

San José State University
Department of World Languages and Literatures
French 1A (ONLINE): Elementary French: First Semester
<http://connect.mheducation.com/class/l-pilot-fall-2018-section-80>
Fall 2018

Instructor:	Laurence Pilot
Office Location:	Clark Hall (CL) 410K
Telephone:	(408) 924-4622
Email:	laurence.pilot-darier-baziere@sjsu.edu
Office Hours:	Tuesday 3:30-4:30pm, and by appointment
Class Days/Time:	ONLINE
Classroom:	ONLINE
GE/SJSU Studies Category:	GE Area C2

Technology Intensive, Hybrid, and Online Courses

French 1A is a fully online course requiring students to have access to a computer or device that can connect to the Internet to use the McGraw-Hill *Vis-à-vis Connect* website to complete assigned online chapter workbook exercises and compositions and to complete chapter exams and other graded activities in Canvas. Students are highly encouraged to reconfigure the settings of the computer they will be using to the International English keyboard setting for easy access to French accents for completing coursework (see Canvas website for instructions). Other useful class information and supplementary materials are also available on the University's Canvas Learning Management System (LMS) at <http://sjsu.instructure.com>

Course Description

French 1A is a 4-unit course designed for students who have **never** studied French before.* It is devoted to the acquisition of basic communicative structures, everyday vocabulary, correct pronunciation and correspondence between sounds and spelling. Grammatical rules and verb conjugations will be introduced and practiced through online interactive exercises.

The main objective of the course is to bring the student to communicate as soon as possible solely in French as a means of affording students multi-cultural and global perspectives gained through intellectual and social exchange with people of diverse cultural and language backgrounds and experiences through “active involvement with diverse communities and real-world challenges” (GEPO 1 & 3). As a result, students are also afforded the opportunity to focus on and engage with the crucial questions, both contemporary and enduring, facing human cultures (GEPO 3).

There will be an end-of-semester short essay exercise on works that illuminate enduring human concerns. Likewise, students become more adept at adapting to new environments, integrating knowledge from different sources, and continuing learning throughout their lifetimes through the “application of knowledge, skills, and responsibilities to new settings and complex problems” (GEPO 2 & 4).

Students are expected to participate in all class activities and also to work on their own to develop reading and writing skills. There will be oral/aural and written exercises, which will be assigned in every online class, as well as additional reading, review and other course related activities. Evaluation of the student will reflect his/her progress in the four skills: speaking, oral comprehension, reading and writing. Since priority is given to the development of the students' speaking and oral comprehension skills, online class participation is an essential component for succeeding and receiving a good grade in the class.

* In order to provide true beginners with a comfortable learning environment, we ask students who have already studied French for one college semester to take French 1B or 25A.

This course is certified for General Education, Area C2: Letters.

Course Goals and Student GE Learning Outcomes (GELO)

General Education Program Outcomes (GEPO)

Students who complete the General Education curriculum should be able to demonstrate:

- GEPO 1: **Knowledge of Human Cultures and the Physical and Natural World**
Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts (*Focused by engagement with big questions, both contemporary and enduring*)
- GEPO 2: **Intellectual and Practical Skills**
(*Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance*)
- GEPO 3: **Personal and Social Responsibility**
(*Anchored through active involvement with diverse communities and real-world challenges*)
- GEPO 4: **Integrative Learning**
(*Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems*)

A. General Education Goals: Area C2 Letters.

Successful completion of this Letters course (C2) will enable students to:

1. recognize how significant works illuminate enduring human concerns;

2. respond to such works by writing both research-based critical analyses and personal responses; and
3. write clearly and effectively.

Letters courses should give students the opportunity to:

- a. examine significant works of the human intellect and imagination;
- b. understand the historical and cultural contexts in which such specific texts were created; and
- c. recognize the accomplishments of and issues related to women and diverse cultures reflected in such texts.

