

**College of Arts, Social Sciences and Humanities  
Department of Global Cultures and Languages**

**Français 102**

**Syllabus**

**Printemps 2020**

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<b>Bureau:</b> 315 D Graff Main Hall	<b>Tél:</b> 608-785-8329
<b>Cours:</b> M-W-F: 11:00-11:55 am	Wing 102 UWL / UW Stevens Point
<b>Office hours:</b> T: 9:00-10:50 am and W: 1:00-3:00 pm or by appt ( <a href="https://calendly.com/vcassidy">https://calendly.com/vcassidy</a> )	
<i>Email is my preferred means of communication. I will respond to emails within 24 hours Monday through Friday, and 36 hours Saturday or Sunday, if not before.</i>	

**Rental:** Girardet, Jacky, Jacques Pêcheur et al. *Tendances A1. Méthode de français*. CLE International, 2016.  
Girardet, Jacky & Jacques Pêcheur. *Tendances A1. Cahier d'activités*. CLE International, 2016.

**LMS:** <https://www.uwlax.edu/canvas>. **NOTE:** to access all materials designed by your instructor for this course, please use Chrome as a browser, and your uwlax.edu address.

**Catalogue Course Description**

*FRE 102 – Elementary French II - 3 cr.* The second introductory courses in French emphasizes the development of practical communication skills using an interactive learning approach and integrates cultures from the Francophone world in language learning to provide students with basic survival skills in a French-speaking country. Prerequisite: FRE 101 or placement based on UW System Placement Test scores.

**Goals & Learning Outcomes**

Welcome to the second of two beginning-level French courses! This course has two general education goals: the education of the whole person and to prepare students to participate in an interconnected global community. To achieve these broad goals, students will explore the Francophone communities through a series of projects. Students will engage with products and practices from these communities and discover a variety of perspectives. Together these perspectives will contribute to a deeper understanding of the French-speaking world, and our own culture here in the United States. The vehicle of discovery will be the French language. While simultaneously gaining cultural knowledge and competency, students will continue to develop all language skills (reading, writing, speaking, and listening) with a project-oriented focus. All student-student and teacher-student interaction will be in French.



Students who successfully complete this course will be able to:

**Language**

1. Ask and respond to simple, direct questions or requests for information. Speaking and listening comprehension skills will be assessed through class contribution, homework, quizzes, and practice with conversation partners.
2. Compose descriptions and requests for information in loosely connected texts about personal preferences, daily routines, common events, and other personal topics. Writing skills will be assessed through projects and exams.

**Culture**

3. Identify cultural product and practices of the Francophone world.
4. Compare and contrast cultures of the Francophone world with their own. Cultural competence will be assessed through class contribution, quizzes, homework, and cultural blogs.

**Literacy & Skills**

5. Extract some information from authentic texts of different genres and medium. Reading and listening skills will be assessed in exams, class contribution, and projects.
6. Develop interpersonal and presentational skills in French. These will be assessed in class contribution, in projects, and oral communications.

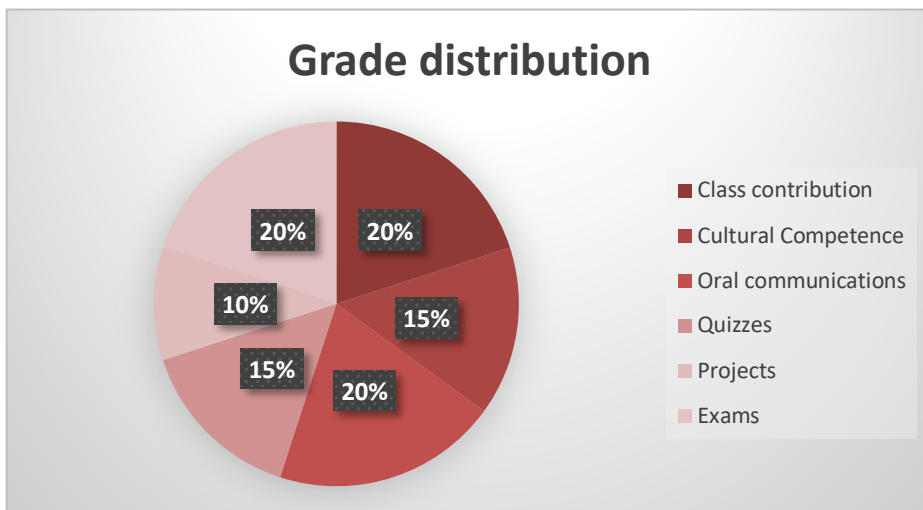
**Determination of Course Grade:**

Class contribution (attendance & preparation)	20 %
Oral communications	20 %
Quizzes	15 %
Cultural competence	15 %
Projects	10 %
Exams (midterm & final)	20 %

**Grading Scale:**

93 – 100 %	A
88 – 92 %	AB
83 – 87 %	B
78 – 82 %	BC
70 – 77 %	C
60 – 69 %	D
0 – 59 %	F

To receive retroactive credits for this course, **you must earn a B** (not a BC).



