outcomes	Homework
Mardi 21 sept	Ch 3 G2; Cultures francophones: <i>Vie de famille et carrière professionnelle</i> , p. 115	1. How would you describe your university? 2. Consider the different policies that exist in different countries regarding leave time for families having a child. What do these policies say about how family is conceptualized in these different cultures?	See MindTap Culture summary #3 due before 8AM.
Mercredi 22 sept	Ch 3 G3	Find out what your classmates did and with whom they spent time with last week.	See MindTap
Jeudi 23 sept	Ch 3 Le film <i>Encore</i> ; Synthèse	1. Do you resemble anyone in your family? 2. Talk about activities you did this month. Explain if these activities are suitable for families to do together.	See MindTap
Vendredi 24 sept	Ch 4 V2 IN CARMEN BEFORE ZOOM SESSION: Interro #5 (V2)	1. What do you associate with your identity? 2. Describe your personal fashion style and what you associate with different types of styles. What do your shoes say about your personality?	See MindTap Self-recording activity #2 U4-79 <i>Perceptions et reseaux sociaux</i> due before midnight

Semaine 6			
Jour	Leçon	Class Outcomes	Homework
Mardi 28 sept	Ch 4 G1	1. Which cultures do you associate with certain ingredients? 2. Find out if your classmates like exotic foods. 3. What activities would you recommend that new students at your school do and not do?	See MindTap
Mercredi 29 sept	Ch 4 G2	1. How do you feel when people give you style suggestions? 2. Are you more like an activist or a geek?	See MindTap Partner recording activity #2 U4-111 <i>Conseils de mode</i> (due jeudi)
Jeudi 30 sept	Ch 4 G3	1. Talk about various preferences. 2. Is physical appearance important to you in constructing your identity?	See MindTap Partner recording activity #2 U4-111 <i>Conseils</i>

			<i>de mode</i> (due before midnight)
Vendredi 1 oct	Ch 4 Cultures francophones: <i>Lalla Essaydi: L'identité de la femme</i> , p. 153 Synthèse	1. Who is Lalla Essaydi and what is the purpose of her art? 2. Describe what someone has done for you that makes you appreciate this person. 3. What do people tend to associate with your identity? Do you like/dislike what they associate with you?	See MindTap Culture summary #4 due before 8AM.

Semaine 7			
Jour	Leçon	Class Outcomes	Homework
Mardi 5 oct	Un pas vers la lecture <i>Ru</i> – Kim Thùý IN CARMEN BEFORE ZOOM SESSION : Interro #6 (lecture)	1. Who is Kim Thùý? 2. What type of novel is <i>Ru</i> ? 3. What are the main themes of <i>Ru</i> ? 4. Do you know how you got your name?	See MindTap Discussion forum #3: U4-189 <i>Ru</i> de Kim Thùý open
Mercredi 6 oct	IN CARMEN : Contrôle #2 Ch 3 &4 (due 11:59 pm) Interrogation orale #2 (due 11:59 pm)	No zoom session Complete contrôle #2	See MindTap Interrogation orale #2
Jeudi 7 oct	IN CARMEN: Composition n°1	No zoom session Complete composition	See MindTap DUE TODAY Discussion forum #3: U4-189 <i>Ru</i> de Kim Thùý closes
Vendredi 8 oct	Ch 5 V1 Cultures francophones: <i>L'amitié franco-québécoise</i> p. 187	1. Compare the notion of friendship in the Francophone world and in your culture. 2. What activities should one engage in to make new friends? 3. Learn about the relationship between France & Quebec. What are some examples of the amicable relationship between France & Quebec?	See MindTap Culture summary #5 due before 8AM.

Semaine 8			
Jour	Leçon	Class Outcomes	Homework
Mardi 12 oct	Ch 5 G1 Start discussing final project and form groups	1. Interview a classmate to learn about some important events in his/her life. 2. Find out how long your professor has been doing certain activities.	See MindTap
Mercredi 13 oct	Ch 5 G3	Learn about classmates' pasts. Do your classmates have a past that surprises you?	See MindTap Self-recording activit #3 U5-145 Ma chambre d'enfant due before midnight
Jeudi 14 oct	Pas de cours	Autumn Break	Pas de cours
Vendredi 15 oct	Pas de cours	Autumn Break	Pas de cours

Semaine 9			
Jour	Leçon	Class Outcomes	Homework
Mardi 19 oct	Ch 5, Le film <i>Encore</i> ; Synthèse	1. Discuss films that have the theme of friendship. 2. Talk about different places you have lived in and what your favorite city is. 3. Describe something that happened in your childhood that made you laugh.	See MindTap
Mercredi 20 oct	Ch 6, V1, Ch 6, G1 IN CARMEN BEFORE ZOOM SESSION: Interro #7 (V1)	1. Which cultures do you associate certain appearances with? 1. Compare different types of appearances. 2. Describe how people you know dress.	See MindTap
Jeudi 21 oct	Ch 6, G2	1. Should there be dress codes for students and professors? 2. In what situations is it acceptable to dress alike? 3. Are you for or against school uniforms?	See MindTap
Vendredi 22 oct	Ch 6 V2 IN CARMEN	1. Talk about clothing and accessories that you prefer. 2. Describe your city.	See MindTap

	BEFORE ZOOM SESSION : Interro #8 (V2)		Partner recording activity #3 U6-75 Ça s'harmonise bien (due mardi)
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Semaine 10			
Jour	Leçon	Class Outcomes	Homework
Mardi 26 oct	Ch 6, G3	1. Expressing regrets 2. Talk about your day yesterday	See MindTap DUE TODAY: Partner recording activity #3 U6-75 Ça s'harmonise bien (due before midnight)
Mercredi 27 oct	Ch 6 Cultures francophones: <i>Chanel, symbole de l'élégance</i> , p. 223 Synthèse	1. Why did Coco Chanel have such a big influence on fashion? 2. Describe the appearance of someone you find attractive. 3. Compare your weekly schedule with classmates.	See MindTap Culture summary #6 due before 8AM.
Jeudi 28 oct	IN CARMEN: Contrôle #3 Ch 5 & 6 (due 11:59 pm) Interrogation orale #3 (due 11:59 pm)	No Zoom session Complete contrôle #3	Interrogation orale #3
Vendredi 29 oct	Ch 7, V1 IN CARMEN BEFORE ZOOM SESSION : Interro #9 (V1)	1. What challenges/difficulties do you think about a lot? 2. What are the greatest challenges that Francophone cultures and your culture face? 3. Discuss different challenges that different groups of people face.	See MindTap

