

San José State University
Department of World Languages and Literatures
French 1B (ONLINE): Elementary French: Second Sem
<http://connect.mheducation.com/class/j-desalvo-fall-2018-individualized-1>
Fall 2018

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Office Hours:	Zoom teleconferencing Wednesday 1400-1600 (email to schedule), and by appointment
Class Days/Time:	Online
Classroom:	Online
GE/SJSU Studies Category:	GE Area C2

Technology Intensive, Hybrid, and Online Courses

French 1B is a hybrid course insofar as all students are required 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 1B is a 4-unit course designed for students who have already taken French 1A or its equivalent. It continues the acquisition of basic communicative structures, elementary vocabulary, correct pronunciation and spelling begun in French 1A. The course is designed to build on the oral and written skills attained in 1A and to prepare students for French 25A, 25B or 25C (intermediate-level French) taken in any order. 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 in class through interactive exercises. Instruction will be conducted solely in French.

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 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 during class to the development of the students' speaking and oral comprehension skills, both classroom and online class participation is an essential component for succeeding and receiving a good grade in the class.

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 on the chapter and final exams in the form of essay questions on various cultural and literary topics, including an end-of-semester short essay analysis of an excerpt from Mariama Bâ's work *Une si longue lettre* which highlights the enduring human concerns of tradition versus modernism, generational conflicts, social progress and inequalities between the sexes, 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 8-14 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:

- CLO 1 Develop listening, speaking, reading and writing skills at Intermediate Low/Mid level.
- CLO 2 Develop speaking and listening skills necessary to deal with familiar survival situations.
- CLO 3 Understand short, memorized sentences and phrases with contextual support.
- CLO 4 Ask questions or respond to simple questions, statements, high-frequency commands.
- CLO 5 Use courtesy formulae, idiomatic expressions and vocabulary appropriate in specific situations.
- CLO 6 Provide personal background information.

CLO 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)

CLO 1 Write in French at ACTFL Intermediate Low/Mid level

CLO 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.

CLO 3 Observe grammatical rules and spelling (agreement in gender, number, person; meaning and uses of verb forms; meaning of diacritic signs.)

CLO 4 Use online and printed linguistic reference materials such as grammar, bilingual dictionaries, conjugation manuals.

CLO 5 Distinguish between oral & written forms; learn to use written forms in academic writing.

CLO 6 Identify expository and argumentative writing styles.

CLO 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 150-200²

Exit score 250-300³

ACTFL:⁴

Exit: Intermediate Low/Mid

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

Learner is generally understood by native speakers accustomed to foreigners.

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

² To be taken online at the beginning of the semester by second week of classes (see Canvas Homepage).

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

⁴ See ACTFL Proficiency Guidelines:

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

Pronunciation is generally influenced by native language

Required Texts/Readings

Textbook

Vis-à-vis, 6th edition, Amon, E., Muyskens, J., and Omaggio Hadley, A., McGraw-Hill, 2015 ISBN 978-0-07-338647-8

Vis-à-vis, Online Workbook/Laboratory Manual Activities, Connect French/LearnSmart 6th ed. 2015 ISBN 9781259118890

<http://connect.mheducation.com/class/j-desalvo-fall-2017-individualized-1>

RECOMMENDED (OPTIONAL)

The Collins Robert French Dictionary (or equivalent)

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

Other equipment / material requirements

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

<http://www.mhhe.com/visavis6>
(Useful study hints, activities and exercises)

** Instead of purchasing the Vis-à-vis Audio CDs, students may go to the Vis-à-vis website above to listen to these audio files by clicking on “Student Edition” on the left, choosing a chapter on the left, and under “Student Resources” selecting “Audio Program.”

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 1B, such as a copy of the course syllabus. To access the site, go to: <http://sjsu.instructure.com/>

Department of World Languages and Literatures Home Page

<http://www.sjsu.edu/wll>

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.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital, such as DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

SJSU Credit Hour Policy and 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 instruction or preparation/studying or course related activities. (See SJSU Academic Senate Policy S12-3.)

In 4-unit courses, students are therefore expected to devote a minimum of twelve hours per week completing equivalent out-of-class, online course assignments or projects. Careful time management is needed to keep up with readings and assignments in these courses. Certain assignments may require meetings outside of class with other students and the instructor (see course calendar for further details). More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>

The additional equivalent three (3) units of class time in French 1B are accounted for by **extensive engagement of the faculty member with the students through the following online activities and assignments outside of class:**

Homework: 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. If you do not have a computer, you may use one in the World Languages Media Center: Clark Hall 208.

CLASSWORK: Individual presentations may be assigned. Otherwise oral and written in-class exercises will be done in group form. Success in this course is based on the expectation that students will, as previously stated, spend for each hour of class time a minimum of two hours on preparation, studying or other course related activities.

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). A quiz may be taken prior to its scheduled date if the instructor is given ample justification and sufficient advance notice..

