
Term Information

Effective Term Spring 2025

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 1133
Course Title French for the Health Professions
Transcript Abbreviation French for Health
Course Description This course is designed for French language learners interested in a future career in healthcare, and for current healthcare professionals, including nurses and nursing students, seeking to enhance their skills in the field.
Semester Credit Hours/Units Fixed: 4

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 6 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 No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites 1102.xx or FR1155; or the equivalent.
Exclusions Not open to students with credit for 1103.xx
Electronically Enforced Yes

Cross-Listings

Cross-Listings None

Subject/CIP Code

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

Requirement/Elective Designation

World Languages

Course Details

Course goals or learning objectives/outcomes

- GOAL 1: LANGUAGE USED IN CULTURALLY APPROPRIATE WAYS
 - demonstrate linguistic and cultural competence by accomplishing real-world communicative tasks in culturally appropriate ways in a language other than their first language
- GOAL 2: CULTURE AND INTERCULTURAL COMPETENCE
 - demonstrate knowledge of target culture(s) and attitudes on cultural diversity reflective of an interculturally competent global citizen.

Content Topic List

- Pre-visit tests and procedures: Specimen collection, preparing and educating patients for diagnostic tests.
- Medication Administration: Explaining treatments to patients, initiating intravenous (IV) therapy, safe medication administration, patient education.
- Wound Treatment: Patient education on wound care, dressing wounds, wound evaluation and description.
- Pathology-Centered Scenarios: Managing diabetic adult patients, addressing asthma in children.
- Patient Population Focus: Specific care considerations for geriatric patients post-operation.

Sought Concurrence

No

Attachments

- French 1133 ASC-distance-approval-cover-sheet-.pdf: ASC distance approval sheet
(Other Supporting Documentation. Owner: Willging, Jennifer)
- FR Major Curriculum Map rev 4-26-24.docx: FR major curriculum map
(Other Supporting Documentation. Owner: Willging, Jennifer)
- FFS Major Curriculum Map rev 4-26-24.docx: FFS major curriculum map
(Other Supporting Documentation. Owner: Willging, Jennifer)
- Mutidjo FR1133_French for the health professions_Syllabus_DL.docx: syllabus
(Syllabus. Owner: Willging, Jennifer)

Comments

- - Please uncheck "General Education course" and the Foreign Language legacy boxes. Instead, please check off "General Education course 2021" and then the World Language category. *(by Vankeerbergen, Bernadette Chantal on 05/10/2024 01:16 PM)*
- The ASC Distance Approval Sheet says FR1133.21 and French for the Healthcare Professions, but since Jeremy completed it we decided to eliminate the .21 and the "care" in the title. He said it would be fine to just submit the form this way. *(by Willging, Jennifer on 04/26/2024 01:25 PM)*

COURSE REQUEST
1133 - Status: PENDING

Last Updated: Vankeerbergen,Bernadette
Chantal
08/07/2024

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Willging,Jennifer	04/26/2024 01:27 PM	Submitted for Approval
Approved	Willging,Jennifer	04/26/2024 01:32 PM	Unit Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	05/10/2024 01:19 PM	College Approval
Submitted	Willging,Jennifer	05/11/2024 07:00 AM	Submitted for Approval
Approved	Willging,Jennifer	05/11/2024 07:01 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	08/07/2024 12:42 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	08/07/2024 12:42 PM	ASCCAO Approval



SYLLABUS

FRENCH 1133

French for the Health Professions - Distance

Fall 2024 (full term)

4 credit hours

Mondays and Thursdays, 6:30pm-8:35pm

COURSE OVERVIEW

Instructor

[Name, email, office hours and location]

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; 2 sem cr hrs of 1102.51 or 1102.61; *This course can be taken instead of 1103.*

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 Advisor (**Tracey Adams**, adams.2747@osu.edu) if you have any questions.

Course description

This version of French 1103 takes place in a virtual but synchronous classroom. Regular attendance and active participation are requirements for this course. **Students who need more flexibility when they attend synchronous meetings should sign up for French 1103.61.** This course is designed for students with interests in pursuing health professions as

well as health professionals, nurses, and nursing students wishing to add value to their expertise in the field. FR1133 aims at teaching students how to effectively interact in French with patients, patient's families, other health professionals, and French-speaking patients from various cultural backgrounds, at a low to mid-intermediate level of French. With each unit, students will further their ability to read, speak, write, and understand French as they continue to develop intercultural competence from 1101, 1102 and/or 1155 courses. While students will exploit both oral and written competencies, this course puts an emphasis on oral comprehension and expression, as suited for the health profession. Activities are organized around situations health professionals encounter in their daily practices in a hospital setting, as well as a few centered on selected pathologies and selected patient populations.

Course learning outcomes

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

- Engage in brief conversations with native speakers who are sympathetic to the communicative needs of language learners in the medical context;
- Understand brief discussions by native speakers on familiar topics and topics related to health care;
- Understand presentations and lectures by the instructor on French and Francophone culture accompanied by clarifications and explanations, and as they pertain to cultural differences in health care;
- Read and understand short authentic texts to realize the daily tasks of the health profession;
- Communicate in writing with patients and their families using the grammar and vocabulary you have learned in this course as well as from 1101 and 1102, or 1155;
- demonstrate a broad understanding of a variety of topics related to French and Francophone patients' care, 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 World Languages category of the General Education curriculum, this course is designed to prepare students to be able to do the following:

GE Goals:

World Languages Goals and Objectives		
Goals	Expected Learning Outcomes	Relevant assignments and activities
<p>GOAL 1: LANGUAGE USED IN CULTURALLY APPROPRIATE WAYS</p> <p>Successful students will demonstrate linguistic and cultural competence by accomplishing real-world communicative tasks in culturally appropriate ways in a language other than their first language.</p>	<p>Successful students are able to...</p> <p>1.1 achieve <i>interpersonal communication</i>, by initiating and sustaining meaningful spoken and/or written communication in culturally appropriate ways with users of the target language while actively negotiating meaning to ensure mutual comprehension.</p>	<p>Discussion forums: write in French and respond to classmates</p> <p>Partner recording activities in French</p> <p>Conversation Unbound discussion: 3 discussions with a native French speaker on pre-assigned topics</p> <p>Final project: a group project video on a healthcare related topic</p>
	<p>1.2. achieve <i>interpretive listening/viewing and/or reading</i>, by comprehending the main idea and relevant details of a variety of texts (live, recorded, written) in a language other than their first language.</p>	<p>Devoirs: listening comprehension exercises, vocabulary and grammar exercises in context to be able to practice in class,</p> <p>Partner recording activities in French</p> <p>Conversation Unbound discussion: 3 discussions with a native French speaker on pre-assigned topics</p> <p>Compositions in French (topic is presented in French)</p> <p>In-class participation in French with instructor and other classmates</p> <p>Vocabulary quizzes: assessment on memorization of vocabulary to be able to practice and recall it during in-class activities</p> <p>Chapter quizzes (written and oral)</p> <p>Final project: a group project video on a healthcare related topic</p>

	<p>1.3 achieve <i>presentational speaking/signing and/or writing</i>, by delivering live, recorded, and/or written presentations in a language other than their first language for varied purposes using information, ideas, and viewpoints on a variety of topics.</p>	<p>Self-recording and partner recording activities in French</p> <p>Conversation Unbound discussion: 3 discussions with a native French speaker on pre-assigned topics; students will need to present the topic to their conversation partner and they will need to report on their conversation in writing</p> <p>Compositions in French</p> <p>Daily participation in French with instructor and other classmates</p> <p>Chapter quizzes (written and oral)</p> <p>Final project: a group project video on a healthcare related topic</p>
<p>GOAL 2: CULTURE AND INTERCULTURAL COMPETENCE</p> <p>Successful students will demonstrate knowledge of target culture(s) and attitudes on cultural diversity reflective of an interculturally competent global citizen.</p>	<p>Successful students are able to...</p> <p>2.1 demonstrate familiarity with the products, practices, and perspectives (the 3 P's) of target culture(s) and be able to discuss in an informed and respectful way the diversity of the 3Ps across cultures and individuals.</p>	<p>Discussion forums: write in English to discuss the 3 P's of target culture.</p> <p>Self-recording and partner recording activities in French: students will need to use appropriate techniques of communication to efficiently and respectfully address patients' concerns and needs</p> <p>Conversation Unbound discussion: 3 discussions with a native French speaker on pre-assigned topics and they will need to report on their conversation in writing</p> <p>Written chapter quizzes include assessment on understanding of cultural diversity and the 3 P's</p> <p>Final project: a group project video on a healthcare related topic</p>