*The course effectiveness in GELO 1 will be assessed this semester.

General Education Research and Writing Requirement Assessment: There is significant writing produced through in-class and homework compositions and general writing assignments. By the end of the semester, students write the equivalent of seven (7) compositions (150 words each) as graded homework in addition to answering essay questions and on the chapter and final exams in the form of essay questions on various cultural and literary topics, including a short essay analysis of Damas' poem "Ils sont venus ce soir" which highlights the enduring human concerns of identity, alienation, loss, racial persecution and how humanity can triumph and overcome manmade obstacles, totaling a minimum of 1,500 words (C2 GELO 1, 2 & 3). They are guided in the writing process, learning to formulate a thesis statement, producing an outline, a draft and a final version as well as engaging in peer and self-editing. The final composition exercise consists of answering essay questions on topics studied and discussed during the semester.

Writing assignments are assessed in terms of language, i.e. grammar, spelling, style, and content and structure, as well as comprehensiveness in the use of research techniques and materials. Students are guided through the revision process and the final product is assessed based on progress. Appropriate formative feedback is provided throughout the writing process both through peer editing and from the instructor. Students are expected to demonstrate the ability to find resources either online or in the library for the end-of-semester GE assessment exercise.

LITERATURE: (C2 GELO 1 & GELO [a. & b.]) Through excerpts from literature from the French-speaking world included in the *Vis-à-vis* textbook, as well as in supplementary materials providing “the historical and cultural contexts in which such specific texts were created,” students will “examine significant works of the human intellect and imagination” of the French-speaking world.

CULTURE: (C2 GELO [a. & b.]) The course will also focus on French Media and French news. We will explore some of the major French news websites (Le Monde.fr, France 24.fr, INA.fr, RFI ...). We will read and study different newspaper articles, advertisements, films, video or radio recordings in relation to the themes of chapters 1-7 in the *Vis-à-vis* textbook. We will discuss French culture, society, economy and politics in France, in Europe, and all over the world.

This course intends to enable the students to expand their notion of French civilization beyond the traditional canon.

DIVERSITY: (C2 GELO 1 & GELO [c.]) Women and minority contributions to literature, the arts, and film have been considerable since the end of the 19th century and through the 20th century. They are broadly recognized today. This course intends to enable the students to expand through the literature and culture components described above their notion of French civilization, literature, and the arts beyond the traditional canon to recognize, among other groups, “the accomplishments of and issues related to women and diverse [Francophone] cultures reflected in such texts.”

B. Linguistic Course Learning Outcomes (CLO)

Upon successful completion of this course, students will be able to:

- 1) Develop listening, speaking, reading and writing skills at novice level.
- 2) Develop speaking and listening skills necessary to deal with familiar survival situations.
- 3) Understand short, memorized sentences and phrases with contextual support.
- 4) Ask questions or respond to simple questions, statements, high-frequency commands.
- 5) Use courtesy formulae, idiomatic expressions and vocabulary appropriate in specific situations.
- 6) Provide personal background information.
- 7) Develop reading comprehension to interpret written language for instructional and directional purposes, and standardized messages (menus, schedules, maps, signs, etc).

C. Culture/Literature Course Learning Outcomes (CLO)

- 1) Write in French at ACTFL high elementary/low intermediate level
- 2) Locate resources and use reference materials in French (e.g. encyclopedias, the Internet), process the information without copying it, and find examples to support their opinions.
- 3) Observe grammatical rules and spelling (agreement in gender, number, person; meaning and uses of verb forms; meaning of diacritic signs.)
- 4) Use online and printed linguistic reference materials such as grammars, bilingual dictionaries, conjugation manuals.
- 5) Distinguish between oral & written forms; learn to use written forms in academic writing.
- 6) Identify expository and argumentative writing styles.
- 7) Speak and write about ideas, and artistic and literary movements in 20th and 21st century France and French-speaking countries.