Learning & teaching approach: Learning occurs both outside and inside our classroom, through various media. Prepare for class by viewing and studying screencasts on Canvas, by reading assigned pages in the textbook, by bringing your completed homework to class, or submitting it in Canvas, and by conversing with Conversation partners at the LRC (Language Resource Center, 321 Graff Main); immerse yourself by participating in French club socials and LRC activities, listening to Francophone music, or viewing films with subtitles. You should plan on spending 2 hours of study per class meeting. Remember that language learning is not a linear process and that it takes time and grit.

Class culture & attendance policy: Since learning theories demonstrate that we learn more when engaging and collaborating with others, we are to work as a team in our classroom. **This means we will hold each other accountable to speak French while in the classroom and during group work.** Remember that errors are natural on the road to fluency and that accuracy comes later in your language development. As a result, becoming a risk-taker in the target language is essential to seeing progress. See “mistakes” as an opportunity to learn and be respectful of your classmates’ efforts. Showing respect to your classmates also includes to be prepared for class to participate efficiently to discussions by doing assigned readings, viewing screencasts and completing online activities. **Practice mindfulness in class: be in the moment – this is our time together – let’s enjoy it! To achieve this goal, it is necessary to put phones away** (unless required for an activity).

Regular attendance is crucial in this course as the time you spend in the classroom will be the main opportunity for you to hear and speak French. Be aware that being absent negatively impact your class contribution grade, through roll call attendance on Canvas, since if you are not in class, it is not possible for you to actively contribute to the class discussion and the various assessment activities. As a courtesy, please send an email prior to planned absences or during illnesses. It is your responsibility to complete assignments due during your absences upon your return to class.

Conversation partners: Weekly meetings with conversation partners are required for you to practice what you learn in class in another environment. You will sign up for a 15-minute meeting with a conversation partner at the LRC. You will be awarded 5 points toward your class preparation grade for each fruitful meeting, for a total of 50 during the semester. Note that in the syllabus schedule, **CP** indicates a week when you are to meet with your partner. If you miss one of your meetings, first contact your conversation partner to let them know, then you need to contact Dane ([ddevetter@uwlax.edu](mailto:ddevetter@uwlax.edu)) to find a time to make your session up. It is only allowed to make up **two missed sessions** at the end of the semester.

#### Graded Assignments:

- **Class preparation - Homework:** Homework assignments are posted on Canvas in weekly charts entitled *Au programme*. Formative assignments will be evaluated as complete or incomplete: they prepare you to participate in class and provide you with the lexical and grammatical tools you need to communicate. You may also be asked to upload some homework on Canvas. Homework assigned from the workbook rented at the UWL bookstore should be written in the binder/folder/notebook you are using to take notes in class. Please do not write in the workbook you are renting, or you will need to purchase it! Additionally, **Online Concept Check Forms** will be assigned after viewing screencasts tutorial on the *Structure* pages on Canvas. These formative assignments, evaluated as complete or incomplete, allow me to identify which concepts we need to focus on during class, and guide your studying since you will also self-assess your needs. (SLO 1 & 5)
- **Oral Communications:** During the semester, you will practice several communication activities – interpretive, interpersonal, and presentational communications – both in class and online. Your ability to



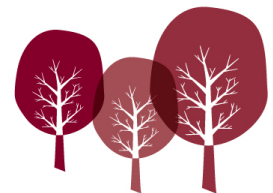
orally convey a message in French will be evaluated during your practice with **conversation partners**. These formative assignments will be evaluated on a Pass/Fail scale related to your engagement during the sessions. **Flipgrid** assignments are available through Canvas to assess interpretive and presentational skills. These will be evaluated on a scale from 1- 5 towards goal completion. (SLO 1, 2 & 6)