	<p>2.2 identify and demonstrate attitudes on cultural diversity reflective of an interculturally competent global citizen (such as respect, openness, curiosity, and adaptability).</p>	<p>Discussion forums: write in English to discuss intercultural differences.</p> <p>Self-recording and partner recording activities in French: students will need to use appropriate techniques of communication to efficiently and respectfully address patients' concerns and needs</p> <p>Conversation Unbound discussion: 3 discussions with a native French speaker on pre-assigned topics and they will need to report on their conversation in writing</p> <p>Written chapter quizzes include assessment on understanding of cultural diversity</p> <p>Final project: a group project video on a healthcare related topic</p>
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Course Objectives:

French 1133 is the third course of a sequence that leads to fulfillment of the general education (GE) requirement for the World Languages 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, or 1155) to enable you to interact in French and to deepen your understanding of the cultural products, practices, and perspectives of the Francophone world in a medical context. 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 or on Zoom. You will improve your reading skills by reading increasingly more elaborate authentic cultural texts. Your listening comprehension skills will be enhanced as you complete listening activities, listen to and reflect on your classmates' reactions to different discussion topics, and as you watch short videos about health professionals in their daily work environment. You will further develop your writing skills by completing written activities aiming at realizing a global professional task. As you have done in your previous French courses, you will compare and contrast French and Francophone cultures with your own. You will engage in discussions about culture in an informed and respectful way as you continue to become a more interculturally competent global citizen.

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 engage in **synchronous class sessions in Zoom** with the instructor and classmates **2 days**

a week. These sessions take place during the normally scheduled class time. This course is for students who prefer a virtual learning environment or who cannot take an in-person class 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. **Students who need more flexibility in when they attend synchronous course meetings should sign up for French 1103.61.**

Pace of activities: This course is divided into **chapter unit modules** that follow a set schedule. Students are expected to keep pace with regular daily homework. Due dates 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 (class meetings) in addition to 8 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

- **Attending live Zoom session OR completing online response activity for participation: DAILY** You are expected to log in to the course in Carmen every day and you are required to attend the live Zoom sessions.
- **Office hours: 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

Required Textbook

- *Soigner en Français: méthode d'apprentissage pour les infirmiers non-francophones*, by Laëticia Debboub. Estem-Vuibert, 2016. ISBN : 978-84371-804-5. Available on Amazon.

Other Required Course Materials

- Three conversation sessions through **Conversations Unbound** for conversation practice with a native speaker of French. Assignment details can be found in Carmen.

To fulfill part of the GE World Languages requirements, you will have the opportunity to speak with a native speaker of French. To this end, you will need to purchase three conversation sessions through **Conversations Unbound**. **Conversations Unbound (CU)** is a nonprofit organization that empowers forcibly displaced individuals as paid online Arabic, Spanish, French, or German tutors for students around the world. CU aims to create opportunities for displaced people to increase their agency and economic opportunities, while striving to provide a robust educational experience for students to improve their foreign language skills, engage in rich, cross-cultural dialogue, and think critically about forced displacement.

Each session is \$8.50, and \$25.50 total for three sessions. 100% of your payment goes directly to your paired tutor — **CU does not take a commission**. Students who send incomplete payments will not be paired with a tutor. All payments are non-refundable. *More information about the organization and assignments can be found on Carmen.*

The final date for student payment to Conversations Unbound is **[date]**

FRENCH 1133 Suggested Course materials:

- A French-English medical dictionary of your choice (also available online)
- A grammar reference of your choice (you can use your textbook from 1101/1102 or 1155), or: *The Ultimate French Review and Practice: Mastering French Grammar for Confident Communication*. David Stillman and Ronni Gordon. Passport Books. ISBN-10: 0658000748. ISBN-13: 978-0658000744. Available on Amazon.

Course technology

Technology support

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

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

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)
- Google Classroom, Google Calendar for Conversation Unbound activities.
- 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.

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.

GRADING AND FACULTY RESPONSE

How your grade is calculated

ASSIGNMENT CATEGORY	PERCENTAGE
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Devoirs [See Carmen]	15%
Conversations Unbound	5%
Participation and Attendance Grade	10%
Compositions (2)	10%
Interrogations (12) (prep checks)	5%
Interrogations orales: (3) (Speaking quizzes)	15%
Contrôles (3) [Chapter quizzes]	10%
Projet final [Group Oral Presentation]	10%
Final Exam Module (Final Oral Exam and Final Written Exam)	20%
Total	100%

See course schedule below for due dates.

Descriptions of major course assignments

Devoirs [Homework] – 15% of course grade

(1) Homework:

Because at-home preparation is critical, the homework grade is given substantial weight, 15%. 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).

**** 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.

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

Corresponding Expected Learning Outcomes:

1.2: interpretive listening/viewing and/or reading, 2.1 demonstrate familiarity with the products, practices, and perspectives (the 3 P's) of target culture(s) and be able to discuss in an

informed and respectful way the diversity of the 3Ps across cultures and individuals, 2.2 identify and demonstrate attitudes on cultural diversity reflective of an interculturally competent global citizen (such as respect, openness, curiosity, and adaptability).

(2) Discussion Forums: You will engage in seven discussion forums in Carmen. Three of these discussions will be in French and four will be in English. 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 the discussion forums in French is not to practice grammar but for you to communicate your ideas about topics discussed in the textbook 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. The purpose of the discussion forums in English is for you to engage in discussions about intercultural competence as you explore different ways to view cultural practices in different parts of the French-speaking world. Dues dates for these assignments are listed in your syllabus as well as in Carmen.

Rubric for Discussion Forums in French

	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)			
Response to classmates is thorough and on time. Shows thought and reflection. (4 pts)			
French language errors are minor and do not interfere with comprehensibility. (2 pts)			
TOTAL:			/ 10

Rubric for Discussion Forums in English on Intercultural Competence

	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)			

Response to classmates is thorough and on time. Shows thought and reflection. (4 pts)			
Writing in English is clear and cohesive. No errors in spelling and punctuation. (2 pts)			
			TOTAL: / 10

Corresponding Expected Learning Outcomes:

1.1: interpersonal communication, 1.2: interpretive listening/viewing and/or reading, 1.3: presentational speaking/ signing and/or writing, 2.1 demonstrate familiarity with the products, practices, and perspectives (the 3 P's) of target culture(s) and be able to discuss in an informed and respectful way the diversity of the 3Ps across cultures and individuals, 2.2 identify and demonstrate attitudes on cultural diversity reflective of an interculturally competent global citizen (such as respect, openness, curiosity, and adaptability).

(3) **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 **Carmen**, and you will submit these to your instructor on Carmen. Dues dates for these assignments are listed in your syllabus as well as on Carmen.

(4) **Partner recording activities:** You will have four conversation activities that you will do online with a partner in **Carmen**. You will video record these activities and submit them to your instructor on Carmen. Dues dates for these assignments are listed in your syllabus as well as on Carmen.

It is your responsibility to consult the syllabus and to log Carmen to see the due dates for each assignment.

Academic integrity and collaboration: Homework assignments should be your own work. The use of any and all kinds of translator apps and devices, such as Google translate, and AI, such as ChatGPT, is considered academic misconduct.

