

Term Information

Effective Term Spring 2026

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 1198
Course Title French on the Ground
Transcript Abbreviation FR Ground
Course Description This distance learning, 1-credit hour course seeks to prepare students who know little to no French for an 'on the ground' experience in France or a francophone country through an introduction to language, culture, and intercultural reflections. This opportunity will enhance students' experience abroad and open their eyes to the many diverse aspects of French or francophone life.
Semester Credit Hours/Units Fixed: 1

Offering Information

Length Of Course 14 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? Yes
Is any section of the course offered 100% at a distance
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites None
Exclusions Not open to students with credit for FR1103, more advanced French courses, or the equivalent.
Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

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

Requirement/Elective Designation

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

Course Details

Course goals or learning objectives/outcomes

- identify familiar words and phrases from French songs, videos, and films (reading, use of book's audio app, viewing of videos, guided dialogues)
- read and understand short, authentic texts and dialogues (reading of the book and texts)
- engage in brief conversations and complete simple tasks with your classmates and the Instructor (weekly Zoom meeting with instructor and partners)
- write brief essays and engage in discussion forums on topics related to readings or material (intercultural competence essays).
- - understand different aspects of French and Francophone cultures (reading of material, discussions, intercultural competence essays)

Content Topic List

- Introduce yourself in French
- Name a variety of foods and beverages.
- Ask and give the time of day
- Make travel arrangements
- Navigate systems of transportation

Sought Concurrence

No

Attachments

- FR1198 syllabus.docx: syllabus
(Syllabus. Owner: Willging,Jennifer)
- French1198_reviewedandfeedback.pdf: DL cover sheet
(Other Supporting Documentation. Owner: Willging,Jennifer)

Comments

- I have not submitted a revised curriculum map because this course is for students in other programs, not majoring or minoring. Pls let me know if I need to, however. *(by Willging,Jennifer on 04/16/2025 02:14 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Willging,Jennifer	04/16/2025 02:15 PM	Submitted for Approval
Approved	Heller,Sarah-Grace	04/16/2025 02:18 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	04/24/2025 12:57 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	04/24/2025 12:57 PM	ASCCAO Approval

SYLLABUS

FRENCH 1198

French on the Ground: A Pre-departure Course for Study and Travel in France

Spring 2026, first 7-week session

1 credit hour

Online, Asynchronous Distance Learning with one weekly synchronous Zoom meeting (see 'How this course works' below for details)

COURSE OVERVIEW

Instructor

Instructor: TBA

Email address TBA

Phone number: TBA

Office hours: TBA

Zoom link: TBA

Preferred method of contact is by email.

Prerequisites None

Course description

This distance learning, 1-credit hour course seeks to prepare you for an 'on the ground' experience in France or a francophone country through an introduction to language, culture, and intercultural reflections. This opportunity will enhance your experience and open your eyes to the many diverse aspects of French or francophone life that you will encounter while abroad.

Throughout the term we will learn phrases, expressions, vocabulary, and cultural insights that will help you succeed in a variety of communicative – verbal and nonverbal – situations. This knowledge is integrated with reflective tasks that will help prepare you for enhanced interactions with people in a French-speaking region.

Learning Outcomes

At the end of *French on the Ground*, you should be able to:

- identify familiar words and phrases from French songs, videos, and films (reading, use of book's audio app, viewing of videos, guided dialogues)
- read and understand short, authentic texts and dialogues (reading of the book and texts)
- engage in brief conversations and complete simple tasks with your classmates and the Instructor (weekly Zoom meeting with instructor and partners)
- write brief essays and engage in discussion forums on topics related to readings or material (intercultural competence essays).
- understand different aspects of French and Francophone cultures (reading of material, discussions, intercultural competence essays)

The French basic language curriculum at OSU supports the use of inclusive and gender-neutral language in its classrooms. We recognize that traditional French grammar, which heavily categorizes nouns and adjectives as masculine or feminine, may not align with contemporary views on gender expression and inclusivity. As the world evolves, so does the language, and new forms of gender-neutral and inclusive language are constantly emerging. Our aim is to make students aware of these developments and to underscore that language evolves, reflects, and creates social reality. We support students' efforts to engage in inclusive language practices within the classroom. This is part of our commitment to fostering an environment where all students feel represented and respected in their use of the French language

HOW THIS ONLINE COURSE WORKS

Mode of delivery: This course is 100% online. 1) All lecture videos will be posted on Carmen for asynchronous viewing. 2) All written homework, reading assignments, and quizzes are completed asynchronously with the eBook and in Carmen. 3) There is a weekly synchronous Zoom meeting with instructor and partners. Students will meet on CarmenZoom each Tuesday 3-3:55 pm with the instructor and their assigned class partner(s) for communicative practice and discussion. Attending the weekly synchronous Zoom meeting with instructor and partners is required. See above Zoom link under Course Overview.