Semaine 11			
Jour	Leçon	Class Outcomes	Homework
Mardi 2 nov	Ch 7, G1	1. How would you react to certain situations? 2. Talk about whether you think certain people around you should change some things about them.	See MindTap
Mercredi 3 nov	Ch 7, V2 Cultures francophones: <i>La langue française et ses défis</i> p. 259	What challenges/difficulties do students face and what is the best way to cope with these challenges? Are you prone to stress? Finalize title and concept for final project and turn in to instructor by the end of the day !	See MindTap Culture summary #7 due before 8AM. DUE TODAY: Title and concept for final project (11: 59 pm) Discussion forum #4 U7-77 Gérer le stress open
Jeudi 4 nov	Ch 7 G2 G3 (conjunctions only)	Discuss challenges and possibilities after graduation.	See MindTap DUE TODAY Discussion forum #4 U7-77 Gérer le stress closes midnight
Vendredi 5 nov	IN CARMEN: Composition #2 (due 11:59 pm)	No zoom session Work on composition #2	See MindTap

Semaine 12			
Jour	Leçon	Class Outcomes	Homework
Mardi 9 nov	Ch 7 Un pas vers la lecture : <i>Entretien avec Corneille</i>	Learn about singer Corneille and react to his song “Parce qu’on vient de loin.”	See MindTap Self-recording activity #4 U7-181 Présentations

	IN CARMEN BEFORE CLASS : Interro #10 (lecture)		due before midnight Pensez aux idées pour le projet final
Mercredi 10 nov	Ch 7, Le film <i>Encore</i> ; Synthèse	1. Analyze André's character. 2. Talk about personal challenges. 3. Talk about how someone surprised you.	See MindTap
Jeudi 11 nov	Pas de cours	Veterans day – no class	Pas de cours
Vendredi 12 nov	Ch 8 V1 (only être digne de confiance & avoir confiance dans/en) V2 (all) IN CARMEN BEFORE ZOOM SESSION: Interro #11 (Vocab)	1. How much trust do you put in people? 2. Would you say you are a reliable person?	See MindTap

Semaine 13			
Jour	Leçon	Class Outcomes	Homework
Mardi 16 nov	Ch 8 Cultures francophones: <i>Confiance dans le « Made in France »</i> p. 295 Préparation pour projet final	What criteria must be met to have the label “Made in France”?	See MindTap Culture summary #8 due before 8AM. Partner recording activity #4 U8-122 À nous: Confiance dans le « Made in France » (due vendredi)
Mercredi 17 nov	Ch 8, G1	1. Do you tend to be a procrastinator? 2. Are you trustworthy?	See MindTap DUE TODAY:

			1 st draft of scenario for final project (11:59 pm) DUE TODAY : Partner recording activity #4 U8-122 À nous: Confiance dans le « Made in France » (due before midnight)
Jeudi 18 nov	Ch 8, G2 Synthèse #1	1. Talk about good and bad services you have received and discuss whether they were reliable. 2. Who in the class has been a victim of theft or identity theft? 3. Who do you trust implicitly and why?	See MindTap
Vendredi 19 nov	Ch 8 Synthèse #2 Ch 9 V1: (only attirant(e) & être attiré(e) par) V2 (all) IN CARMEN BEFORE ZOOM SESSION: Interro #12 (vocab) Interrogation orale #4 (due 11:59 pm)	1. Talk about what you intend to do to have a more secure future? 2. Which physical traits do you find attractive?	See MindTap Interrogation orale #4 due 11:59 pm

Semaine 14			
Jour	Leçon	Class Outcomes	Homework
Mardi 23 nov	Ch 9, G1	1. Describe an attraction in your city. 2. Talk about products from different establishments.	See MindTap
Mercredi 24 nov	Pas de cours	Thanksgiving Holiday – No Zoom session	Pas de cours
Jeudi 25 nov	Pas de cours	Thanksgiving Holiday – No Zoom session	Pas de cours
Vendredi 26 nov	Pas de cours	Thanksgiving Holiday – No Zoom session	Pas de cours

Semaine 15			
Jour	Leçon	Class Outcomes	Homework
Mardi 30 nov	Ch 9, G3	Talk about what you would have liked to do differently in hindsight.	See MindTap
Mercredi 1 dec	Ch 9, Le film <i>Encore</i> ; Synthèse Le film <i>Encore</i> , epilogue Cultures francophones: <i>Sénégal: le mouton le plus attirant</i> p. 333	Talk about the potential attraction between Claire and André. 1. Learn about “Khar bii” and talk about similar shows in your culture. What criteria are used to judge attractiveness in these shows? 2. What animals are considered sacred in different cultures? 3. Talk about what you think will happen to Claire.	See MindTap Culture summary #9 due before 8AM.
Jeudi 2 dec	Final project link due before noon, Final oral exams	No zoom session	DUE TODAY: Final project link due before noon
Vendredi 3 dec	View final projects in Carmen, Final oral exams	No zoom session	View final projects in Carmen

Semaine 16			
Jour	Leçon	Class Outcomes	Homework
Mar 7 déc	View final projects in Carmen, Final oral exams	No Zoom session	View final projects in Carmen
Mer 8 déc	Last day of class Révision Final oral exams		DUE TODAY: Comments on final projects (11:59 pm)
Jeu 9 déc	Pas de cours	Pas de cours	Pas de cours
Ven 10 déc	Review the date and time of your final exam!		

Date and time of your final exam _____

French 1103.01 Syllabus

Instructor: _____ Telephone / email: _____/_____

Office: _____ Office Hours: _____ Final Exam: _____

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.

Welcome to French 1103.01! In this course, you will further develop your ability to read, speak, write, and understand French. In order for this to happen, you need to hear A LOT of French and interact in French. For this reason, your instructor will make every effort to speak exclusively in French and you are expected to make your best effort to interact with your instructor and classmates in French as well.

Keep in mind that making errors is a natural and necessary part of learning a new language, so please do not feel nervous when you make mistakes speaking in class. The activities in this course will allow you to learn interesting information about your classmates, your instructors, and the French-speaking world in addition to helping you refine your skills in French.