Corresponding Expected Learning Outcomes:

1.1: interpersonal communication, 1.2: interpretive listening/viewing and/or reading, 1.3: presentational speaking/ signing and/or writing, 2.1 demonstrate familiarity with the products, practices, and perspectives (the 3 P's) of target culture(s) and be able to discuss in an informed and respectful way the diversity of the 3Ps across cultures and individuals, 2.2 identify and demonstrate attitudes on cultural diversity reflective of an interculturally competent global citizen (such as respect, openness, curiosity, and adaptability).

Conversations Unbound – 5% of course grade

You will have three opportunities to meet with a native French speaker to discuss differences between your cultures and to find out more information about them. The information learned during the meetings with your tutor will be important for several discussion forums, test questions, the final video project, and response essays to be completed after each session (see rubric below). Please see the *Other Required Course Materials* section of the syllabus for more information. Let your instructor know as soon as possible at the beginning of the semester if you do not wish to use the Conversation Unbound platform, and your instructor will provide you with an alternate assignment.

Rubric for Conversations Unbound activities:

Report of tutor's response		
	Range	Score
Meets All Expectations: Information is complete and relevant to the task; interesting information provided.	3	
Meets Some Expectations: Information is adequate and related to the task but could use more detail or development.	2	
Needs Work: Minimal information is provided and/or the information is not related to the task.	1	
Cross cultural comparison		
	Range	Score
Meets All Expectations: Insightful comparison of Francophone cultures with own culture.	3	
Meets Some Expectations: Comparison of Francophone cultures with own culture could be better articulated.	2	
Needs Work: Inadequate comparison of Francophone cultures with own culture.	1	
	Range	Score
Evidence of Developing Intercultural Competence		
Meets All Expectations: Clear evidence of the ability to identify and demonstrate attitudes on cultural diversity that are reflective of an interculturally competent global citizen (such as respect, openness, curiosity, and adaptability).	3	
Meets Some Expectations: Response shows an effort to identify and demonstrate attitudes on cultural diversity that are reflective of an interculturally competent global citizen (such as respect, openness, curiosity, and adaptability).	2	
Needs Work: Response shows no attempt to identify or demonstrate attitudes on cultural diversity that are reflective on an interculturally competent global citizen.	1	

TOTAL	/9
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Academic integrity and collaboration: CU assignments should be your own work. The use of any and all kinds of translators and AI, such as ChatGPT, is considered academic misconduct.

Corresponding Expected Learning Outcomes:

1.1: interpersonal communication, 1.2: interpretive listening/viewing and/or reading, 1.3: presentational speaking/ signing and/or writing, 2.1 demonstrate familiarity with the products, practices, and perspectives (the 3 P's) of target culture(s) and be able to discuss in an informed and respectful way the diversity of the 3Ps across cultures and individuals, 2.2 identify and demonstrate attitudes on cultural diversity reflective of an interculturally competent global citizen (such as respect, openness, curiosity, and adaptability).

Compositions – 10% of course grade

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

Rubric for Compositions:

	Range	Score
Organization (5 pts) <ul style="list-style-type: none"> • Exceeds Expectations: Information is organized in a clear and logical manner with appropriate transitions. • Meets Expectations: Information is organized in a clear and logical manner. Evidence of good attempts to use transitions. • Needs Work: 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"> • Exceeds Expectations: Information is complete and relevant to the task; interesting information provided. • Meets Expectations: Information is adequate and related to the task but could use more detail or development. • Needs Work: 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"> • Exceeds Expectations: Minor errors that do not interfere with comprehensibility; wide range of structures and vocabulary for this level. 	5	_____

<ul style="list-style-type: none"> • Meets Expectations: Evidence of some structural errors, but comprehensibility is not compromised; adequate range of structures and vocabulary for this level. • Needs Work: Lack of attention to grammar and vocabulary; frequent or significant errors in vocabulary and/or structures that interfere with comprehensibility. 	3-4	_____
	1-2	_____
Mechanics (5 pts)		
<ul style="list-style-type: none"> • Exceeds Expectations: Excellent spelling, use of accents, and punctuation. • Meets Expectations: Minor errors in spelling and use of accent marks/punctuation. • Needs Work: 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, and AI, such as ChatGPT, is considered academic misconduct. Additionally, you must complete the compositions yourself, without any external help or communication.

Corresponding Expected Learning Outcomes:

1.2: interpretive listening/viewing and/or reading, 1.3: presentational speaking/ signing and/or writing, 2.1 demonstrate familiarity with the products, practices, and perspectives (the 3 P's) of target culture(s) and be able to discuss in an informed and respectful way the diversity of the 3Ps across cultures and individuals, 2.2 identify and demonstrate attitudes on cultural diversity reflective of an interculturally competent global citizen (such as respect, openness, curiosity, and adaptability).

Daily Participation and Attendance Grade – 10% of course grade

You are required to attend the live Zoom sessions for your course. 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 before class. Your participation grade will be determined by your attendance and the quality of your participation in the class discussion/class activities. Feel free to volunteer frequently in class or the instructor will call on you. 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 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.

Each day, you will receive a performance grade (10 pts maximum each day). These scores will be averaged at the end of the semester to obtain your final participation grade for the course.

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

Meets All Expectations 10	Meets Some Expectations 6-9	Unsatisfactory 0-5
<p>Volunteers to speak in class frequently or consistently responds with thoughtful responses when called on. Attentive and prepared for class.</p> <p>Consistently makes excellent contributions to class discussions.</p> <p>Excellent participation in pair/small group work.</p> <p>Excellent efforts to use French at all times, even when not engaged in class activities. *</p> <p>No inappropriate phone or electronic device use in class.</p> <p>On time. Attended session live or submitted replacement assignment with very thoughtful responses.</p> <p>Webcam is turned on for the whole class period.</p>	<p>Attentive and prepared for class but rarely volunteers to speak in class nor gives thoughtful responses when called on.</p> <p>Good participation in small group work but does not volunteer adequately to speak in class or respond thoughtfully when called on.</p> <p>Volunteers to speak in class/responds when called on but needs to make better effort to use French more in class. *</p> <p>No inappropriate phone or other electronic device use in class.</p> <p>On time. Attended session live or submitted replacement assignment with very thoughtful responses.</p> <p>Webcam is turned on for the whole class period.</p>	<p>Not always attentive and/or prepared. Rarely volunteers to speak in class or does not speak or give thoughtful responses when called on.</p> <p>Does not participate well in pair/small group work.</p> <p>Needs to make better effort to use French in class. *</p> <p>Some or frequent inappropriate use of phone or other electronic devices in class.</p> <p>Joined session late. Absent from live session and did not submit replacement assignment.</p> <p>Webcam was turned off for part of or all class session.</p>

*(**Except** during designated cultural discussions as described in the syllabus).

Attendance requirements: While class attendance is expected, there is also flexibility built into the course. Absences will be closely monitored and fall into three categories: **Flex**

absences, excused absences, and unexcused absences. Any unexcused absences will negatively affect your final course grade.

Flex Absences:

If you must be absent on a class day, you must watch the recording of the live Zoom session you missed, available in Carmen/Zoom/Recordings and complete a “flex absence” participation assignment that must include the following components:

- You must provide the date and class/lesson missed.
- You must identify the title, name, or prompt of each class activity (including the **Warmup** when applicable) in the lesson and provide your own responses to each activity.
- You must write a cohesive summary in English of at least three interesting things that you learned about your classmates or about your instructor. This summary should be at least 200 words and should demonstrate your meaningful engagement with what your peers or instructor said.

Note: You may do this assignment up to 5 times. You must turn in this assignment in Carmen as soon as possible and no later than one week after the missed class. Failure to turn in this assignment will result in a participation grade of zero for the day. You do not need to do this assignment if you were present for the live Zoom class meeting. You may not use grace absences to make up quizzes, exams, presentations or compositions.