Assessment:

WebCape¹:

Entrance score 0-100²

Exit score 150-200³

ACTFL:⁴

Exit: Novice Mid/High

Learner makes grammatical and cultural errors, due to misunderstanding or misapplying assumptions about culture.

Learner is generally understood by native speakers accustomed to foreigners.

Pronunciation is generally influenced by native language.

Required Texts/Readings

Inclusive Access program

Your course materials are being delivered digitally via Canvas through the Inclusive Access program (see top of French 1A Canvas homepage).

Please access the material through Canvas on the first day of classes to make sure there are no issues in the delivery, and if you are having a problem or question, they can be addressed quickly. You automatically have access to the course materials on day one without entering a code or being charged upfront. After the add drop period, your bursar account will be billed at a discounted rate for the required course materials representing significant savings for you as the student. If you choose to not have your account be billed, you must “opt out” before the required deadline. If you do not opt out, you will be charged. We highly recommend you do not opt out if you are going to continue in this course because this is the lowest cost available for this product. After you have paid for the product, you will have access for the remainder of the term.

Textbook

Vis-à-vis, 7th edition, Amon, E., Muyskens, J., and Omaggio Hadley, A., McGraw-Hill, 2019
ISBN 978-1-259-90403-5

Vis-à-vis, Online Workbook/Laboratory Manual Activities, Connect French/LearnSmart 7th ed.

<http://connect.mheducation.com/class/1-pilot-fall-2018-section-80>

¹ WebCape (Computerized Adaptive Placement Exam) is offered online on the French 1A Canvas website (see French 1A Canvas homepage for instructions).

² To be taken online before mid-term (see Canvas Homepage).

³ To be taken online before final exam (see Canvas Homepage).

⁴ See ACTFL Proficiency Guidelines:

(<http://www.sil.org/languagelinks/languagelearning/otherresources/actflproficiencyguidelines/contents.htm>).

RECOMMENDED (OPTIONAL)

The Collins Robert French Dictionary (or equivalent)

Le Bescherelle - the "official" French conjugation book (or equivalent conjugation book)

Other technology requirements / equipment / material

Vis-à-vis Website (online Student Learning Center):

<http://www.mhhe.com/visavis7>

(Useful study hints, activities and exercises)

Online French ↔ English dictionary:

<http://dictionnaire.reverso.net/>

French pronunciation website:

http://www.oddcast.com/home/demos/tts/tts_example.php?sitepal

Canvas:

This is a learning management system which contains course assignments and notes, as well as other materials related to French 1A, such as a copy of the course syllabus. To access the site, go to: <http://sjsu.instructure.com/>

Student Technology Resources

The Department of World Languages computer lab is located in Clark Hall 208. Additional computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Computers are also available in the Martin Luther King Library.

Department of World Languages and Literatures Home Page <http://www.sjsu.edu/wll>

Course Requirements and Assignments

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 3 hours per unit per week, with one of the hours used for preparation/studying or course related activities. More details can be found from [University Syllabus Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9) at <http://www.sjsu.edu/senate/docs/S16-9.pdf>.

Homework: Online oral and written exercises will be completed. Success in this course is based on the expectation that students will, as previously stated, spend a minimum of two hours per lesson on preparation, studying or other course related activities. There will be oral and written exercises as well as short compositions corresponding to the chapters of the book. A computer will be needed for many of the exercises.

TESTING: Exams and quizzes are tentatively scheduled on the attached sheet. There are no makeups given for exams and quizzes. A missed exam or quiz will result in a grade of "F" unless adequately justified (i.e. doctor's statement). Exercises and examinations may be taken prior to their scheduled date.