Course Objectives:

French 1103.01 is the third course of a sequence that leads to fulfillment of the general education (GE) requirement for the Foreign Language category. This course builds on and furthers the development of cultural knowledge and linguistic competency in speaking, listening, reading, and writing from the first two courses (1101 and 1102) to enable you to interact in French and to deepen your understanding of the cultural products, practices, and perspectives of the Francophone world. This course satisfies the expected learning outcomes for the GE in a variety of ways. You will continue to refine your speaking skills by completing tasks with your classmates together as a class and in pairs and small groups. You will improve your reading skills by reading increasingly more elaborate authentic cultural and literary texts. Your listening comprehension skills will be enhanced as you complete on-line listening activities, listen to and reflect on your classmates' reactions to different discussion topics, as you watch short videos related to cultural topics about the Francophone world, and as you watch and analyze the film that accompanies the textbook, *Encore*. You will further develop your writing skills by writing reaction essays related to the reading texts and in-class activities. Finally, as you have done in your previous French courses, you will compare and contrast French and Francophone cultures with your own.

At the end of French 1103, you should 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 like 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.

Placement Exams:

You are required to fill out the 'course registration form' to ensure that you are taking the appropriate level of French. If your instructor finds that you need to take the French language placement exam, you must do so before the third Friday of the semester. If the exam has not been taken at this point it will be too late for you to enroll in any other French classes and you may risk being dropped from the class. You may take the exam by contacting the FLC (Foreign Language Center (614-292-4361); a BuckID is necessary. Please contact your instructor or the Placement Adviser (Julie Parson, parson.30@osu.edu) if you have any questions.

Grading Scale:					
A 93-100	B+ 88-89	B- 80-82	C 73-77	D+ 68-69	E 64-0
A- 90-92	B 83-87	C+ 78-79	C- 70-72	D 65-67	

Passing grade is a D, but students receiving a grade below C are strongly encouraged to retake the course. In case of P/NP option, the passing grade for continuing to the next class is a C. Auditors are required to attend class and participate in class activities.

Consider Majoring or Minor 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 learning more about French and Francophone cultures, please contact your instructor for information about majoring and minoring in French.

Required Materials: (You have 3 options for purchasing your textbook)

1. Loose-leaf book with MindTap 1-semester access code

Bundle: Encore Intermediate French: Niveau intermediaire, Loose-leaf Version, 2nd + MindTap, 1 term Printed Access Card
ISBN 9780357294963

2. MindTap Instant Access code (includes eBook access)

Wong/Weber-Fève/Lair/VanPatten -MindTap for Wong/Weber-Fève/Lair/Vanpatten's Encore Intermediate French, Student Edition: Niveau intermediaire, 1 term Instant Access
ISBN 9780357423981

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2nd Edition

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Course Evaluation:

20% Devoirs quotidiens [Daily Mindtap Homework + Cultural Summaries and Discussion Forums on Carmen]

15% Weekly Participation Grade

10% Compositions (2)

5% Interrogations (12) (prep checks)

15% Contrôles/Chapter Tests (3) *

10% Interrogation orale: *Oui, je peux dire!* (4) (Speaking quizzes)

10% Examen oral/Projet final

15% Examen final (chapitres 7-9)

(*Exams and Test dates: Please note the dates of tests on the syllabus. Make-ups, which will be given only if you can present a valid written excuse, are to be scheduled at your instructor's convenience. Missed tests will count as a zero.)

Devoirs [Homework]:

Because at-home preparation is critical, the homework grade is given substantial weight, 20%. Not doing homework on time will have a negative impact on your grade. You are assigned homework to prepare you for the next day's in-class lesson and activities. You are expected to have prepared all homework for each class before coming to class (before 8 AM of each class day).

(1) Daily Online Homework:

Daily homework for this course must be completed online in Mindtap. On the first day of class, your instructor will give you instructions to help you register for Mindtap.

Homework in Mindtap is automatically graded by Mindtap. If you get some items wrong, you may redo the activity 2 more times (3 total attempts) to obtain a better score.

When you log into Mindtap to do your homework, you will see the due date for each set of assignments. You have until 8:00 am on the day that each assignment is due to complete each assignment. For example, for assignments due Tuesday November 18, you must complete them by 8:00am on Tuesday Nov. 18 to receive full credit. Assignments completed after the due date will be given half credit.

** Please note that you do not need to wait until the due date to complete assignments. Due dates reflect the last possible date you can do the assignments, but you can and should always work ahead when possible. You are encouraged to do homework daily rather than waiting until the end of the chapter. You can see all of the activities due for the entire course when you log in, or you can click the calendar icon to see activities due each week.

It is your responsibility to consult the syllabus and to log into Mindtap (not Carmen) to see the due dates for each assignment. Your instructor is not obligated to accept any late work.

(2) Culture Summary Homework:

You will write brief summaries of cultural readings assigned in your textbook. These assignments are assigned in Carmen. Please refer to your daily schedule and Carmen (not Mindtap) for due dates.

(3) Discussion Forums: You will engage in a few discussion forums on Carmen. In addition to posting your response, you must respond/react to at least one of your classmate's posts to receive full credit. The purpose of this activity is not to practice grammar but for you to communicate your ideas to your classmates using language you have learned so far. You may make some errors but do your best to make your ideas and responses comprehensible to your classmates. Your instructor will not correct

grammatical errors in this assignment but may respond to some of the posts. Dues dates for these assignments are listed in your syllabus as well as on Carmen.

Rubric for discussion forums

	Meets All Expectations 4	Meets some Expectations 3	Unsatisfactory 0-2
Response to question is thorough and on time. Shows thought and reflection. (4 pts)			
	Meets All Expectations 4	Meets some Expectations 3	Unsatisfactory 0-2
Response to classmates is thorough and on time. Shows thought and reflection. (4 pts)			
	Meets All Expectations 2	Meets some Expectations 1	Unsatisfactory 0
Language errors are minor and do not interfere with comprehensibility. (2 pts)			
			TOTAL: / 10

Weekly Participation Grade:

Regular attendance and participation in class activities are essential for successful language acquisition. In order to progress in understanding and speaking French, you must hear and speak it on a regular basis. Therefore, you must prepare carefully for class by reading all the assigned pages indicated in your daily syllabus and do all the necessary assignments in Mindtap before class. You will be asked to volunteer often and participate actively. Making errors is normal, but it is necessary that you make your best effort to speak French at all times, even during partner and small group work. The only exception to this rule is during designated cultural discussions, at which time a limited amount of English is permitted so that you can analyze and have an in-depth discussion about the products, practices, and perspectives of Francophone cultures. Finally, group discussion is encouraged; arrange the desks in a semi-circle before class begins and do not feel the need to be called on before speaking.