- **Quizzes:** Lexical, grammatical and cultural competences will be evaluated during weekly short quizzes, administered online during class. The lowest quiz grade will be dropped out of the final grade (SLO 1, 2 & 4)
- **Projects:** Writing projects will be assigned and collected several times during the semester as stated in the *Au programme* pages on Canvas (SLO 2, 3 & 6).
- **Discussion - Global competence:** Reflection questions in English will be posted on Canvas so you can “investigate and explain cultural differences and similarities, looking beneath the surface of stereotypes.” (ACTFL Global Competence position statement, 2014). (SLO 3 & 4)
- **Exams:** Language concepts, vocabulary, and tasks completion will be evaluated during a midterm on **Wednesday, March 11<sup>th</sup>**, and a final on **Friday, May 15<sup>th</sup> from 10:00 am to 12:00 pm**. (SLO 1, 2 & 5)
- **Class contribution:** Daily, active participation in class is required as the primary course’s goal is for you to be able to communicate in French! You can **best** learn French by coming to class and being **engaged** in the activities both in class and online, and for this, you will need to be well prepared before our meetings. You are not expected to speak perfect French so do not be afraid to speak or to make mistakes (nobody ever learned a language –including their own– without making lots of mistakes). Twice in the semester, you will complete a self-evaluation of your effort and contributions to the course. As your instructor, I will include my perspective to this evaluation. Refer to the evaluation form on Canvas so you are aware of the expectations for this course (SLO 1 through 6).

**Make-Up Policies:** Assignments are due on the dates indicated in the Calendar on Canvas. For extenuating circumstances that impact your ability to meet deadlines or participate in class activities, you are responsible for alerting me as soon as possible by email. In case of absences due to illness, scheduled activities of an official University student organization, or other legitimate circumstances (hospitalization, court date), you will need to make-up tests and provide missed course-work assignments as soon as possible and **within one week of the original assigned date**.

**Expectations for Graded Work:** I provide students feedback and/or scores on assignments that require individualized grading before a further assignment of a similar format is due. Generally, I return work that requires individual feedback within 21 days from the date the work was due. I will notify you if I am unable to grade the work within the 21-day time-frame, and will identify a revised return date. If you submit work after the due date, it may not be returned within 21 days. Your graded coursework will be returned in compliance with FERPA regulations, such as in class, during my office hours, or via the course management system through which only you will have access to your grades. After you have completed the course, any copies or records of your graded material that I retain will be accessible up to 7 weeks into the next academic term (either Spring after Fall or J-term; or Fall after Spring or Summer).

**PRO-UWL (Progress Report Online via Navigate):** This class will be participating in the Navigate Progress Report Online early alert system designed to promote student success. If I notice that you are experiencing difficulties early in the semester (e.g. low assignments score or limited participation), I may note this information and you will receive notification indicating that I entered feedback. I encourage you to meet with me and/or utilize helpful campus resources listed on [UWL’s Student Success page](#).



*Academic Integrity and Misconduct:* Academic misconduct is a violation of the [UWL Student Honor Code](#) and is unacceptable. I expect you to submit your own original work and participate in the course with integrity and high standards of academic honesty. When appropriate, cite original sources, following the style rules of our discipline. PLEASE NOTE that whenever a grade penalty is imposed due to academic misconduct, the instructor is required to write a letter documenting the misconduct. **Copies are sent to the student, to the Office of Student Life (where the letter remains on file in the student's record), and to the Dean of the student's College.** Refer to <https://www.uwlax.edu/student-life/student-resources/student-handbook/> for a detailed definition of academic misconduct, and for possible sanctions and consequences. The Office of Student Life can also assist.

Plagiarism or cheating in any form may result in failure of the assignment or the entire course, and may include harsher sanctions. Refer to the Student Handbook #14.02 <https://www.uwlax.edu/student-life/student-resources/student-handbook/#tm-academic-misconduct--chapter-uws-14->) for a detailed definition of academic misconduct. For helpful information on how to avoid plagiarism, go to "Avoiding Plagiarism" on the Murphy Library website (<http://libguides.uwlax.edu/plagiarism2>). You may also visit the [Office of Student Life](#) if you have questions about plagiarism or cheating incidents. Failure to understand what constitutes plagiarism or cheating is not a valid excuse for engaging in academic misconduct.