Pace of online activities: This course is divided into **weekly modules** that are all available at the beginning of the term. Weekly modules run Monday-Sunday. Students are expected to keep pace with weekly deadlines – on Sundays – and complete assignments sequentially in weekly modules, but they may schedule their efforts freely within that time frame.

Weekly announcements will be made on Carmen to give an overview of the scope of the instruction for the week.

Commented [WJ1]: So students will have two synchronous meetings per week? I think this will be considered too much for a 1-cr hr course. Also, if there are synchronous components to the course, the ASCC will want us to schedule the course at a specific time on a specific day (Tuesdays 3-3:55, for example), because they'll say it's too hard for students to schedule a time to meet with their partner. We'll have to make clear that this is not an entirely asynchronous course.

Students are encouraged to reach out with any major questions/concerns by email or by posting questions on the Q&A Board, which will be checked on a regular basis by the instructor. A Discussion Board is also available on Carmen for topic-oriented discussions.

During the week you will need to sequentially:

- Read the announcement of the week on Carmen
- Watch the recorded lecture of the week
- Read the lesson of the week and practice with the audio application
- Prepare for the weekly live session and partner conversation
- Meet with the instructor and partner
- Complete the Intercultural Competence activity, submit a reflection post and respond to a classmate on the Discussion Board
- Submit the spoken and written quizzes

Credit hours and work expectations: This is a **1-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), during a 7-week session, students should expect 1 hour per week of time spent on direct instruction (1 55-minutes Zoom session per week) in addition to 4 hours of homework (reading and assignment preparation, homework activities). Below is roughly the amount of time students should expect to spend on each facet of the course over the 7-week term:

- 55-minute weekly synchronous Zoom meeting with instructor and partners each Tuesday 3-3:55 pm (1 hr X 7 class meetings = **7 hrs**)
- Roughly 2 hours per week doing the required reading, viewing and practicing speaking (2 hr X 7 weeks = **14 hrs**)
- Roughly 1.5 hour reviewing for and taking 7 weekly 20-minute (self-checks written) and 30-minutes (spoken) timed quizzes are taken in Carmen. (1.5 hr X 7 = **10.5 hrs**)
- Roughly 1.5 hour on each reflection paper over the semester (1.5 hr X 7 = **10.5 hrs**)

The total number of hours in bold above is 42 hours / 7 weeks = **6 hours per week**.

Attendance and participation requirements: Because this is an online course, your attendance is based on your online activity and participation. While attendance is not graded, research shows regular participation is one of the highest predictors of success, especially with regard to language learning. With that in mind, here is a breakdown of your regular participation requirements

Logging in:

You are required to engage with the course content at least four times per week (this includes the weekly mandatory Zoom meeting) so that you understand the requirements of the course as well as the content of the course. It is your responsibility to make sure that you meet all deadlines and that you understand all course policies. If you do not, you must ask your instructor in a timely manner.

- **Required weekly synchronous Zoom meeting with instructor and partners : WEEKLY** (see Conversations below).
- **Office hours: OPTIONAL**
All live, synchronous office hours are optional, but STRONGLY ENCOURAGED.
- **Participating in synchronous partner sessions: ONCE PER WEEK**
As part of your participation, at least once each week you can expect to meet a partner and the instructor to complete communicative activities (weekly synchronous Zoom meeting with instructor and partners) as part of our substantive class practice and discussion on the week's topics.

COURSE MATERIALS AND TECHNOLOGIES

Textbooks

Required

15-minute French. is being provided eBook. DK 15-Minute Language Learning
<https://www.amazon.com/15-Minute-French-Learn-Just-Weeks/dp/0744073715>.

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

If you do not have access to the technology you need to succeed in this class, review options for technology and internet access at <https://it.osu.edu/students>.

Required Software

Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Visit the installing Office 365 (go.osu.edu/office365help) help article for full instructions.