The following scale is used to assess your weekly performance:

Performance Grade

20	18-19	16-17	14-15	0-14
Volunteers to speak in class frequently without being called on. Attentive and prepared for class.	Volunteers to speak in class frequently without being called on. Attentive and prepared for class.	Attentive and prepared for class but rarely volunteers to speak in class or only speaks when called on.	Not always attentive and/or prepared. Rarely volunteers to speak in class or only speaks when called on.	Not always attentive and/or prepared. Rarely volunteers to speak in class or only speaks when called on.
Consistently makes excellent contributions to class discussions.		Good participation in small group work but does not	Does not always participate well in	Does not participate well in pair/small group work.

Excellent participation in pair/small group work.	Excellent participation in pair/small group work.	volunteer adequately to speak in class.	pair/small group work.	
Excellent efforts to use French at all times, even when not engaged in class activities (except during designated cultural discussions as described in your syllabus).	Good efforts to use French at all times (except during designated cultural discussions as described in your syllabus).	Could participate better in pair/small group work.		Needs to make better effort to use French in class.
No inappropriate phone or electronic device use in class.	No inappropriate phone or electronic device use in class.	Volunteers to speak in class but need to make better effort to use French more in class.	Needs to make better effort to use French in class or excessive use of English in class.	Some or frequent inappropriate use of phone or other electronic devices in class.
On time. No absences.	On time. No absences.	No inappropriate phone or other electronic device use in class.	Some inappropriate use of phone or other electronic devices in class.	Often/sometimes late.
		Occasionally late. No absences.	Absent at least once in a week. Often or sometimes late.	Absent more than once in a week.

5 points off for each unexcused absence.

You will receive a 20 pt. performance grade approximately once a week. These scores will be averaged at the end of the semester to obtain your final participation grade for the course.

As a reminder, unexcused absences (i.e., without a written medical excuse) or tardiness will result in a lower performance grade. If you are absent, logically, you cannot be there to contribute to classroom discussions and activities. You are allowed 4 grace absences that will not affect your performance grade (see more info below regarding absences and grace absences). Further absences beyond these 4 will negatively impact your participation grade.

Checking e-mail, social media, web surfing or doing homework during class time will have a negative impact on your grade!

Extra Credit Toward Participation Grade

There are a number of ways to earn extra credit toward your participation grade.

(1) *Encore une mélodie* and *Coin culturel* cultural activities: In the textbook *Encore*, you will see short cultural notes about music and interesting cultural information in the side bars of the book. These same culture notes can be found in Mindtap with expansion activities. You may complete these activities in Mindtap for ½ an extra credit point each toward your weekly participation grade. You may do as many of these as you like but you can only count two of these a week (for a total of 1 pt a week) toward each week's participation grade. To receive extra credit, you must inform your instructor of the activities that you've completed. You may complete these activities in English.

(2) Café +: You may receive extra credit by attending the French conversation table Café +. You will earn 1 pt if you attend for 30 minutes and 2 pts if you attend for one hour each week. A maximum of 2 pts a week of Café + extra credit may be earned toward your participation grade. Please see "Activities" section for more info about Café +.

(3) French Club: You may receive up to 2 pts a week for attending French club activities. See “Activities” section for more info.

Policy on Absences

Daily class attendance is crucial for the development of your language skills and therefore for success in this course. Regular attendance is expected. Absences will be closely monitored and fall into three categories: **excused absences**, **grace absences**, and **unexcused absences**. Any unexcused absences will negatively affect your final course grade.

Excused absences:

Makeup work/exams will be permitted only when the instructor is presented with verifiable documentation for acceptable excusable absences. “Verifiable” means that you can provide *official, original* documentation to account for the reason. Such documentation typically provides a phone number that can be called for verification. It is your responsibility to notify your instructor of any excused absence as far in advance as possible. Legitimate excused absences must be accompanied by dated written documentation in the form of: an official letter or note from a doctor with contact phone number, letter on letterhead from the company/establishment of the career interview, death notice/obituary, program from funeral, official note from OSU coach/advisor, and so on. When in doubt of the kind of documentation needed, please ask your instructor.

You must provide verifiable documentation to your instructor upon your return to class. If you cannot provide documentation upon your return to class, you must negotiate a reasonable time frame with your instructor in which to provide this documentation. This reasonable time frame should not exceed 1 week. If you do not let your instructor know that you have documentation when you return to class, your absence will not be excused. No documentation will be accepted after the last day of class.

Since participation and in-class communicative activities cannot be made up, the number of excused absences cannot exceed 16. That is, even if a student has valid documentation or an accommodation from SLDS, the total number of excused absences cannot exceed 16. If a student has more than 16 absences, even if they can provide valid documentation for those absences, we cannot excuse them. Students will then receive 0s for their participation points and any assignments due on those days after 16 excused (with documentation) absences. Students who find themselves in this situation should notify their academic counselor as soon as possible to explore options for late withdrawal or retroactive withdrawal.

Grace Absences: There may be times when you may not feel well but not seek medical attention or you have personal events that make it difficult to attend class. For these reasons, you will be allowed **4 “grace absences”** (equivalent to *1 week of class*) without the need for official documentation that will not affect your *participation grade*. You may not use grace absences to make up quizzes, exams, presentations or compositions. Note that should you be absent the day of a quiz, exam, presentation, or composition, you must present *official, documented proof* of illness or of some other calamity in order to be able to make it up. Otherwise, you will *receive a zero!*

Please use these 4 grace absences wisely! They should be reserved for foreseeable or unforeseeable events and emergencies, *and illness for which medical attention is not sought*. Any additional absences beyond the 4 “grace absences” will be considered **unexcused**.

Note: *The BuckMD Explanatory Statement for Absence from Class* forms will NOT be accepted as official documentation for this course. You are given 4 grace absences because we take into account that there are times you may not feel well but not see a doctor. You are expected to reserve and use your 4 grace absences to cover this and any other type of absence that cannot be officially documented.

Unexcused Absences: Any additional absences (beyond the “4 grace absences” and any excused absences [maximum 16]) will be considered *unexcused*.

Each unexcused absence will result in the lowering of your final course grade by 1% at the end of the semester. For example, if your overall grade is 92% (A-) and you have three (3) *unexcused* absences (beyond the “4 grace absences” and any allowed excused absences), your final assigned course grade will be 89% (B+) [i.e., 92% - 3% = 89%].

In sum, make sure that you clearly understand the attendance and tardiness policies for this course, that you keep track of your own attendance and tardiness records, and that you make wise decisions regarding if and when you miss class.

Please note: It is your responsibility to know when your final is as well as dates for all other exams/quizzes, compositions, presentations, etc. Do not make travel arrangements before you know your exam schedule and other important in-class assignment due dates. Having purchased a plane ticket (either by you or someone else) or other arrangements for travel that falls on an exam day is not a legitimate excuse to make up or reschedule exams/assignments.