Grading Information

See details below. More guidelines on grading information and class attendance can be found from the following two university policies:

[University Syllabus Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>)

[University policy F15-12](http://www.sjsu.edu/senate/docs/F15-12.pdf) (<http://www.sjsu.edu/senate/docs/F15-12.pdf>)

Final examination and Evaluation

See details below. More details can be found in

University Policy S06-4 (<http://www.sjsu.edu/senate/docs/S06-4.pdf>) which states that

“There shall be an appropriate final examination or evaluation at the scheduled time in every course, unless specifically exempted by the college dean who has curricular responsibility for the course.”

EVALUATION	PERCENTAGES	GELOs
Examinations Chapters 1-6 (6) [Canvas]	30%	GELO 1
Homework:	25%	GELO 3
LearnSmart – Vocab [33.3%]		
LearnSmart – Structures [33.3%]		
Chapter Workbook exercises [33.4%] (Online Connect oral and written exercises corresponding to each chapter of the book.)		
Written compositions (7) [Connect]	10%	GELO 2 & 3
Vocabulary and grammar exercises; pronunciation modules & pronunciation final [Canvas]	10%	
1 st Oral Exam [Canvas]	7.5%	
2 nd Oral Exam [Canvas]	7.5%	
End-of-semester short GE essay exercise on a work that illuminates enduring human concerns [Canvas]	5%	GELO 2 & 3
Final Exam (Chapter 7) [Canvas]	5%	GELO 1, 2 & 3

GRADING SCALE:

100 - 97 = A+	96 - 93 = A	92 - 90 = A-
89 - 88 = B+	87 - 83 = B	82 - 80 = B-
79 - 78 = C+	77 - 73 = C	72 - 70 = C-
69 - 67 = D+	66 - 63 = D	62 - 60 = D-
59 - 0 = F		

FINAL EXAM: Friday, December 14 (by midnight)

Late Submission Policy

Typically, students without a valid excuse (illness, family emergency, etc.) will be penalized 20% for late submissions less than two (2) weeks after the due date. For late submissions longer than two (2) weeks without a valid excuse, no credit may be awarded at the instructor's discretion.

Classroom Protocol

In this fully online class, you are expected to keep up with the due dates in accordance with the course calendar and email the instructor if you need help. Strict adherence to the academic integrity policy is also expected as described below.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

FRENCH 1A (ONLINE) / Elementary French: First Semester

Fall 2018 Course Schedule

Please note: Schedule is subject to change with fair notice

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/21	Introduction (Online Orientation – video and audio) – First day of instruction Read and study: <i>Vis-à-vis</i> , pp. 2-9 / Exercises p. 9
	8/23	Read and study in <i>Vis-à-vis</i> : pp. 10-19 Look over exercises: pp. 10, 11, 13, 15, 16 See audio and video tutorials on Chapter 1 Module Canvas Homepage See practice exercises and answer key on Chapter 1 Module Canvas Homepage
2	8/28	Read and study: pp. 20-29 Look over exercises: pp. 20, 21, 24, 25, 27, 28
	8/30	Complete pronunciation modules in Canvas
3	9/4	Complete pronunciation modules in Canvas
	9/6	Complete pronunciation modules in Canvas
4	9/11	Complete pronunciation modules in Canvas
	9/14 (Friday)	Connect exercises & Composition – Chapter 1 (due by midnight) 1) (LearnSmart – Vocab + LearnSmart – Structures) 2) Chapter 1 Workbook Exercises Composition #1, «Par écrit» (25-35 word minimum) [Connect] Chapter 1 Examination (under “Assignments” in Canvas) [due by midnight]
5	9/18	Read and study: pp. 30-37 Look over exercises: pp. 33, 34, 36, 37