CarmenCanvas 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 do each of the following:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](https://go.osu.edu/add-device) (go.osu.edu/add-device) help article for step-by-step instructions.
- 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.
- [Install the Duo Mobile application](https://go.osu.edu/install-duo) (go.osu.edu/install-duo) on 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](tel:614-688-4357) (HELP) and IT support staff will work out a solution with you.

Technology skills needed for this course

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

Technology Support

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week.

- Self Service and Chat: <http://go.osu.edu/it>
- Phone: 614-688-4357 (HELP)
- Email: servicedesk@osu.edu

- TDD: 614-688-8743

GRADING AND FACULTY RESPONSE

How your grade is calculated

Assignment Category	Grade Percentage
Participation in weekly meeting with instructor and partner(s):	25%
Devoirs (Homework found on Carmen)	15%
Oral competence essay and intercultural reflections.	20%
Written Quizzes & Spoken Quizzes	25%
Week 7 Free Theme	15%
Total	100

See [Course Schedule](#) below for due dates.

Descriptions of course assignments

Weekly Partner Meetings:

Online meetings with for your weekly synchronous Zoom meeting with instructor and partners are **mandatory**. Meetings are a space to practice conversational French vocabulary, grammar, pronunciation, and expressions through guided dialogues as well as complete lab activities to develop intercultural competence. All detailed instructions will be found in the Carmen assignment to which you will submit your meeting recording.

At the end of your language practice, you will record a performance of the dialogue(s) for the week **and continue recording** your **full** intercultural lab activity for the week. **You must be physically present in the video and conversing with your partner in view of the camera.** You will submit a link of the recording to the appropriate Carmen assignment, and afterwards you will complete a private reflection in English on the intercultural activity. You should practice your language skills for approximately 30

minutes unrecorded, **and your recording of dialogue(s) + intercultural lab(s) must be at least 15 minutes each week. Recordings under the time limit required may only be awarded partial credit.**

These meetings serve a crucial function in your success in this course; you must complete them. If you cannot meet your partner at your agreed upon time, you are responsible for finding another suitable time to make up the meeting. Under no circumstances are you allowed to complete this work alone; you must do them with a class partner.

Conversations (Course Engagement and Participation)

Description: Because the asynchronous track does not afford the same opportunities for day-to-day interaction and practice in French, online conversations are key to developing speaking and listening skills.

- **Group meetings with instructors (Conversations): WEEKLY (1 time per week)**

Students and Instructor will meet weekly on Zoom (T 3-3:55 pm) to complete their weekly synchronous Zoom meeting with instructor and partners in French. Individual scores are given. Students need to actively participate in French for credit.

Commented [WJ2]: Again, you need to collapse these two meetings into one.

Intercultural Personal Reflections:

After completing your weekly synchronous Zoom meeting with instructor and partners, you will be asked to complete a personal reflection and submit it separately to Carmen. You will complete related reflections in English. You will be graded on the thoughtfulness and completeness of your responses. Demonstrate that you have considered your responses carefully. **Note:** Length, if the content is 'fluff' or full of redundancies, does not mean a higher grade.

Online Homework:

Homework for this course must be completed online in Carmen.

When you log into Carmen to do your homework, you will see the due date for each set of assignments. You have until 11:59 pm on the day that each assignment is due to complete each assignment. For example, for assignments due Sunday, February 16, you must complete them by 11:59 pm on Sunday, February 16 to receive credit.

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

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

Cultural Knowledge:

Cultural knowledge is included in some textbook activities and reading accompanied by a cultural video presentation in English on Carmen.

Quizzes:

Weekly, 20-minute (self-checks written) and 30-minutes (spoken) timed quizzes are taken in Carmen. They will test any material covered during the current week of instruction (vocabulary, expressions, interpretation of signage and other realia). A variety of question formats will be used in weekly quizzes, including multiple choice, true or false, fill-in-the-blank, etc.

Week 7 Theme. The seventh and final theme that you will cover is up to you! With your partner you must choose one of the remaining themes in 15-minute French for your final week of the course and complete the appropriate assignments for the theme you choose.

A Note About Grading, Academic Integrity and Collaboration:

- **All assignments and assessments are graded according to accuracy standards in a first-exposure, elementary language and culture course and quality of engagement.**
Assignments submitted incorrectly and/or that have not followed directions will not be accepted and result in a lower grade. Quizzes are timed, so plan your study and preparation methods accordingly.
- **Free Tutoring** is available with instructors of language courses. You can sign up via Acuity for 15-minute appointments on zoom. Please see the schedule on Carmen.
- **Late Assignments** Please refer to Carmen for due dates. Due dates are set to help you stay on pace and to allow timely feedback that will help you complete subsequent assignments. All assignments are due on their due date. You are advised not to 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. You can also find assignment due dates in your Carmen To-Do list.