Some examples of **ACCEPTABLE** excuses include:

- Emergency/extreme situations such as illness, family medical emergency, or death in the family
- A career interview that cannot be rescheduled outside of class time
- Governmental duties such as subpoenas, jury duty, and military service

Some examples of **UNACCEPTABLE** excuses include:

- Family vacations
- Conflicts with work schedule (You are a student first at OSU. Instructors expect students' class schedule/performance to take precedence over work schedules.)
- Athletic/recreational activities that are not affiliated with OSU
- Note from Student Health Services that indicates "The patient was not seen here during this condition..."
- Note from a professor/instructor of another course indicating that you were late/weren't in French class due to your choice to attend office hours or other meeting offered during the hours of your French course.

Compositions:

You will write two in-class compositions. You will be required to write 150-300 words (double-spaced) for each composition on subjects related to themes covered in *Encore*. You will receive each composition prompt ahead of time. You may use your textbook for this exercise. You may use electronic devices to access the e-book only. No electronic dictionaries, (Web) translators, Internet tools, reference guides, notes, etc. are permitted. Use of these electronic tools will be considered academic misconduct. You will have fifty (50) minutes to write the in-class composition and will be graded on the following:

	Range	Score
Organization (5 pts) <ul style="list-style-type: none"> • <i>Exceeds Expectations:</i> Information is organized in a clear and logical manner with appropriate transitions. • <i>Meets Expectations:</i> Information is organized in a clear and logical manner. Evidence of good attempts to use transitions. • <i>Needs Work:</i> Organization needs improvement; ideas not always logically connected; little or no evidence of transitions. 	5 3-4 1-2	_____ _____ _____
Content (5 pts) <ul style="list-style-type: none"> • <i>Exceeds Expectations:</i> Information is complete and relevant to the task; interesting information provided. • <i>Meets Expectations:</i> Information is adequate and related to the task, but could use more detail or development. • <i>Needs Work:</i> Minimal information is provided and/or the information is not related to the task. 	5 3-4 1-2	_____ _____ _____
Language (5 pts) <ul style="list-style-type: none"> • <i>Exceeds Expectations:</i> Minor errors that do not interfere with comprehensibility; wide range of structures and vocabulary for this level. • <i>Meets Expectations:</i> Evidence of some structural errors, but comprehensibility is not compromised; adequate range of structures and vocabulary for this level. • <i>Needs Work:</i> Lack of attention to grammar and vocabulary; frequent or significant errors in vocabulary and/or structures that interfere with comprehensibility. 	5 3-4 1-2	_____ _____ _____
Mechanics (5 pts) <ul style="list-style-type: none"> • <i>Exceeds Expectations:</i> Excellent spelling, use of accents, and punctuation. • <i>Meets Expectations:</i> Minor errors in spelling and use of accent marks/punctuation. • <i>Needs Work:</i> Many errors in spelling and use of accent marks/punctuation. 	5 3-4 1-2	_____ _____ _____
TOTAL		/ 20

Interrogations [Preparation checks]:

You will have 12 preparation checks over the course of the semester, as indicated on the schedule. The purpose of these checks is to verify that students have studied the vocabulary and have read the texts for the day's lesson. There are two types of prep checks: (1) Interrogation vocabulaire and (2) Interrogation lecture. The *interrogation vocabulaire* may include questions about the reading text the vocabulary is taken from. You should be able to do well if you have read the material and completed the assigned Mindtap activities on your own the night before. Each check will take no more than 5 minutes of class time. At the end of the semester, your two lowest grades will be dropped. Makeup checks will not be administered.

Contrôles (3) [Chapter quizzes]:

There will be three chapter quizzes, typically one every two chapters. These quizzes will assess your proficiency in listening comprehension and writing as well as your comprehension of the cultural information in *Encore*. You can also expect questions related to the film, *Encore*, that you watch in class. The quizzes are driven by the communicative learning goals (listed in your daily schedule) that shape your class discussions each day, so it is important that you pay attention to what is discussed in class each day. To prepare for the quizzes, attend class regularly, complete all homework on time, and participate in class as best you can. Review the communicative learning goals for each lesson and make sure you can answer all the questions and remember what your classmates said in relation to each goal.

Your *contrôles* will be returned to you to go over during class when they have been graded, but you must return them to your instructor at the end of class.

Interrogations orales: *Oui, je peux dire!* [Speaking quizzes]:

You will take short speaking quizzes called *Oui, je peux dire!* to assess your speaking ability. You will access these quizzes in Carmen.

You may re-record yourself as many times as you wish and submit the version that you feel is the best. However, once a recording is submitted, you cannot submit it again. All recordings must be submitted before midnight. You may not seek any language assistance from anyone to do this recording. The use of translators is strictly prohibited.

Please refer to your daily schedule and Carmen for due dates.

Rubric for <i>Oui, je peux dire!</i>	
<i>Meets Expectations:</i> 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
<i>Meets Most Expectations:</i> 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
<i>Meets Some Expectations:</i> 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
<i>Needs Work:</i> 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

Examen oral/Projet final:

Your final oral exam is a group project that will involve making and filming a morning news/talk show in French. If you do not wish to film your show, you may also perform it live for the class. Your instructor will provide you with a document with more details about this activity. You will receive an individual and a group grade on this exam.

Examen final [final exam]:

The final exam will cover chapters 7-9 in *Encore*. The exam will take place during Final Exam Week based on the University Final Exam Schedule. Note the date and time of your exam in the space below:

Makeup Exams

Makeup exams are given only for emergency/extreme conditions with the proper documentation.* Students who are absent on the day of the exam for an excusable reason* should contact the instructor to make up the exam **before** or **immediately** following their absence. If a student fails to contact the instructor within 24 hours of missing an exam, a make-up may not be given. Students who know in

advance that they must be absent on an exam day for an excusable reason* should make arrangements with the instructor to take the exam **prior to** the exam day. If a student is absent on the day of the exam for an unexcused reason, he/she will receive a zero on the exam. Exams must be made up within 3 days. If an exam is not made up by then, the instructor will not administer a makeup exam. After 3 days, the Language Program Director (wong.240@osu.edu) will determine whether a student may make up an exam.

* See **Policy on Absences** above

Disability Services

Students with disabilities who require accommodations for access and participation in this course must be registered with the Office for Disability Services (ODS). Please contact ODS at (614) 292-3307 or (614) 292-0901 (TDD). **After registering with Student Life Disability Services, students need to contact their instructor as soon as possible so that your instructor knows that you have requested an accommodation. We cannot guarantee that accommodations can be provided if requests are made less than 3 days prior to exams.**

Counseling Services: If you feel a need to see a counselor/therapist, there is a broad range of confidential mental health services available on campus through the Office of Student Life's Counseling and Consultation Service (CCS). You can visit their website (ccs.osu.edu) or call 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. 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 Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

E-Mail

You are expected to check your e-mail frequently as your instructor may send you important messages at any time throughout the semester.