Week	Date	Topics, Readings, Assignments, Deadlines
	9/20	Read and study: pp. 38-47 Look over exercises: pp. 40, 44, 45 See audio and video tutorials on Chapter 2 Module Canvas Homepage See practice exercises and answer key on Chapter 2 Module Canvas Homepage
6	9/25 9/28 (Friday)	Read and study: pp. 48-59 Look over exercises: pp. 50, 51, 52, 53, 54, 55, 56, 57 Connect exercises & Composition – Chapter 2 (due by midnight) 1) (LearnSmart – Vocab + LearnSmart – Structures) 2) Chapter 2 Workbook Exercises Composition #2, «Par écrit» (25-35 word minimum) [Connect] Chapter 2 Examination (under “Assignments” in Canvas) [due by midnight] Read and study: pp. 60-66 Look over exercises: pp. 63, 65, 66
7	10/2 10/4	Read and study: pp. 67-75 Look over exercises: pp. 68, 69, 72, 73 See audio and video tutorials on Chapter 3 Module Canvas Homepage See practice exercises and answer key on Chapter 3 Module Canvas Homepage Read and study: pp. 76-83 Look over exercises: pp. 78, 81, 82, 83
8	10/9 10/12 (Friday)	Read and study: pp. 84-89 Look over exercises: pp. 86, 87 Connect exercises & Composition – Chapter 3 (due by midnight) 3) (LearnSmart – Vocab + LearnSmart – Structures) 4) Chapter 3 Workbook Exercises

Week	Date	Topics, Readings, Assignments, Deadlines
	11/9 (Friday)	<p>Connect exercises & Composition – Chapter 5 (due by midnight)</p> <p>1) (LearnSmart – Vocab + LearnSmart – Structures)</p> <p>2) Chapter 5 Workbook Exercises</p> <p>Composition #5, «Par écrit» (60-80 word minimum) [Connect]</p> <p>Chapter 5 Examination (under “Assignments” in Canvas) [due by midnight]</p>
13	11/13 11/15	<p>Read and study: pp. 144-50 Look over exercises: pp. 147, 148, 149, 150</p> <p>Read and study: pp. 151-59 Look over exercises: pp. 153, 156, 157, 159 See audio and video tutorials on Chapter 6 Module Canvas Homepage See practice exercises and answer key on Chapter 6 Module Canvas Homepage</p>
14	11/27 11/30 (Friday)	<p>Read and study: pp. 160-73 Look over exercises: pp. 162, 164, 165, 166, 167, 169, 170, 171</p> <p>Connect exercises & Composition – Chapter 6 (due by midnight)</p> <p>1) (LearnSmart – Vocab + LearnSmart – Structures)</p> <p>2) Chapter 6 Workbook Exercises</p> <p>Composition #6, «Par écrit» (80-100 word minimum) [Connect]</p> <p>Chapter 6 Examination (under “Assignments” in Canvas) [due by midnight]</p>
15	12/4 12/6	<p>Read and study: pp. 174-87 Look over exercises: pp. 177, 178, 180, 181, 183, 185, 187</p> <p>Read and study: pp. 188-99 Look over exercises: pp. 189, 190, 193, 194, 195, 197, 198 See audio and video tutorials on Chapter 7 Module Canvas Homepage</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		See practice exercises and answer key on Chapter 7 Module Canvas Homepage
16	12/10 12/14 (Friday)	<p>Last day of instruction</p> <p>GE Writing Assignment [Canvas homepage]: Exercise on work that illuminates enduring human concerns: A short essay analysis of Damas' poem "Ils sont venus ce soir" which highlights the enduring human concerns of identity, alienation, loss, racial persecution and how humanity can triumph and overcome man-made obstacles (200 word minimum)</p> <p>Connect exercises & Composition – Chapter 7 (due by midnight)</p> <ol style="list-style-type: none"> 1) (LearnSmart – Vocab + LearnSmart – Structures) 2) Chapter 7 Workbook Exercises <p style="text-align: center;">Composition #7, «Par écrit» (80-100 word minimum) [Connect]</p> <p>Oral exam #2 (Canvas; see interview schedule)</p> <p>Review for final exam</p>
Final Exam	Friday December 14	<p>Chapter 7 Examination (under “Assignments” in Canvas) [completed by midnight]</p> <p>Pronunciation Final</p>