Grading scale

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

Instructor feedback and response time

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

- **Grading and feedback:** For weekly assignments, you can generally expect feedback within **5 days**.
- **Email:** Instructors will reply to emails within **24-48 hours on days when class is in session at the university**.

OTHER COURSE POLICIES

Discussion And Communication Guidelines

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

- **Writing style:** While there is no need to participate in class discussions or personal reflection assignments as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online. Intercultural learning spaces require developing attentive listening skills and practicing perspective-taking. Weekly partner meetings are designed to help you develop these skills.

Academic Integrity Policy

See [Descriptions of Course Assignments](#) for specific guidelines about collaboration and academic integrity in the context of this online class.

Ohio State's Academic Integrity Policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's [Code of Student Conduct](#) (studentconduct.osu.edu), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's Code of Student Conduct and this syllabus may constitute "Academic Misconduct."

If instructors suspect that a student has committed academic misconduct in this course, they are 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 (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)
- Eight Cardinal Rules of Academic Integrity (go.osu.edu/cardinal-rules)

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.

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at equity.osu.edu/,
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or email equity@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

Your Mental Health

As a student you may experience a range of issues that can cause barriers to learning, 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 mental health resources (go.osu.edu/ccsdemand) are available. You can reach an on-call counselor when CCS is closed at 614- 292-5766. 24-hour emergency help is available through the National Suicide Prevention Lifeline website (suicidepreventionlifeline.org/) or by calling 1-800-273-8255(TALK). The Ohio State Wellness app (go.osu.edu/wellnessapp) is also a great resource.

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>

Statement on Title IX

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit equity.osu.edu or email equity@osu.edu.

Commitment to a diverse and inclusive learning environment

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

Land Acknowledgement

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

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

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

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 \(SLDS\)](#). After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services.

Disability Services Contact Information

- Phone: [614-292-3307](tel:614-292-3307)
- Website: slds.osu.edu/
- Email: slds@osu.edu
- In person: [Baker Hall 098, 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**

Commented [WJ3]: Just make sure these are the latest, latest, latest versions of these statement, cause they change practically weekly, sigh.

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. Downloading another language keyboard (ex., French AZERTY, or Spain Spanish QWERTY) as an option in your computer settings can also be a helpful tool. It is considered a spelling error if you do not type in accents as required.

COURSE SCHEDULE

All assignments and assessments are due by Sunday at 11:59PM each week.

Semaine 1					
Communicative Goals: introduce yourself in French, describe your family, talk about things you are or have, talk about things you are not or do not have					
Jours	Leçons	Week Outcomes	Tasks this week	Assignments due this week	Assessments due this week
Jan. 6- Jan. 11 Zoom Meeting: Tues. Jan. 6, 2026	Leçon 1.1 : Hello and Goodbye Leçon 1.2 : Subject Pronouns Leçon 1.3 : To Be and To Have Leçon 1.4 : Negation	By the end of this week, you will be able to: <ul style="list-style-type: none"> • Introduce yourself in French • Describe your family • Talk about things you are or have • Talk about things you are not or do not have 	<ul style="list-style-type: none"> • Complete Carmen Canvas Lesson 1, including practice exercises • Using your free Audio App with 15-minute French, study pages 1-17 and practice thoroughly • Complete Intercultural Competence Activity 1 • Meet with the Instructor & partner during the weekly course day/time to discuss ICA 1 and practice speaking 	Submit Spoken Quiz 1 Submit Intercultural Competence Reflective Essay 1	Take Written Quiz 1 weekly synchronous Zoom meeting with instructor and partners #1



THE OHIO STATE UNIVERSITY

Arts & Sciences
French & Italian

Semaine 2

Communicative Goals: name a variety of food and drinks, use key expressions to politely order food and drinks, describe things you want and do not want