Typing Accents in French

If you are required to hand in any typed assignments in French, the following Web site explains how to enter French accent marks on the computer:

<https://frit.osu.edu/undergrad/language-program/french-resources/reference>

This page may be printed out for ease of use. It is considered a spelling error if you do not type in accents as required.

Activities:

French Club

You are encouraged to join the French Club; the group attends French films together, organizes French meals and meets regularly to have discussions. Your instructor will provide you with more information or you may contact the Department of French and Italian at 292-4938.

Café +

We encourage you throughout your academic career at OSU to participate in **Café +**, an inter-level French conversation table sponsored and led by FIGSA (French and Italian Graduate Student Association). **Café +** meets on a weekly basis and invites French speakers of **all** levels to get together over coffee and practice French conversational skills in a casual and friendly environment. Topics of

discussion are diverse, and generally follow the interests of the students in attendance. Café + meets in the Crane Café in Hagerty Hall. (Just look for the reserved tables to find the group.) This is an excellent opportunity to improve your speaking skills and enlarge your French vocabulary in a casual, real-world setting! Your instructor will provide you with this semester's Café + meeting days and times when they are made available, or you may contact the Department of French and Italian at 292-4938.

French Resources

The French channel TV5 is available on dormitory televisions as optional channel 606:
http://www.tv5.org/TV5Site/programmes/accueil_continent.php

The Crane Café is open in the Hagerty Hall World Media and Culture Center. For information please visit this site: <https://cllc.osu.edu/http%3A/wmcc.osu.edu/cranecafe.htm/crane-café>
 Students can access international television broadcasts in a comfortable café setting, with state-of-the-art overhead speakers for access to audio transmissions.

Please visit the Departmental Web site to learn more about French resources (films, restaurants, clubs) in this area along with links to Francophone sites in categories such as government, press, business, and culture. In addition, the Departmental site gives detailed information about studying French beyond the 100-level. Information pertaining to studying abroad can be found at the Office of International Affairs Web site: <http://oia.osu.edu/>

Disruptive Behavior

According to the Code of Student Conduct disorderly or disruptive behavior that unreasonably interferes with university activities or with the legitimate activities of a member of the university community is prohibited.

Phones/Electronic Devices

The program does not permit the use of cell phones or other electronic devices in class. Exceptions will be made for assistive technologies for the vision-or hearing-impaired in consultation with ODS.

Academic Misconduct

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 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 classrooms, 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.

Connect with the Department of French and Italian

As you learn about the exciting topics featured in this course, we encourage you to enhance your studies by connecting with the Department of French and Italian. The department has a French Club and an Italian Club, and organizes a variety of events throughout the year including scholarly lectures, music performances, and film screenings. Stay in touch with us via Twitter at @FRIT_OSU or via Facebook at [facebook.com/fritatosu](https://www.facebook.com/fritatosu)!

If you really love your class, consider adding a major or minor. The Department of French and Italian offers four majors and two minors, through which you will discover the appreciation of other cultures, become bilingual, widen your career opportunities, and gain valuable skills. We offer study abroad programs in Québec, Canada; Dijon, Montpellier, Nantes and Paris, France; Bologna, Lecce and Siena, Italy; and Dakar, Senegal for all levels of language proficiency. The department holds an annual scholarship competition with awards that can be used towards tuition or study abroad. We would also be happy to help you make a plan for double majoring. Learn more about Why Study French or Italian at frit.osu.edu/ug.

Devoir (*homework*) #1
2 points

Your first homework assignment is to acknowledge that you have read all the information in this course description carefully by signing the form below.

By signing below, I certify that I have thoroughly read and understand the Course Description and Academic Integrity Statement for the French course in which I am currently enrolled.

Print name: _____

Signature: _____

Date: _____

Turn this page in to your instructor to get credit for this homework assignment.

French 1103.01 Semester Schedule SPRING 2020

Semaine 1			
Jour	Leçon	Class Outcomes	Homework
Mar 7 janvier	Introduction au cours Préparation pour le film pp. 4-5	Brief introductions; class overview Find out the date and time of your final exam!	See Mindtap
Mer 8 janvier	Ch P V1	1. Compare & contrast how people in the Francophone world introduce themselves with your culture (What info is shared? What is appropriate or inappropriate to discuss?) 2. Formulate appropriate questions to ask a classmate as you meet each other this first week.	See Mindtap
Jeu 9 janvier	Ch P G1	Discover what you have in common with your classmates so far. 2. What are you going to do this weekend?	See Mindtap
Ven 10 janvier	Ch 1 V1 Interro #1 (vocab)	1. Compare & contrast cultural symbols in the Francophone world with those in your own culture. 2. Why is the <i>fleur de lys</i> such a popular symbol in the United States?	See Mindtap

Semaine 2			
Jour	Leçon	Class Outcomes	Homework
Mar 14 janvier	Ch 1, G1 & G3	1. What animals are symbolic and for which cultures? 2. What pleases/displeases your professor and classmates? 3. Discover travel habits of your classmates to see if you can travel with them.	See Mindtap
Mer 15 janvier	Ch 1 G2;	1. What things and activities have symbolic value and for which cultures? 2. What are the eating habits of your classmates? 3. What foods are symbolic?	
Jeu 16 janvier	Ch 1 Le film <i>Encore</i> ; Cultures francophones: <i>Que symbolise la Tour Eiffel</i> , p. 43 Synthèse	1. What objects are symbolic in the film <i>Encore</i> ? 2. What objects have symbolic value for you? 3. What types of people please and displease you? 4. What does the Tour Eiffel symbolize?	See Mindtap Culture summary #1 due before 8AM. Discussion forum: Les symboles des cultures francophones
Ven 17 janvier	Un pas vers la lecture; Un pas vers l'écriture- Calligrammes, pp. 54-57 Interro #2 (lecture)	Learn about Guillaume Apollinaire and create a calligramme	See Mindtap