The following scale is used to grade your Flex assignment:

Meets All Expectations 10	Meets Some Expectations 6-9	Unsatisfactory 0-5
The date and the class/lesson missed are provided.	The date and the class/lesson missed are provided.	The date and/or the class/lesson missed are not provided.
Assignment clearly identifies the title or prompt of each class activity. Responses are accurate and always meaningful.	Assignment does not always clearly identify the title or prompt of each class activity. Responses are mostly accurate and meaningful.	Title and prompt of activities are not clear and/or missing. Some activities are missing. Responses lack accuracy and are not meaningful.
The summary reports on at least three interesting things that the student learned about classmates, the instructor, or the class as a whole.	The summary reports on at least three interesting things that the student learned about classmates, the instructor, or the class as a whole.	The summary does not report on at least three interesting things that the student learned about classmates, the instructor, or the class as a whole.

<p>Report is at least 100 words and cohesive.</p> <p>Report clearly demonstrates meaningful engagement with what peers/instructor said.</p>	<p>Report is at least 100 words but could be more cohesive.</p> <p>Report does not always clearly demonstrate meaningful engagement with what peers/instructor said.</p>	<p>Report does not meet length requirement and is not cohesive.</p> <p>Report does not show meaningful engagement with what peers/instructor said.</p>
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Academic integrity and collaboration: You are expected to complete the participation assignments on your own. The use of any and all kinds of translator apps and devices, such as Google translate, and AI, such as ChatGPT, is considered academic misconduct.

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. **Make-up work must be completed within one week.**

Unexcused Absences: Any additional absences (beyond the 5 “flex absences”) will be considered *unexcused* if you do not contact your instructor within one week of your absence to complete a makeup assignment for your participation grade that day. Other assignments must also be made up within one week.

Excessive absences result in failing the course: Students with more than 14 total absences in will not receive a passing grade regardless of the reasons for the absences (Flex + excused + unexcused) since in-class communicative activities cannot be made up. Students who find themselves in this situation should notify their academic advisor as soon as possible to explore options. In most circumstances we will support the student's petition to apply for retroactive withdrawal.

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.

In the event of a campus closure due to inclement weather or disaster, unless otherwise announced by the university, online or distance classes will occur as scheduled.

Corresponding Expected Learning Outcomes:

1.1: interpersonal communication, 1.2: interpretive listening/viewing and/or reading, 1.3: presentational speaking/ signing and/or writing, 2.1 demonstrate familiarity with the products, practices, and perspectives (the 3 P's) of target culture(s) and be able to discuss in an informed and respectful way the diversity of the 3Ps across cultures and individuals, 2.2 identify and demonstrate attitudes on cultural diversity reflective of an interculturally competent global citizen (such as respect, openness, curiosity, and adaptability).

Interrogations vocabulaires [Prep checks] – 5% of course grade 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 grammar. You should be able to do well if you have read the material and completed the assigned homework activities on your own the night before. These checks are in Carmen and must be done before the indicated class meeting. Each check will take no more than 5 minutes. 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. The use of any and all kinds of translator apps and devices, such as Google translate, and AI, such as ChatGPT, is considered academic misconduct.

Corresponding Expected Learning Outcomes:

1.2: interpretive listening/viewing and/or reading

Contrôles (3) [Chapter quizzes] – 10% of course grade

There will be **three chapter quizzes**. These chapter quizzes are in Carmen and are timed. Once you start the quiz, you must complete it in the time allowed. 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 *Soigner en Français*. 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.

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 any and all kinds of translator apps and devices, such as Google translate, and AI, such as ChatGPT, is considered academic misconduct. Additionally, you must complete the tests yourself, without any external help or communication.

Proctoring of Written Exams in Carmen

In order to complete written exams in this course, you will need Proctorio, the online proctoring software that is fully integrated into all Carmen courses at OSU. To be able to use Proctorio in this course, you will first be required to read and agree to the terms and conditions outlined in the Carmen quiz, entitled, "Using Proctorio in French 1103.21." This quiz is located in the "Getting Started" module and is one of the requirements needed to be able to start work in the course. If you do not agree to the terms and conditions outlined in the quiz, you will not be permitted to use Proctorio to complete your exams.

Overview of Proctorio: Proctorio is an online proctoring software utilized by The Ohio State University to administer online assessments. It is designed to track 20 types of suspicious behavior so that you can be sure that your exam was proctored fairly and impartially. Once you complete each quiz/exam, your instructor will automatically be sent a suspicion report for his/her review. The report will indicate any abnormal behavior detected during the exam; abnormal behaviors include but are not limited to obstruction of any portion of your face, communication with someone on and/or off screen, activation of the copy and paste, print, and/or screen capture feature, and use of other electronic devices.

Terms and conditions for using Proctorio in French 1103.21: In order to use the online proctoring software to complete course quizzes and exams, you ***must*** abide by the requirements listed below. **If at any point during a quiz/exam you choose to violate the requirements listed below, a zero will be awarded for the exam. This means you will lose that attempt at the unit exam and the unit bonus, if applicable.** Furthermore, if your instructor *suspects* academic misconduct a report ***will*** be submitted to the University's Committee on Academic Misconduct (COAM). Review the following requirements for using Proctorio to complete course quizzes and exams. If you have any questions or concerns, contact your instructor.

A student using Proctorio to complete a quiz and/or exam in French 1103.21 must...

- keep their *entire* face clearly visible during exam
- keep their eyes towards screen
- take the exam alone in a private room/space
- turn off all sources of external sound such as but not limited to radio, tv, phones, etc.
- remove all phones, laptops, tablets, and/or other electronic devices from their testing area
- remove all external resources (e.g., books, websites, notes, etc.)
- refrain from using automatic translators of any kind
- refrain from using features such as copy and paste, screen capture, and print

Corresponding Expected Learning Outcomes:

1.2: interpretive listening/viewing and/or reading, 1.3: presentational speaking/ signing and/or writing, 2.1 demonstrate familiarity with the products, practices, and perspectives (the 3 P's) of target culture(s) and be able to discuss in an informed and respectful way the diversity of the 3Ps across cultures and individuals, 2.2 identify and demonstrate attitudes on cultural diversity reflective of an interculturally competent global citizen (such as respect, openness, curiosity, and adaptability).

Interrogations orales: [Speaking quizzes] – 15% of course grade-You will take short speaking quizzes 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 any and all kinds of translator apps and devices, such as Google translate, is strictly prohibited and is considered academic misconduct. 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	
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

<p>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.</p>	1-6
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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 any and all kinds of translator apps and devices, such as Google translate, and AI, such as ChatGPT, is considered academic misconduct. Additionally, you must complete them yourself, without any external help or communication.

Corresponding Expected Learning Outcomes:

1.1: interpersonal communication, 1.2: interpretive listening/viewing and/or reading, 1.3: presentational speaking/ signing and/or writing, 2.1 demonstrate familiarity with the products, practices, and perspectives (the 3 P's) of target culture(s) and be able to discuss in an informed and respectful way the diversity of the 3Ps across cultures and individuals, 2.2 identify and demonstrate attitudes on cultural diversity reflective of an interculturally competent global citizen (such as respect, openness, curiosity, and adaptability).

Project final – 10% of course grade

Your final project is a group assignment that will involve making and filming a short video 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 project.

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. Remember, the use of any and all kinds of translator apps and devices, such as Google translate, and AI, such as ChatGPT, is considered academic misconduct.

Corresponding Expected Learning Outcomes:

1.1: interpersonal communication, 1.2: interpretive listening/viewing and/or reading, 1.3: presentational speaking/ signing and/or writing, 2.1 demonstrate familiarity with the products, practices, and perspectives (the 3 P's) of target culture(s) and be able to discuss in an informed and respectful way the diversity of the 3Ps across cultures and individuals, 2.2

identify and demonstrate attitudes on cultural diversity reflective of an interculturally competent global citizen (such as respect, openness, curiosity, and adaptability).

Final Exam Module – 20% of course grade

The final exam module consists of a final oral exam and a final written exam. Each component is worth 10% of your final grade, for a total of 20%.

Examen oral final [final oral exam] -10%

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 any and all kinds of translator apps and devices, such as Google translate, and AI, such as ChatGPT, is considered academic misconduct.