Jours	Leçons	Week Outcomes	Tasks this week	Assignments due this week	Assessments due this week
Jan.12- Jan. 18 Zoom Meeting: Tues. Jan. 13, 2026	Leçon 2.1 (Lesson 2.1) : Les articles Leçon 2.2 : Quel article (which article) ? Leçon 2.3 : Des exceptions & des exemples Leçon 2.4 : To Want	By the end of this week, you will be able to: <ul style="list-style-type: none"> Name a variety of food and drinks Use key expressions to politely order food and drinks Describe things you want and do not want 	<ul style="list-style-type: none"> Complete Carmen Canvas Lesson 2, including practice exercises Using your free Audio App with 15-minute French, study pages 18-27 and practice thoroughly Complete Intercultural Competence Activity 2 Meet with the Instructor & partner during the weekly course day/time to discuss ICA 2 and practice speaking 	Submit Spoken Quiz 2 Submit Intercultural Competence Discussion Post and Response to a classmate	Take Written Quiz 2 weekly synchronous Zoom meeting with instructor and partners #2



Semaine 3					
Communicative Goals: discuss various dates, ask about and give the time of day, make an appointment, navigate a phone conversation					
Jours	Leçons	Week Outcomes	Tasks this week	Assignments due this week	Assessments due this week
Jan 19- Jan. 25 Zoom Meeting: Tues. Jan. 20, 2026	Leçon 3.1 (Lesson 3.1) : Les nombres Leçon 3.2 (Lesson 3.2) : L'heure Leçon 3.3 (Lesson 3.3) : Les dates	By the end of this week, you will be able to: <ul style="list-style-type: none"> Discuss various dates Ask about and give the time of day Make an appointment Navigate a phone conversation 	<ul style="list-style-type: none"> Complete Carmen Canvas Lesson 3, including practice exercises Using your free Audio App with 15-minute French, study pages 28-37 and practice thoroughly Complete Intercultural Competence Activity 3 Meet with the Instructor & partner during the weekly course day/time to discuss ICA 3 and practice speaking 	Submit Spoken Quiz 3 Submit Intercultural Competence Reflective Essay 3	Take Written Quiz 3 weekly synchronous Zoom meeting with instructor and partners #3



Semaine 4

Communicative Goals: navigate a ticket office, talk about where you are going, talk about how you are getting somewhere, discuss trip details: transportation, timing, etc.

Jours	Leçons	Week Outcomes	Tasks this week	Assignments due this week	Assessments due this week
Jan 26-Feb. 1 Zoom Meeting: Tues. Jan. 27, 2026	Leçon 4.1 : To Take Leçon 4.2 : To Go Leçon 4.3 : La préposition à Leçon 4.4 : Poser une question	By the end of this week, you will be able to: <ul style="list-style-type: none"> Navigate a ticket office Talk about where you are going Talk about how you are getting somewhere Discuss trip details: transportation, timing, etc. 	<ul style="list-style-type: none"> Complete Carmen Canvas Lesson 4, including practice exercises Using your free Audio App with 15-minute French, study pages 38-47 (section En route, pages 44-45 is optional) and practice thoroughly Complete Intercultural Competence Activity 4 Meet with the Instructor & partner during the weekly course day/time to discuss ICA 4 and practice speaking 	Submit Spoken Quiz 4 Submit Intercultural Competence Reflective Essay 4	Take Written Quiz 4 weekly synchronous Zoom meeting with instructor and partners #4



THE OHIO STATE UNIVERSITY

Arts & Sciences
French & Italian

Semaine 5

Communicative Goals: identify common landmarks, give and understand directions, navigate systems of transport (trains, planes, etc.), plan sightseeing trips					
Jours	Leçons	Week Outcomes	Tasks this week	Assignments due this week	Assessments due this week
Feb. 2- Feb. 8 Zoom Meeting: Tues. Feb. 3, 2026	Leçon 5.1 : Les indications	By the end of this week, you will be able to: <ul style="list-style-type: none"> Identify common landmarks Give and understand directions Navigate systems of transport (trains, planes, etc.) Plan sightseeing trips 	<ul style="list-style-type: none"> Complete Carmen Canvas Lesson 5, including practice exercises Using your free Audio App with 15-minute French, study pages 48-57 and practice thoroughly Complete Intercultural Competence Activity 5 Meet with the Instructor & partner during the weekly course day/time to discuss ICA 5 and practice speaking 	Submit Spoken Quiz 5 Submit Intercultural Competence Reflective Essay 5	Take Written Quiz 5 weekly synchronous Zoom meeting with instructor and partners #5
	Leçon 5.2 : Les verbes du premier groupe (-ER)				
	Leçon 5.3 : To Open				
	Leçon 5.4 : En avance, à l'heure, en retard				
	Leçon 5.5 : Quelles sont vos heures d'ouverture?				