Semaine 3			
Jour	Leçon	Class Outcomes	Homework
Mar 21 janvier	Ch 2 V1 Interro #3 (vocab)	1. Compare & contrast values in the Francophone world with those in your culture. 2. What are your personal values?	See Mindtap
Mer 22 janvier	Ch 2, G1	1. What cultures do you & your classmates associate certain values with? 2. What values do your classmates associate celebrities with ? 3. Where would you like to live and what values do you associate with these places?	See Mindtap
Jeu 23 janvier	Ch 2 G2	1. Which journalists do you respect? 2. Which famous people would you like to interview? 3. Understand the difference between questions ouvertes, questions fermées and questions neutres and know how to form these questions.	See Mindtap
Ven 24 janvier	Ch 2 G3	Think of clever questions to ask your classmates & professor to discover what their values are.	See Mindtap

Semaine 4			
Jour	Leçon	Class Outcomes	Homework
Mar 28 janvier	Ch 2, Cultures francophones: <i>Le Québec chante ses valeurs</i> , p. 79; Synthèse	1. What role does music play in your life? 2. Compare the role that music plays in Quebec with the role it plays in your culture. 3. Compare values you associate with all the places you have lived at.	See Mindtap Culture Summary #2 due before 8am Discussion forum: <i>La musique comme valeur culturelle</i>
Mer 29 janvier	IN CLASS: Contrôle #1 Ch P-2 Interrogation orale #1		See Mindtap Interrogation orale #1
Jeu 30 janvier	Ch 3, V1 Interro #4 (vocab)	1. Describe and compare families with each other. 2. Are friends also family? What does the class think?	See Mindtap
Ven 31 janvier	Ch 3, G1	1. Compare your possessions with your classmates to see whose possessions you prefer. 2. What objects would you allow people to borrow from you? What does that say about you? 3. What are your favorite brands?	See Mindtap

Semaine 5			
Jour	Leçon	Class Outcomes	Homework
Mar 4 février	Ch 3 G2; Cultures francophones: <i>Vie de famille et carrière professionnelle</i> , p. 115	1. How would you describe your university? 2. Consider the different policies that exist in different countries regarding leave time for families having a child. What do these policies say about how family is conceptualized in these different cultures?	See Mindtap Culture summary #3 due before 8AM. Discussion forum: <i>La famille: manifestations et tendances</i>
Mer 5 février	Ch 3 G3	Find out what your classmates did and with whom they spent time with last week.	See Mindtap
Jeu 6 février	Ch 3 Le film <i>Encore</i> ; Synthèse	1. Do you resemble anyone in your family? 2. Talk about activities you did this month. Explain if these activities are suitable for families to do together.	See Mindtap
Ven 7 février	Ch 4 V2 Interro #5 (vocab)	1. What do you associate with your identity? 2. Describe your personal fashion style and what you associate with different types of styles. What do your shoes say about your personality?	See Mindtap

Semaine 6			
Jour	Leçon	Class Outcomes	Homework
Mar 11 février	Ch 4 G1	1. Which cultures do you associate with certain ingredients? 2. Find out if your classmates like exotic foods. 3. What activities would you recommend that new students at your school do and not do?	See Mindtap
Mer 12 février	Ch 4 G2	1. How do you feel when people give you style suggestions? 2. Are you more like an activist or a geek?	See Mindtap
Jeu 13 février	Ch 4 G3	1. Talk about various preferences. 2. Is physical appearance important to you in constructing your identity?	See Mindtap
Ven 14 février	Ch 4 Cultures francophones: <i>Lalla Essaydi: L'identité de la femme</i> , p. 153 Synthèse	1. Who is Lalla Essaydi and what is the purpose of her art? 2. Describe what someone has done for you that makes you appreciate this person. 3. What do people tend to associate with your identity? Do you like/dislike what they associate with you?	See Mindtap Culture summary #4 due before 8AM.

Semaine7			
Jour	Leçon	Class Outcomes	Homework
Mar 18 février	Un pas vers la lecture <i>Ru</i> – Kim Thùý Interro #6 (lecture)	1. Who is Kim Thùý? 2. What type of novel is <i>Ru</i> ? 3. What are the main themes of <i>Ru</i> ? 4. Do you know how you got your name?	See Mindtap Discussion forum: <i>Ru</i> de Kim Thùý
Mer 19 février	IN CLASS : Contrôle #2 Ch 3 &4 Interrogation orale #2		See Mindtap Interrogation orale #2
Jeu 20 février	IN CLASS: Composition n°1 (Un compte rendu, p. 166)		See Mindtap
Ven 21 février	Ch 5 V1 Cultures francophones: <i>L'amitié franco-québécoise</i> p. 187	1. Compare the notion of friendship in the Francophone world and in your culture. 2. What activities should one engage in to make new friends? 3. Learn about the relationship between France & Quebec. What are some examples of the amicable relationship between France & Quebec?	See Mindtap Culture summary #5 due before 8AM. Discussion forum: <i>L'amitié dans le monde francophone</i>

Semaine 8			
Jour	Leçon	Class Outcomes	Homework
Mar 25 février	Ch 5 G1	1. Interview a classmate to learn about some important events in his/her life. 2. Find out how long your professor has been doing certain activities.	See Mindtap
Mer 26 février	Ch 5 G3	Learn about classmates' pasts. Do your classmates have a past that surprises you?	See Mindtap
Jeu 27 février	Ch 5, Le film <i>Encore</i> ; Synthèse	1. Discuss films that have the theme of friendship. 2. Talk about different places you have lived in and what your favorite city is. 3. Describe something that happened in your childhood that made you laugh.	See Mindtap
Ven 28 février	Ch 6, V1, Ch 6, G1 Interro #7 (vocab)	1. Which cultures do you associate certain appearances with? 1. Compare different types of appearances. 2. Describe how people you know dress.	See Mindtap

Semaine 9			
Jour	Leçon	Class Outcomes	Homework
Mar 3 mars	Ch 6, G2	1. Should there be dress codes for students and professors? 2. In what situations is it acceptable to dress alike? 3. Are you for or against school uniforms?	See Mindtap
Mer 4 mars	Ch 6 V2 Interro #8 (vocab)	1. Talk about clothing and accessories that you prefer. 2. Describe your city.	See Mindtap
Jeu 5 mars	Ch 6, G3	1. Expressing regrets 2. Talk about your day yesterday	See Mindtap
Ven 6 mars	Ch 6 Cultures francophones: <i>Chanel, symbole de l'élégance</i> , p. 223 Synthèse	1. Why did Coco Chanel have such a big influence on fashion? 2. Describe the appearance of someone you find attractive. 3. Compare your weekly schedule with classmates.	See Mindtap Culture summary #6 due before 8AM. Discussion forum <i>Chanel, symbole de l'élégance</i>