Examen écrit final [final exam] -10%

The final exam covers chapters [9 & 11] in *Soigner en Français*. The final exam is a timed exam in Carmen. Once you start the exam, you must complete it in the time allowed.

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 any and all kinds of translator apps and devices, such as Google translate, and AI, such as ChatGPT, is considered academic misconduct. Additionally, you must complete the final exam yourself, without any external help or communication.

Corresponding Expected Learning Outcomes:

1.1: interpersonal communication, 1.2: interpretive listening/viewing and/or reading, 1.3: presentational speaking/ signing and/or writing, 2.1 demonstrate familiarity with the products, practices, and perspectives (the 3 P's) of target culture(s) and be able to discuss in an informed and respectful way the diversity of the 3Ps across cultures and individuals, 2.2 identify and demonstrate attitudes on cultural diversity reflective of an interculturally competent global citizen (such as respect, openness, curiosity, and adaptability).

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).

Café +: Café+ is a French conversation group run by French graduate students and is available both online and in person. You may receive extra credit toward a speaking

assignment (i.e., self-recording or partner recording), speaking quiz, or weekly participation grade by attending and participating in Café +. You will earn .5 pt for attending 2 15-minute Café + sessions. Please see “Activities” section for more info about Café +.

Visiting Lectures and Research Projects: Your instructor will inform you of opportunities as they come up throughout the semester.

Late assignments

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 **10 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, here are 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. **Please update your Zoom profile with your preferred name and add a picture with your face.**
- **Participation:** At the start of our sessions, specific expectations for how to use the chat, how to interact, and how to raise questions or concerns will be shared. If you are unsure about expectations or are unsure about raising a question, please follow up with instructor afterward to make sure your questions are answered. **Share your video** so that we can see each other and connect. Please feel free to use a non-distracting [virtual background](#). Many students and instructors prefer not to share their remote spaces for a variety of reasons. **Please 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 the instructor know. The goal is to create a safe environment where we can benefit from seeing each other and connecting, while prioritizing your safety and well-being at the same time.

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.

In keeping with OSU's Shared Values of Integrity and Respect, we seek to create an environment where you can make and learn from mistakes. We expect your work to be level-appropriate and thus imperfect. It is imperative for your learning that what you submit be your own. Therefore, students are not permitted to use translators or generative artificial tools, including ChatGPT and others, in the completion of their course assignments. Students are encouraged to review the guidelines outlined in the Code of Student Conduct about completing academic activities with fairness and honesty. If your instructor suspects that a translator, Chat GPT, or a similar tool was used for your assignment, they are obligated to submit a report to the Committee on Academic Misconduct. See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this 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 Greeneville 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/>)

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 in future terms. Stay in touch with us via Twitter at [@FRIT_OSU](https://twitter.com/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 www.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 French Club Advisor, Dr. Adela Lechintan-Siefer at lechintan-siefer.1@osu.edu.

Café + and Tutoring

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). Tutors will be available throughout the week, in person at the Crane Café or online, for tutoring or conversation practice. You will need to sign up beforehand 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 Café+ 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 + on Carmen.

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

Synchronous class meetings 2 days/week. 2h each. Distance.

Semaine 1		
Jour	Devoirs (to do before class on the day listed)	Class Outcomes
MODULE 1: À L'HÔPITAL		
Unité 1: Accueil et admission des patients		

Day 1	<ul style="list-style-type: none"> . Read the syllabus . Access Carmen and familiarize yourselves with the content 	<ul style="list-style-type: none"> . Introduction and class overview . Evaluer la douleur du patient . Faites le point p.10
Day 2	<p>Grammar to review :</p> <p>« Idiomatic expressions with être and avoir”</p> <p>“Present tense of irregular verbs”</p> <p>Vocabulary to study:</p> <p>« L’identification des patients » sur Carmen</p> <p>Grammar to study:</p> <p>“Les questions ouvertes et fermées » sur Carmen</p> <p>Do listening exercises 1-4 pp. 10-12</p>	<ul style="list-style-type: none"> . Réaliser une anamnèse (données administratives et médicales) . Check responses to ex 1-4 . Utiliser un formulaire d’admission . Ex 4 (cont)-8 pp. 13-16 . Intro to intercultural competence

Semaine 2		
Jour	Devoirs (to do before class on the day listed)	Class Outcomes
MODULE 1: À L’HÔPITAL		
Unité 1 (cont): Accueil et admission des patients		
Day 1	<p>Grammar to study:</p> <p>“L’imparfait et le passé composé »</p> <p>. GIL Quiz</p>	<ul style="list-style-type: none"> . Recueillir les informations du patient à l’oral . FDI 1-5 pp. 71-72 . Faites le point U2 p. 25
Day 2	<p>Vocabulary to study:</p> <p>« La hanche et la prothèse de hanche » sur Carmen</p> <p>Do 9-11 pp. 16-18</p> <p>. Prep check #1</p>	<ul style="list-style-type: none"> . Expliquer une intervention au patient . Structurer sa réponse pour fournir une explication claire au patient sur la chirurgie . Check responses to ex 9-11 pp. 16-17 . Prononciation 12-14 p.16-19 . Pratique interculturelle p.19
	Unité 2 : Préparation à l’intervention : prélèvements d’échantillons et examens	
	<p>Grammar to study:</p> <p>. “Se situer et se déplacer dans l’espace»</p> <p>. « The pronoun ‘y’»</p> <p>Forum #1: post your response</p>	<ul style="list-style-type: none"> . Se situer et se déplacer dans l’espace : indiquer un itinéraire . Connaître les services de l’hôpital . Ex 15-19 pp. 32-35

	Introduction to the final project	
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Semaine 3		
Jour	Devoirs (to do before class on the day listed)	Class Outcomes
MODULE 1: À L'HÔPITAL		
Unité 2 (cont) : Préparation à l'intervention : prélèvements d'échantillons et examens		
Day 1	Vocabulary to study: . "Examens préparatoires courants" . "Formule sanguine complète ou hémogramme" . « Matériel pour le prélèvement sanguin » . "Analyses d'urine" . "Les services de l'hôpital" Do Ex 1-8 pp.25-29 Grammar to study : « Relative pronouns » on Carmen Forum #1: respond to classmates	. Effectuer des prélèvements de sang et d'urine . Expliquer au patient le prélèvement des urines Check responses to Ex 1-8 . Ex 9-10 p. 30 . Expliquer les examens au patient : décrire la technique d'un examen (l'échographie) . Ex 11-15 (cont) pp. 30-32 . Faites le point 1 U3 p. 43
Unité 3: Préparation du patient à l'intervention		
Day 2	Vocabulary to study: . "Les parties du corps humain" . « Interventions chirurgicales » sur Carmen . Do ex 1-5 pp. 43-46 . Prep check #2 Forum #2: post your response Start CU#1	. Prononciation . Ex 20-22 pp. 35-36 . Pratique interculturelle p.36 . Préparer un patient avant l'admission au bloc opératoire : dossier et préparation physique . Connaître les parties du corps humain . Connaître les interventions chirurgicales . go over responses ex 1-5, do ex 6 pp. 46 . Préparation psychologique du patient avant l'opération . Communiquer les informations au patient sur le déroulement de la chirurgie . Soulager l'anxiété et la peur opératoire . Faites le point p. 46 . Ex. 7-10 pp. 47-58

Semaine 4		
Jour	Devoirs (to do before class on the day listed)	Class Outcomes
MODULE 1: À L'HÔPITAL		
Unité 3 (cont): Préparation du patient à l'intervention		
Day 1	Vocabulary to study: . « Médicaments préopératoires et classes thérapeutiques » sur Carmen Do ex 11-12 p. 49-50 . Prep check #3 Grammar to study: . "Le future simple et le futur proche » sur Carmen Forum #2: respond to classmates	. Effectuer les vérifications préopératoires . Ex 13-16 pp. 51-52 . Ex 17-20 pp. 52-55 . Prononciation . Ex 21-22 p. 56 . Pratique interculturelle p. 56 . Faites le point U4 p. 64
Day 2	Come to class with questions to review for the Contrôle 1	. Revisions: attendance optional 1 st half of class . In carmen: Contrôle 1, Interrogation Orale 1, IC activity #1
	Unité 4: Surveillance postopératoire	
	Grammar to study: "Direct and Indirect object pronouns" Do Ex 1 pp.64-65	. Transmettre les informations postopératoires . Review Ex 1 . Ex 2-6 pp. 64-68