THE OHIO STATE UNIVERSITY

Arts & Sciences
French & Italian

Semaine 6

Communicative Goals: discuss your hobbies, talk about activities you want to do, plan a gathering with friends, respond to invitations					
Jours	Leçons	Week Outcomes	Tasks this week	Assignments due this week	Assessments due this week
Feb 9- Feb 15 Zoom Meeting: Tues. Feb. 10, 2026	Leçon 6.1 : Les passe-temps Leçon 6.2 : Les verbes du deuxième groupe (-IR) Leçon 6.3 : To Do, To Want, To invite, To like Leçon 6.4 : Les loisirs et les sports Leçon 6.5 Les relations sociales	By the end of this week, you will be able to: <ul style="list-style-type: none"> • Discuss your hobbies • Talk about activities you want to do • Plan a gathering with friends • Respond to invitations 	<ul style="list-style-type: none"> • Complete Carmen Canvas Lesson 6, including practice exercises • Using your free Audio App with 15-minute French, study pages 118-127 and practice thoroughly • Complete Intercultural Competence Activity 6 • Meet with the Instructor & partner during the weekly course day/time to discuss ICA 6 and practice speaking 	Submit Spoken Quiz 6 Submit Intercultural Competence Reflective Essay 6	Take Written Quiz 6 weekly synchronous Zoom meeting with instructor and partners #6

Semaine 7

Communicative Goals: the seventh and final theme that you will cover is up to you! With your partner you must choose one of the remaining themes in 15-minute French for your final week of the course.

Jours	Leçons	Week Outcomes	Tasks this week	Assignments due this week	Assessments due this week
Feb 16- Feb 22 Zoom Meeting: Tues. Feb. 17, 2026	Choose a theme: Theme 6: Accommodation Theme 7: Shopping Theme 8: Work & Study Theme 9: Health Theme 10: At Home Theme 11: Services	By the end of this week, you will be able to: <ul style="list-style-type: none"> Perform the tasks contained in the theme of your choice 	<ul style="list-style-type: none"> Complete Carmen Canvas Lesson 7 of your choice, including practice exercises Using your free Audio App with 15-minute French, study the pages of the theme of your choice Complete Intercultural Competence Activity #7 for the theme you picked Meet with the Instructor & partner during the weekly course day/time to discuss ICA 7 and practice speaking 	Submit Spoken Quiz for the theme of your choice Submit Intercultural Competence Reflective Essay 7	Take Written Quiz for the theme of your choice weekly synchronous Zoom meeting with instructor and partners #7



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 *Bob Mick* on *4/7/25*

Reviewer Comments:

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

French 1198 On The Ground: A Pre-departure Course for Study and Travel in France

I am returning the signed Distance Approval Cover Sheet after completing the initial review of the distance learning syllabus. Below are my comments and recommended updates for the syllabus before submitting to the ASC Curriculum Committee.

1. Instructor Presence and Regular Substantiative Interaction (RSI)

Regular and substantiative interaction will exist between the instructor and students that includes direct instruction (recorded lectures and live synchronous sessions each week), the instructor assessing and providing feedback on student's course work and assignments (homework, oral competence, spoken quizzes, reflections), providing opportunities to ask questions on content of course (email, synchronous live class sessions, Q&A Discussion board) and facilitating group discussion (Q&A Discussion board, live sessions, partner conversations).

2. How This Online Course Works \ Pace of Online Activities

This could be updated to provide a clear direction for the students in one section about what they will need to complete in a typical week, what order to complete the activities, and how they will interact with the instructor in this asynchronous offering. For example, you could include information that the recorded lecture videos and announcements should be viewed first, then prepare for the weekly live session and partner conversation, then complete the weekly meetings with instructor and partner and submit a reflection, also complete the weekly quiz and other homework, and finally post to the Q & A Discussion board as needed and view posts by other students. Information about the weekly announcements and Q&A Discussion Board is in the cover sheet but not included in the syllabus.

3. Credit hours and work expectations

Information in the syllabus and cover sheet states the average amount of time to be spent on this course is 5 hours per week, which is a little less than the required 6 hours. For a 7-week, 1 cr hr course, direction instruction is 2 hrs per week in addition to 4 hrs of homework for a total of 6 hours per week. You may want to review and adjust the time commitment on activities for the committee.

4. Syllabus format

The arrangement of the different sections of the syllabus could be adjusted so that spaces are included between the various sections.