### *Student Course – and Faculty-Related Concerns, Complaints, and Grievances.*

#### **Informal Complaints:**

If a student has a concern or a complaint about a faculty member or course, the general process for making **informal complaints** is outlined in steps 1-3 below. Students are welcome to bring a friend or a UWL staff member with them during the following steps. Students who report concerns/complaints/grievances, whether informally or formally, will be protected from **retaliation** and have the right to expect an **investigation** and the option to have regular updates on the investigation:

1. The student should speak directly to the **instructor**.
2. If the student is uncomfortable speaking with the instructor, or they are unsatisfied with the solution, they should go to the **chair** of the faculty member's home department.
3. If the student is uncomfortable speaking with the department chair, or the chair is the faculty member in question, or they are unsatisfied with the solution, the student should speak with their **college dean**.

Depending on the specifics of the student's concern, it may be helpful for them to reach out to additional offices:

- Complaints/concerns/grievances about **grades, teaching performance, course requirements, course content, incivility, or professional ethics** should follow the process outlined above. Students may also wish to seek support from the [Student Life](#) office.
- Complaints/concerns/grievances related to **hate/bias** and **discrimination** may follow the process outlined above, and in addition or instead students may contact the [Campus Climate](#) office and/or submit a [hate/bias incident report](#).
- Complaints/concerns/grievances related to **sexual misconduct** may begin with the process outlined above, but will need to also involve the [Equity & Affirmative Action](#) and [Violence Prevention](#) offices, and/or the [Title IX Team](#). Students should know that faculty members are [mandatory reporters](#) of sexual misconduct, but that [confidential resources](#) are available to them.

**Formal Complaints:** If the student is unsatisfied with the solution of their informal complaint, they have the right to file a **formal institutional complaint** with the Student Life office, as described in the [Student Handbook](#).

*Course Access:* Access to course materials in Canvas may cease after the term ends. If you wish to archive materials for your personal records or portfolio you should do so as you progress through the course. As a general



rule, you should always save local copies of course-related work. To avoid disasters, you should also save important files to external media or cloud storage.

*Inclusive Excellence (IE)*: UWL's core values include "Diversity, equity, and the inclusion and engagement of all people in a safe campus climate that embraces and respects the innumerable different perspectives found within an increasingly integrated and culturally diverse global community" (<https://www.uwlax.edu/chancellor/mission/>) If you are not experiencing my class in this manner, please come talk to me about your experiences so I can try to adjust the course if possible.

*Names / Pronouns*: I will do my best to address you by a preferred name or gender pronoun that you have identified. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. Information on UWL's preferred name policy is available [here](#) and UWL's Pride Center is available for additional assistance.

*Student Evaluation of Instruction (SEI)*: UWL conducts student evaluations electronically. Approximately 2 weeks prior to the conclusion of a course, you will receive an email at your UWL email address directing you to complete an evaluation for each of your courses. In-class time will be provided for students to complete the evaluation in class. Electronic reminders will be sent if you do not complete the evaluation. The evaluation will include numerical ratings and, depending on the department, may provide options for comments. The university takes student feedback very seriously and the information gathered from student evaluations is more valuable when a larger percentage of students complete the evaluation. Please be especially mindful to complete the surveys.

*Technical Support*: For tips and information about Canvas visit the Canvas Guide Using Help - Student: <https://community.canvaslms.com/docs/DOC-10554-4212710328>. Check here to make sure your preferred browser is supported: Canvas Guide – Supported Browsers: <https://community.canvaslms.com/docs/DOC-10720-67952720329> You can also contact the ITS Support Center at (608) 785-8774 or email them at [helpdesk@uwlax.edu](mailto:helpdesk@uwlax.edu) for questions about Canvas or any other technological difficulties. The hours for ITS are Monday through Thursday from 7:30 am to 6:30 pm, and Friday from 7:30 am to 4:30 pm, Central Time.

## **UWL Legal Obligations to Students**

*Sexual Misconduct*: As an employee of the University of Wisconsin-La Crosse, I am a mandated reporter of sexual harassment and sexual violence that takes place on campus or otherwise affects the campus community. This means that if I receive detailed or specific information about an incident such as the date, time, location, or identity of the people involved, I am obligated to share this with UWL's Title IX Coordinator <https://www.uwlax.edu/equity/> in order to enable the university to take appropriate action to ensure the safety and rights of all involved. For students not wishing to make an official report, there are confidential resources available to provide support and discuss the available options. The contact in Student Life is Ingrid Peterson, Violence Prevention Specialist, (608) 785-8062, [ipeterson@uwlax.edu](mailto:ipeterson@uwlax.edu). Please see <http://www.uwlax.edu/sexual-misconduct> for more resources or to file a report.