Semaine 5		
Jour	Devoirs (to do before class on the day listed)	Class Outcomes
MODULE 1: À L'HÔPITAL		
Unité 4 (cont): Surveillance postopératoire		
Day 1	Vocabulary to study: . "Abréviations courantes" . "Matériel pour mesurer la tension artérielle »	. Les interventions infirmières générales après une opération chirurgicale : écrire des notes dans le dossier d'un patient

	<p>. Do Ex 7-11 pp. 69-71</p> <p>. Grammar to study : « pronominal verbs »</p>	<p>. Expliquer le soulagement de la douleur postopératoire</p> <p>. Go over Ex. 7-11 pp. 69-71</p> <p>. Do 12 pp. 72</p> <p>. Communiquer avec un patient inconscient lors du nursing.</p> <p>. FDI 19-23 pp. 115-117 + pp. 82-83</p>
Day 2	<p>Vocabulary to study: “Le drain de Redon” « Complications postopératoires courantes”</p> <p>Do 13-15 pp. 72-73 Do 17-19 pp. 74-75 Do 21-23 pp. 75-76</p> <p>. Prep check #4</p> <p>Forum #3: post your response</p> <p>Due : CU#1</p>	<p>. Suivi postopératoire: respiration</p> <p>. Les complications postopératoires courantes</p> <p>. Récupération postopératoire : retrait du drain, premier lever et reprise de la marche</p> <p>. Go over ex 13-14 + do 16 p. 73</p> <p>. Go over 17-19 + do 20 pp. 74-75</p> <p>. Go over 21-23 pp. 75-76 + do 24 p. 77</p> <p>. Prononciation</p> <p>. Ex 24-26 pp. 77-78</p> <p>. Pratique interculturelle : l’expression de la douleur selon les cultures p.78</p> <p>. Faites le point U5 pp.86</p>

Semaine 6		
Jour	Devoirs (to do before class on the day listed)	Class Outcomes
MODULE 1: À L'HÔPITAL		
Unité 5: Administration de médicaments		
Day 1	<p>Vocabulary to study: . “Le matériel de perfusion” . “Les abréviations courantes sur les ordonnances et les types d’ordonnances » . « les classes thérapeutiques des médicaments courants et leurs effets »</p> <p>Vocabulary to study: “Les formes pharmaceutiques (galéniques) des médicaments »</p> <p>Do ex 1-9 pp. 86-91 Do 15-16 p. 95</p> <p>Prep Check #5</p>	<p>. Mettre en place une perfusion intraveineuse</p> <p>. Comprendre une ordonnance et ses abréviations</p> <p>. Administrer les médicaments de manière sécuritaire</p> <p>. Utiliser une feuille d’administration des médicaments</p> <p>Go over ex 1-9 + do 10 p. 92</p> <p>. Éduquer le patient à propos de son traitement et des effets secondaires</p> <p>. Éduquer le patient à l’automesure de la tension artérielle.</p> <p>Ex. 11-14 pp.92-95</p>

	Forum #3: respond to classmates	
Day 2	Grammar to study: "Le conditionnel" Forum #4: post your response Self-recording #1 Start CU#2	. Impliquer le patient dans le projet de soin . Ex 17-22 pp. 96-99 . Prononciation . Ex 23-24 p.99 . Pratique interculturelle : les patients et les médecines traditionnelles p.100 . Faites le point U6 p. 107

Semaine 7		
Jour	Devoirs (to do before class on the day listed)	Class Outcomes
MODULE 1: À L'HÔPITAL		
Unité 6 : Soigner les plaies et maintenir l'intégrité de la peau		
Day 1	Vocabulary to study: "Matériel pour pansements" "Système de thérapie par pression négative (TPN) » « Classification des plaies et les types d'écoulement » Vocabulary to study: « Les os du corps » . Do ex 1-8 pp. 107-112 . Do 15 pp. 114-15 Prep Check #6 Forum #4: respond to classmates	. Expliquer le soin des plaies . Mettre en place un pansement à pression négative (TPN) . Go over ex 1-8 + do 9 pp.107-112 . Prévenir les escarres et la compression Ex 10-16 pp.112-115
Day 2	Grammar to study : « Exprimer l'hypothèse ou la condition avec 'si' » Vocabulary to study: "Les complications liées à la pose d'un plâtre » . Do ex 23-25 pp. 119-120	. Calmer l'irritabilité d'un patient . Ex 17-22 pp. 116-119 . Expliquer l'auto-injection d'anticoagulant . Go over ex.23-25 + do 26 pp.119-121 . Prononciation Ex 27-28 pp. 122 . Pratique interculturelle p. 122 . Faites le point U7 p. 131

Semaine 8		
Jour	Devoirs (to do before class on the day listed)	Class Outcomes
MODULE 1: À L'HÔPITAL		
Unité 6 : Soigner les plaies et maintenir l'intégrité de la peau		
Day 1	Come to class with questions to review for the Contrôle 2	. Revisions: attendance optional 1 st half of class . In Carmen: Contrôle 2, Interrogation Orale 2, IC activity #2
Day 2		No first half of class Do composition #1
Unité 7: La sortie de l'hôpital		
	Vocabulary to study: . "Les membres de l'équipe pluridisciplinaire » . « Echelle d'autonomie de Katz (ADL) » . « Les causes et les séquelles d'un AVC » . Complete Ex 1-8 pp. 131-136 Prep check #7 Grammar to study : « Situer dans le temps et les expressions de temps » Due : CU#2	. Participer à une réunion d'équipe pluridisciplinaire : mise en commun des réponses . Évaluer le degré d'autonomie d'un patient Go over ex 1-8 Ex 9-13 pp. 136-140

Semaine 9		
Jour	Devoirs (to do before class on the day listed)	Class Outcomes
MODULE 1: À L'HÔPITAL		
Unité 7 (cont) : La sortie de l'hôpital		
Day 1	Grammar to study : « Les expressions négatives » . « Matériel pour la récupération de l'autonomie et la prévention des complications »	. Planifier des soins à domicile . Exo on negative expressions . Maîtriser la communication téléphonique Go over 14-17 pp. 140-143 + do 18 pp 143

	Do ex 14-17 pp.140-143	
Day 2	<p>. « Formulaire d'éducation thérapeutique pour les soins à domicile »</p> <p>. « Formulaire de planification et de sortie de l'hôpital »</p> <p>Do 19-21 pp. 143-145</p> <p>Prep check # 8</p> <p>Forum #5: post your response</p> <p>Group-recording #1</p>	<p>. Enseignement des soins à domicile au patient</p> <p>. Utiliser un formulaire de sortie</p> <p>. go over ex 19-21 pp. 143-146+ Do 22 pp 145-6</p> <p>. Prononciation</p> <p>Ex 23 p. 146</p> <p>Pratique interculturelle : la place de la famille dans la prise en charge de patients de cultures différentes p. 146</p> <p>. Faisons le point U8p. 155</p>