EVALUATION	PERCENTAGES	GELOs
Examinations Chapters 8-13 (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
Pronunciation Modules & Pronunciation Final [Canvas]	10%	
1 st Oral Exam [Canvas]	7.5%	
2 nd Oral Exam [Canvas]	7.5%	
End-of-semester short essay exercise on a work that illuminates enduring human concerns [Canvas]	5%	GELO 2 & 3
Final Exam (Chapter 14) [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)

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 1B (ONLINE) / Elementary French: Second Semester

Fall 2018 Course Schedule

Please note: Schedule is subject to change with fair notice

Week	Date	Topics, Readings, Assignments, Deadlines
1	Week of 8/21	Introduction (Online Orientation) – First day of instruction Complete pronunciation modules in Canvas
2	Week of 8/27	Read and study in <i>Vis-à-vis</i> : pp. 200-207 Look over exercises: pp. 203, 204, 205, 207 See audio and video tutorials on Chapter 8 Module Canvas Homepage See practice exercises and answer key on Chapter 8 Module Canvas Homepage Complete pronunciation modules in Canvas Take non-graded French Placement Exam by September 1 st (midnight)
3	Week of 9/3	Read and study: pp. 208-17 Look over exercises: pp. 208, 210, 211, 214, 215, 217 Complete pronunciation modules in Canvas
4	Week of 9/10 9/14 (Friday)	Read and study: pp. 218-31 Look over exercises: pp. 219, 222, 223, 224, 227, 228 Connect exercises & Composition – Chapter 8 (due by midnight) 1) (LearnSmart – Vocab + LearnSmart – Structures) 2) Chapter 8 Workbook Exercises Composition #1, «Par écrit» (80-100 word minimum) [Connect] Chapter 8 Examination (under “Assignments” in Canvas) [due by midnight] Complete pronunciation modules in Canvas
5	9/17	Read and study: <i>Vis-à-vis</i> , pp. 232-45 Exercises pp. 234, 235, 236, 237, 238, 240, 243, 245

Week	Date	Topics, Readings, Assignments, Deadlines
9	10/15	<p>Read and study: pp. 288-303</p> <p>Exercises pp. 291, 293, 296, 297, 298, 300, 301, 303</p> <p>See audio and video tutorials on Chapter 4 Module Canvas Homepage</p> <p>See practice exercises and answer key on Chapter 4 Module Canvas Homepage</p>
10	10/22 10/26 (Friday)	<p>Read and study: pp. 304-317</p> <p>Exercises pp. 305, 306, 307, 310, 311, 312, 315, 316</p> <p>Review for oral exam #1</p> <p>Review for examination Chapter 11</p> <p>Connect exercises & Composition – Chapter 11 (due by midnight)</p> <ol style="list-style-type: none"> 1) (LearnSmart – Vocab + LearnSmart – Structures) 2) Chapter 11 Workbook Exercises <p>Composition #4, «Par écrit» (100-120 word minimum) [Connect]</p> <p>Chapter 11 Examination (under “Assignments” in Canvas) [due by midnight]</p> <p>Oral exam #1 (Canvas; see interview schedule)</p>
11	10/29	<p>Read and study: pp. 318-335</p> <p>Exercises pp. 321, 324, 325, 326, 329, 332, 333, 335</p> <p>See audio and video tutorials on Chapter 5 Module Canvas Homepage</p> <p>See practice exercises and answer key on Chapter 5 Module Canvas Homepage</p>
12	11/5 11/9 (Friday)	<p>Read and study: pp. 336-51</p> <p>Exercises pp. 338, 341, 342, 343, 344, 348</p> <p>Review for examination Chapter 12</p> <p>Connect exercises & Composition – Chapter 12 (due by midnight)</p> <ol style="list-style-type: none"> 1) (LearnSmart – Vocab + LearnSmart – Structures) 2) Chapter 5 Workbook Exercises <p>Composition #5, «Par écrit» (100-120 word minimum) [Connect]</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		Chapter 12 Examination (under “Assignments” in Canvas) [due by midnight]
13	11/12	Read and study: pp. 352-65 Exercises pp. 354, 355, 356, 357, 359, 360, 362, 363, 365 See audio and video tutorials on Chapter 6 Module Canvas Homepage See practice exercises and answer key on Chapter 6 Module Canvas Homepage
14	11/19 11/21 (Wednesday)	Read and study: pp. 366-75 Exercises pp. 367, 369, 370, 372, 373, 374 Review for examination Chapter 13 Connect exercises & Composition – Chapter 13 (due by midnight) 1) (LearnSmart – Vocab + LearnSmart – Structures) 2) Chapter 13 Workbook Exercises Composition #6, «Par écrit» (130-150 word minimum) [Connect] Chapter 13 Examination (under “Assignments” in Canvas) [due by midnight]
15	11/26	Read and study: pp. 376-91 Exercises pp. 380, 381, 382, 383, 385, 386, 388, 389, 391 See audio and video tutorials on Chapter 7 Module Canvas Homepage See practice exercises and answer key on Chapter 7 Module Canvas Homepage
16	12/3	Read and study pp. 392-407 Exercises pp. 394, 395, 396, 400, 401, 404, 405 Review for examination Chapter 14 Exercise on work that illuminates enduring human concerns: Short essay analysis of an excerpt from Mariama Bâ's work <i>Une si longue lettre</i> which highlights the enduring human concerns of tradition versus modernism, generational conflicts, social progress and inequalities between the sexes (200 word minimum)