*Religious Accommodations*: Per the [UWL Undergraduate and Graduate Catalogs](#), "any student with a conflict between an academic requirement and any religious observance must be given an alternative means of meeting the academic requirement. The student must notify the instructor within the first three weeks of class (within the



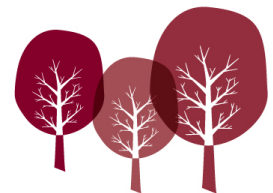
first week of summer session and short courses) of specific days/dates for which the student will request an accommodation. Instructors may schedule a make-up examination or other academic requirement before or after the regularly scheduled examination or other academic requirement.”

*Students with Disabilities:* Any student with a documented disability (e.g. ADHD, Autism Spectrum Disorder, Acquired Brain Injury, PTSD, Physical, Sensory, Psychological, or Learning Disability) who needs to arrange academic accommodations must contact The ACCESS Center (165 Murphy Library, 608-785-6900, ACCESSCenter@uwlax.edu) and meet with an advisor to register and develop an accommodation plan. In addition to registering with The ACCESS Center, it is the student's responsibility to discuss their academic needs with their instructors. You can find out more about services available to students with disabilities at The ACCESS Center website: <http://www.uwlax.edu/access-center>

*Veterans and Active Military Personnel:* Veterans and active military personnel with special circumstances (e.g., upcoming deployments, drill requirements, disabilities) are welcome and encouraged to communicate these, in advance if possible, to me. For additional information and assistance, contact the [Veterans Services Office](#). Students who need to withdraw from class or from the university due to military orders should be aware of the [military duty withdrawal policy](#)

### **One final word...**

COMMUNICATE if you have questions or concerns about the course, or me, doubts about your progress, or encounter some “life happens” issues likely to affect your class work. We can work **together during the semester**. It is not as likely to happen one week prior to the final exam or once the final grade has been posted in Wings... The best way to contact me is via email or during office hours.



## CALENDRIER

The schedule and procedures in this course are subject to change in the event of extenuating circumstances.  
Check the Canvas calendar daily to view current updates on tasks and readings.

- |   |   |
|---|---|
| 1 la semaine du 27 janvier<br>lu 27 Présentations<br>me 29 Révisions<br>ve 31 Révisions                     | 9 la semaine du 23 mars - <b>CP 6</b><br>lu 23 Unité 7<br>me 25 Unité 7<br>ve 27 Unité 7                              |
| 2 la semaine du 3 février<br>lu 3 Unité 5<br>me 5 Unité 5<br>ve 7 Unité 5                                   | 10 la semaine du 30 mars - <b>CP 7</b><br>lu 30 <b>GCL Advising Day</b><br>me 1 <sup>er</sup> Unité 7<br>ve 3 Unité 7 |
| 3 la semaine du 10 février - <b>CP 1</b><br>lu 10 Unité 5<br>me 12 Unité 5<br>ve 14 Unité 5                 | 11 la semaine du 6 avril - <b>CP 8</b><br>lu 6 Unité 7<br>me 8 Unité 7<br>ve 10 Unité 8                               |
| 4 la semaine du 17 février - <b>CP 2</b><br>lu 17 Unité 5<br>me 19 Unité 5<br>ve 21 Unité 6                 | 12 la semaine du 13 avril - <b>CP 9</b><br>lu 13 Unité 8<br>me 15 Unité 8<br>ve 17 Unité 8                            |
| 5 la semaine du 24 février - <b>CP 3</b><br>lu 24 Unité 6<br>me 26 Unité 6<br>ve 28 Unité 6                 | 13 la semaine du 20 avril - <b>CP 10</b><br>lu 20 Unité 8<br>me 22 Unité 8<br>ve 24 Unité 8                           |
| 6 la semaine du 2 mars - <b>CP 4</b><br>lu 2 Unité 6<br>me 4 Unité 6<br>ve 6 Unité 6                        | 14 la semaine du 27 avril<br>lu 27 Unité 9<br>me 29 Unité 9<br>ve 1 <sup>er</sup> Unité 9                             |
| 7 la semaine du 9 mars - <b>CP 5</b><br>lu 9 Unité 6<br>me 11 <b>Examen de mi-semestre</b><br>ve 13 Unité 7 | 15 la semaine du 4 mai<br>lu 4 Unité 9<br>me 6 Révisions<br>ve 8 Révisions  |
| 8 la semaine du 16 mars<br><b>Les vacances de printemps</b>   |   |

**Examen final**  
vendredi 15 mai  
de 10:00 à 12:00  
LRC (Graff 321)