Semaine 10		
Jour	Devoirs (to do before class on the day listed)	Class Outcomes
MODULE 2 : SITUATIONS PARTICULIÈRES CENTRÉES SUR DES PATHOLOGIES		
Unité 8: Le diabète: patient adulte nouvellement diagnostiqué de type 2 (DT2)		
Day 1	<p>Vocabulary to study: "Les manifestations du diabète" "Profil du patient »</p> <p>Do 1-4 pp.155-157</p> <p>"Le diabète et ses complications aiguës » « La pyramide alimentaire » Do 10-11 pp. 160-161 Do 15 pp. 163-4</p> <p>Grammar to study: "L'imparfait et le plus-que-parfait »</p> <p>Prep check # 9</p> <p>Forum #5: respond to classmates</p>	<p>. S'informer du vécu de l'annonce du diagnostic</p> <p>. Expliquer l'importance du changement du mode de vie</p> <p>. Les manifestations du diabète : dresser le profil du patient pour l'éducation thérapeutique Go over ex 1-4 + do 5-9 pp. 157-160</p> <p>. Le diabète et ses complications aiguës</p> <p>. L'équilibre alimentaire et la pyramide alimentaire</p> <p>. Faire le suivi d'éducation thérapeutique</p> <p>. Expliquer la maladie et les traitements Ex 12-14 and 16 p. 162-4</p>
Day 2	<p>. Do ex 17-19 pp. 164-165</p> <p>Vocabulary to study:</p>	<p>. L'activité physique</p> <p>. Répondre aux besoins et aux souhaits du patient Go over 17-19 + do 20 p. 166</p>

<p>“Le dispositif d’automesure de la glycémie » Do. 24-27 pp. 170</p> <p>Grammar to study: « The comparative and the superlative”</p> <p>Prep check # 10</p>	<p>. Expliquer la gestion des troubles glycémiques au patient Do 21-23 pp. 166-167</p> <p>Expliquer l’utilisation d’un lecteur de la glycémie et la technique du prélèvement capillaire Go over 24-27, do 28 p 170</p>
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Semaine 11		
Jour	Devoirs (to do before class on the day listed)	Class Outcomes
MODULE 2 : SITUATIONS PARTICULIÈRES CENTRÉES SUR DES PATHOLOGIES		
Unité 8 (cont) : Le diabète: patient adulte nouvellement diagnostiqué de type 2 (DT2)		
Day 1	<p>Grammar to study: « Definite, indefinite and partitive articles”</p> <p>Vocabulary to study: « L’hygiène des pieds » Do ex 29-31 pp. 170-172</p> <p>Forum #6: post your response</p> <p>Self-recording #2</p> <p>Start CU#3</p>	<p>. Expliquer les mesures d’hygiène et de confort pour les pieds Go over 29-31 + do 32 p. 172 . Exo on definite, indefinite and partitive</p> <p>. Prononciation Ex 32-35 pp 172-173 . Pratique interculturelle pp. 173</p> <p>. Faisons le point U9 p. 183</p>
Unité 9: Problèmes respiratoires: l’asthme chez l’enfant		
Day 2	<p>Vocabulary to study: “L’asthme” “Le système respiratoire” “La bronchoconstriction” “Les traitements de l’asthme” “Classe des médicaments dans le traitements de l’asthme »</p> <p>Do ex. 1-6 pp. 183-6 Do 10-11 pp. 188-189</p> <p>Prep check # 11</p> <p>Grammar to study: “Possessive adjectives and pronouns”</p>	<p>. Déterminer les déclencheurs de l’asthme et expliquer la maladie Go over exo 1-6 + do 7 pp. 183-6</p> <p>. Expliquer les traitements . Expliquer la technique d’utilisation des aérosols-doseurs Do 8, 9, 12, 13, 14 pp. 186-190</p>

	Due today: Scenario for final project	
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Semaine 12		
Jour	Devoirs (to do before class on the day listed)	Class Outcomes
MODULE 2 : SITUATIONS PARTICULIÈRES CENTRÉES SUR DES PATHOLOGIES		
Unité 9 (cont): Problèmes respiratoires: l'asthme chez l'enfant		
Day 1	Grammar to study :«The imperative, direct and indirect object pronouns with commands” Do 20, 21 p. 193-4 Forum #6: respond to classmates	<ul style="list-style-type: none"> . Mettre en confiance un jeune patient . Expliquer la technique d'utilisation des aérosols-doseurs (cont) Ex 15-19 pp. 189-193 . Prévenir et gérer les crises d'asthme . Expliquer l'intérêt du plan d'action et du débitmètre de pointe Go over ex 20 et 21, + do 22-26 pp. 193-196 . Prononciation Ex 27-28 pp- 196-7 . Pratique interculturelle . Faites le point U11 pp. 227
Day 2		<ul style="list-style-type: none"> . Revisions: attendance optional for the first half of class . In Carmen: Contrôle 3, Interrogation Orale 3, IC activity #3 . Composition 2

Semaine 13		
Jour	Devoirs (to do before class on the day listed)	Class Outcomes
MODULE 3 : SITUATIONS PARTICULIÈRES CENTRÉES SUR LE PATIENT		
Unité 11: Soins à domiciles de la personne âgée après une opération chirurgicale		
Day 1	Validation des informations reçues et évaluation des besoins . Do Ex 1-2 pp.227-228 Vocabulary to study: « La phlébite” “Les mesures d'hygiène dans la prévention des infections” Do 4-6 p. 229-230, 10 pp. 231-232	<ul style="list-style-type: none"> . Valider des informations reçues et évaluer les besoins . Go over ex 1-2 + do 3 (il faut + infinitif) . Expliquer le plan thérapeutique . Go over 4-6, do 7 pp. 229-230 (intro subjonctif + opinion, doubt, uncertainty)

	Grammar to study: "The subjunctive" Group-recording #2	. La prévention des complications (infection, phlébite) Ex 8, 9, 11 pp. 230-232 (subjunctive with conjunctions)
Day 2	Accompagner les aidants pour qu'ils puissent remplir leur rôle 14 p. 234 Vocabulary to study: "Les dispositifs de téléassistance" "Le patch détecteur de chutes" Do ex 20-23 pp. 237-239 Prep check # 12 Forum #7: post your response Due : CU#3	. Prévenir les chutes . Accompagner les aidants pour qu'ils puissent remplir leur rôle Ex 12, 13 pp.232-234 Go over 14 . Ex 15-19 pp. 234-237 . Expliquer l'utilisation d'un dispositif de téléassistance Go over 20-23 + do 24 pp. 239 . Prononciation Ex 25-26 p. 240 Pratique interculturelle : Communiquer avec des patients qui ne maîtrisent pas bien la langue française

Semaine 14

Jour	Devoirs (to do before class on the day listed)	Class Outcomes
MODULE 3 : SITUATIONS PARTICULIÈRES CENTRÉES SUR LE PATIENT		
Day 1	Due today by noon: Link to final projects Forum #7: respond to classmates	Final oral exams by appointment – No class meetings
Day 2		Final oral exams by appointment – No class meetings

Semaine 15

Jour	Devoirs (to do before class on the day listed)	Class Outcomes
Day 1		Finalize final project No class

Day 2		Thanksgiving Holiday – No class
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Semaine 16		
Jour	Devoirs (to do before class on the day listed)	Class Outcomes
Day 1	Comments on final projects	Revisions: attendance optional first half of class No class second half: take final written exam

Curriculum Map French Major - Undergraduate^{SEP} B = beginning; I = Intermediate; A = Advanced Rev. 1-19-2022
 All courses are FR (French) unless designated as FRIT (French and Italian).

	Cultural Awareness	Comprehension	Speaking	Critical Analysis	Writing and Critical Expr.
Required courses					
1101(GE)	B	B	B		B
1102 (GE)	B	B	B		B
1103 (GE)	B/I	B/I	B/I		B/I
1133 (GE)	B/I	B/I	B/I		B/I
1155 (GE)	B/I	B/I	B/I		B/I
2101	I	I	B/I	B/I	B/I
3101	I	I	I		I
Elective courses in English					
2501 (GE)	I			I	I
2801 (GE)	I			I	I
2802 (GE)	I			I	I
2803.01 (GE)	I			I	I
2804 (GE)	I			I	I
FRIT 3052 (GE)	I			I	I
FRIT 3053 (GE)	I			I	I
FRIT 3054 (GE)	I			I	I
FRIT 3061 (GE)	I			I	I
FRIT 3301	I			I	I
3801 (GE)	I			I	I
4690	A	(A if in a French-speaking context)	(A if in a French-speaking context)		A
FRIT 5051	A			A	
FRIT 5061	A			A	A
5601	A	A (reading comprehension necessary but most of course conducted in English)		A	A
5702	A			A	A
Elective courses in French					
3102	I	I	I		
3103	I	I	I		
3201	I	I	I		I

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 All courses are FR (French) unless designated as FRIT (French and Italian).