Semaine 10			
Jour	Leçon	Class Outcomes	Homework
Mar 10 mars	Pas de cours	Pas de cours	Pas de cours
Mer 11 mars	Pas de cours	Pas de cours	Pas de cours
Jeu 12 mars	Pas de cours	Pas de cours	Pas de cours
Ven 13 mars	Pas de cours	Pas de cours	Pas de cours

Semaine 11			
Jour	Leçon	Class Outcomes	Homework
Mar 17 mars	IN CLASS: Contrôle #3 Ch 5 & 6 Interrogation orale #3		See Mindtap Interrogation orale #3
Mer 18 mars	Ch 7, V1 Interro #9 (vocab)	1. What challenges/difficulties do you think about a lot? 2. What are the greatest challenges that Francophone cultures and your culture face? 3. Discuss different challenges that different groups of people face.	See Mindtap

Jeu 19 mars	Ch 7, G1	1. How would you react to certain situations? 2. Talk about whether you think certain people around you should change some things about them.	See Mindtap
Ven 20 mars	Ch 7, V2 Cultures francophones: <i>La langue française et ses défis</i> p. 259	What challenges/difficulties do students face and what is the best way to cope with these challenges? Are you prone to stress?	See Mindtap Culture summary #7 due before 8AM. Discussion forum <i>Nos soucis</i>

Semaine 12			
Jour	Leçon	Class Outcomes	Homework
Mar 24 mars	Ch 7 G2 G3 (conjunctions only)	Discuss challenges and possibilities after graduation.	See Mindtap
Mer 25 mars	IN CLASS: In-class composition #2		See Mindtap
Jeu 26 mars	Ch 7 Un pas vers la lecture : <i>Entretien avec Corneille</i> Interro #10 (lecture)	Learn about singer Corneille and react to his song “Parce qu’on vient de loin.”	See Mindtap Pensez aux idées pour le projet final
Ven 27 mars	Ch 7, Le film <i>Encore</i> ; Synthèse DUE TODAY : Titre et concept pour <i>Concours Artis</i>	1. Analyze André’s character. 2. Talk about personal challenges. 3. Talk about how someone surprised you.	See Mindtap

Semaine 13			
Jour	Leçon	Class Outcomes	Homework
Mar 31 mars	Ch 8 V1 (only être digne de confiance & avoir confiance dans/en) V2 (all) Interro #11 (vocab)	1. How much trust do you put in people? 2. Would you say you are a reliable person?	See Mindtap
Mer 1 avril	Ch 8 Cultures francophones: <i>Confiance dans le « Made in France »</i> p. 295 Préparation pour projet final	What criteria must be met to have the label “Made in France”?	See Mindtap Culture summary #8 due before 8AM. Discussion forum <i>Les notions de confiance</i>
Jeu 2 avril	Ch 8, G1	1. Do you tend to be a procrastinator? 2. Are you trustworthy?	See Mindtap
Ven 3 avril	Ch 8, G2 Synthèse #1	1. Talk about good and bad services you have received and discuss whether they were reliable. 2. Who in the class has been a victim of theft or identity theft? 3. Who do you trust implicitly and why?	See Mindtap

Semaine 14			
Jour	Leçon	Class Outcomes	Homework
Mar 7 avril	Ch 8 Synthèse #2 Ch 9 V1: (only attirant(e) & être attiré(e) par) V2 (all) Interro #12 (vocab) Interrogation orale #4	1. Talk about what you intend to do to have a more secure future? 2. Which physical traits do you find attractive?	See Mindtap Interrogation orale #4 due before 5PM Discussion forum <i>Votre société</i>
Mer 8 avril	Ch 9, G1	1. Describe an attraction in your city. 2. Talk about products from different establishments.	See Mindtap
Jeu 9 avril	Ch 9, G3	Talk about what you would have liked to do differently in hindsight.	See Mindtap

Ven 10 avril	Préparation pour le projet final	Pas de cours	Pas de cours
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Semaine 15			
Jour	Leçon	Class Outcomes	Homework
Mar 14 avril	Ch 9, Le film <i>Encore</i> ; Synthèse	Talk about the potential attraction between Claire and André.	See Mindtap
Mer 15 avril	Cultures francophones: <i>Sénégal: le mouton le plus attirant</i> p. 333 Le film <i>Encore</i> , épilogue	1. Learn about “Khar bi” and talk about similar shows in your culture. What criteria are used to judge attractiveness in these shows? 2. What animals are considered sacred in different cultures? 3. Talk about what you think will happen to Claire.	See Mindtap Culture summary #9 due before 8AM.
Jeu 16 avril	IN CLASS : Examen oral/Projet final		See MindTap
Ven 17 avril	Last day of class Révision		See Mindtap

Date and time of your final exam _____

Rationale for creation of permanent synchronous DL French courses 1101.21, 1102.21, 1103.21, and 1155.21

1101.21, 1102.21, 1103.21, and 1155.21 will be permanent synchronous DL versions of the courses offered through the French 1101-1103 sequence. Right now, we offer the following versions of these courses: .01 (In person), .51 (Individualized Instruction), and .61 (Distance Learning Individualized Instruction). With the .21 version we are seeking to create a synchronous DL version. Creating a new code for these courses will make it easier for students to select the version that is best for them.

We are seeking to create synchronous DL versions of these courses for the following main reasons:

1. We hope the course can reach a broader audience and afford greater flexibility for students in the DL format. Since these courses count for the GE requirement in a foreign language, this greater scheduling flexibility will help students meet graduation requirements in a timely fashion. The only permanent DL version of these courses that we currently offer is the .61 versions. However, the .61 versions are Individualized Instruction and asynchronous versions, which are not always a good fit for every student. Moreover, it is not possible to offer French 1155 in the .61 format, so this request would allow us to offer a distance version of that class. Furthermore, offering these courses in a synchronous distance format gives some students (such as high school students or branch campus students) more possibilities for being successful in learning a foreign language.
2. Having a permanent DL version of these courses will also afford the department the option of continuing to offer the courses should the instructor need to be off campus on an SA or for some other reason (particularly if tenure track faculty teach these courses).

Note: These courses are currently being offered as DL due to Covid and are working well.

*Since the GE goals and assessment for the .21 courses will be the same as for the other versions of French 1101, 1102, 1103, and 1155, we are not including the GE assessment documents with these requests.

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: French 1102.21

Instructor: TBA

Summary: Beginning French III Distance

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 Cengage
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> 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		Include privacy policy for Cengage
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. Please include support link for Cengage
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		Please provide accessibility policy for Cengage
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.
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Reviewer Information

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

Notes: Include Cengage documentation as requested above.

^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/>