3202	I	I	I	I	I
3401	I	I	I	I	I
3402	I	I	I	I	I
3403	I	I	I	I	I
3501	I	I	I	I	I
3502	I	I	I	I	I
3570	I	I	I		I
3701	I	I	I	I	I
4100	A	A	A	A	A
4401	A	A	A	A	A
4402	A	A	A	A	A
5103	A	A	A	A	A
5104	A	A	A	A	
5105	A	A	A	A	
5201	A	A	A	A	A
5202	A	A	A	A	A
5203	A	A	A	A	A
5204	A	A	A	A	A
5205	A	A	A	A	A
5206	A	A	A	A	A
5401	A	A	A	A	A
5403	A	A	A	A	A
5601	A	A	A	A	A
5701	A	A	A	A	A

French and Francophone Studies Major Curriculum Map

Goal 1: Students will critically interpret and understand significant features of French and Francophone cultures, such as historical and literary movements, film, music, and social and political structures. In addition, they will appreciate the concept of global awareness and the importance of interacting effectively with people of other cultures.

Goal 2: Students demonstrate their level of proficiency in French by achieving an acceptable score on a test measuring skills in reading, writing, listening, and speaking French.

Goal 3: Students will be able to use their background in specific disciplines, such as History, History of Art, or International Studies, to contextualize and critically interpret French and Francophone issues, movements and/or significant contributions.

B = basic I = intermediate A = advanced

Courses are FR unless designated otherwise.

	Goal 1	Goal 2	Goal 3
Required FR courses			
1101 (GE)	B	B	
1102 (GE)	B	B	
1103 (GE)	B/I	B/I	
1133 (GE)	B/I	B/I	
1155 (GE) (in lieu of 1101 and 1102 if placed into it)	B/I	B/I	
2101(H)	I	I	
3101	I	I	
Elective FR or FRIT courses taught in English			
2501 (GE)	I		
2801 (GE)	I		
2802 (GE)	I		
2803.01 (GE)	I		
2804 (GE)	I		
FRIT3052 (GE)	I		
FRIT3053 (GE)	I		
FRIT3054 (GE)	I		
FRIT3061 (GE)	I		
FRIT3301 (GE)	I		
3801 (GE)	I		
4690	A	(A if in a French-	

		speaking context)	
IT5051	A		
FRIT5061	A		
5702	A		
Elective FR courses taught in French			
3102	I	I	
3103	I	I	
3201	I	I	
3202	I	I	
3401	I	I	
3402	I	I	
3403	I	I	
3501	I	I	
3502	I	I	
3570	I	I	
3701	I	I	
4100	A	A	
4401	A	A	
4402	A	A	
5103	A	A	
5104	A	A	
5105	A	A	
5201	A	A	
5202	A	A	
5203	A	A	
5204	A	A	
5205	A	A	
5206	A	A	
5401	A	A	
5402	A	A	
5403	A	A	
5601	A	A	
5701	A	A	
Extra- departmental courses			
Comparative Studies:			
2301 (GE)	B		B
3360	I		I
5957.02	A		A

Film Studies:			
3660	I		I
4640	A		A
4650	A		A
4670H	A		A
4895	A		A
Geography:			
5601	A		A
History:			
2203	B		B
2302	B		B
2303	B		B
3249	I		I
3250	I		I
3263	I		I
3270	I		I
3301	I		I
3304	I		I
3306	I		I
3308	I		I
3552	I		I
3798.06	I		I
History of Art:			
3611	I		I
4050	A		A
4421	A		A
4550	A		A
5001	A		A
5611	A		A
5612	A		A
5621	A		A
International Studies:			
2000	B		B
3350	I		I
4515	A		A
4534	A		A
4800	A		A
Medieval and Renaissance Studies:			
2215 (GE)	B		B
Arabic:			
2241	B		B
2702	B		B
Near Eastern			

Languages and Cultures:			
3201	I		I
3501	I		I
Philosophy:			
3230	I		I
3261	I		I
5261	A		A
Political Science:			
3290	I		I
3596	I		I
3910	I		I
4200	A		A
4210	A		A
4214	A		A
4332	A		A
4285	A		A

Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences
(Updated 2-1-24)

Course Number and Title:

Carmen Use

When building your course, we recommend using the [ASC Distance Learning Course Template](#) for CarmenCanvas. See [Carmen: Common Sense Best Practices](#) and [Carmen Fast Facts for Instructors](#) for more on using CarmenCanvas

A Carmen site will be created for the course, including a syllabus and gradebook at minimum.

If no, why not?

Syllabus

Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them.

Syllabus is consistent and is easy to understand from the student perspective.

Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module.

If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them.

Additional comments (optional).

Instructor Presence

For more on instructor presence: [About Online Instructor Presence](#).

For more on Regular and Substantive Interaction: [Regular Substantive Interaction \(RSI\) Guidance](#)

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

- Instructor monitors and engages with student learning experiences on a regular and substantive cadence.

Explain your plan for understanding student experiences of the course and how the instructor will be responsive to those experiences (**required**).

- Regular instructor communications with the class via announcements or weekly check-ins.
- Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor.
- Regular participation in class discussion, such as in Carmen discussions or synchronous sessions.
- Regular opportunities for students to receive personal instructor feedback on assignments.

Please comment on this dimension of the proposed course (or select/explain methods above).

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: [Toolsets](#).

- The tools used in the course support the learning outcomes and competencies.
- Course tools promote learner engagement and active learning.
- Technologies required in the course have been vetted for accessibility, security, privacy and legality by the appropriate offices and are readily and reasonably obtainable.
- Links are provided to privacy policies for all external tools required in the course.

Additional technology comments:

Which components of this course are planned for synchronous delivery and which for asynchronous delivery (**required**)? (For DH, address what is planned for in-person meetings as well)

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning:

Workload Estimation

For more information about estimating student workload, see [Workload Estimation](#).

- Course credit hours align with estimated average weekly time to complete the course successfully.
- Course includes regular substantive interaction well-suited to the learning environment at a frequency and engagement level appropriate to the course.

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate (**required**):

- In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes.

Accessibility

See [Creating an Accessible Course](#) for more information. For tools and training on accessibility: [Digital Accessibility Services](#).

- Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate.
- Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included.

Description of any anticipated accommodation requests and how they have been/will be addressed.

Additional comments (optional):

Academic Integrity

For more information: [*Promoting Academic Integrity*](#).

- The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment:
- Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating.

Additional comments (optional):

Frequent, Varied Assignments/Assessments

For more information: [*Designing Assessments for Students*](#).

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

- Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation.
- Variety of assignment formats to provide students with multiple means of demonstrating learning.
- Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments.

Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course or select methods above (**required**):

Community Building

For more information: [Student Interaction Online](#) and [Creating Community on Your Online Course](#)

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

- Opportunities for students to interact academically with classmates through regular class discussion or group assignments.
- Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum.
- Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution).

Please comment on this dimension of the proposed course (or select methods above)

Transparency and Metacognitive Explanations

For more information: [Increasing Transparency and Metacognition](#)

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

- Instructor explanations about the learning goals and overall design or organization of the course.
- Context or rationale to explain the purpose and relevance of major tasks and assignments.

- Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools.
- Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting.
- Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress.
- Opportunities for students to provide feedback on the course.

Please comment on this dimension of the proposed course (or select methods above):

Additional Considerations

Comment on any other aspects of the online delivery not addressed above (optional):

Syllabus and cover sheet reviewed by *Jeremie Smith* on 3/14/24

Reviewer Comments:

Additional resources and examples can be found on [ASC's Office of Distance Education](#) website.