



SPRING 1 2021
FRE202/222
 FERRUM COLLEGE
 PROFESSOR LOW

FRE 202/222

Ferrum College
 School of Arts & Sciences
 Spring 2021

Instructor:

Merry Low

Email:

mlow@ferrum.edu

Meeting time:

Mondays, 3:30pm-4:30pm

Office hours:

Thursdays, 12pm-1pm

Class Location:

Remote / Online

Prerequisite:

FRE 201

or placed into this level

Pourquoi le français?

Learning a foreign language helps you gain access to new cultural and communicative systems different from your own – a skill that is **vital** in everyday interactions with our globalized society. Language study also forces you to move beyond viewing the world from a limited perspective by giving you the necessary tools to gain deeper insight into another way of thinking, in this case, the French language and culture. Some of these tools include using new sounds, words, and structures that will, over time, give you greater access not only to other cultures but to your own as well. Additionally, research has shown that language learning is related to improved cognitive abilities such as memory, attention, and problem solving. In addition to these academic and cognitive benefits, here are some other interesting reasons to learn French:

- French is the only language other than English spoken on five continents with nearly 79 million native speakers and 190 million secondary speakers.
- French and English are the only two global languages; speaking French opens the doors to higher education around the world as well as the international job market.
- French (along with English) is the official working language of many organizations including the UN, UNESCO, NATO, and the International Olympic Committee.
- French is the largest donor of foreign words in English.

Course Description and Design

French 201/221 will continue to grow your love and passion for French through engagement not only with the structures of the language, but also with the vast world of francophone culture. In terms of the textbook, FRE201 will cover Units 9-12 of *Espaces*. As you can see from my pictures above that I have taken in various French-speaking (francophone) parts of the

world, I love all things francophone! I hope to share my love and passion for this diverse and beautiful language with you through the use of your textbook (thematic chapters and supplementary online material that hone reading, writing, listening, and speaking skills) and other sorts of cultural *realia*. The 5 C's of foreign language learning set by national foreign language standards will be prevalent in our class meetings. They are: communication, communities, comparisons, culture, and connections.

This course is designed around a communicative approach. This approach is based on the premise that the best way to learn a foreign language is through repeated, meaningful exposure to the foreign language as well as interaction with your classmates and instructor.

When we meet for our live sessions, it is imperative that you complete the readings, prep a few examples from each assigned exercise, and any assigned online work (Connect) prior to coming to class. While I will explain structure and review vocabulary, I will be asking you all to participate and discuss/practice with partners/groups.

Materials & Tech Requirements

We will use the textbook, *Espaces*, and its online component:

<http://ferrum.textbookx.com/institutional/index.php?action=browse#books/2469430/>

- Mitchell, James G. & Tano, Cheryl. *Espaces* (4th edition).
- Supersite: lab portion of course (121)
 - <https://www.vhlcentral.com/>
- Use of laptop or computer for synchronous class sessions (via Zoom)
- Use of laptop, computer, or cellphone for other online activities and assessments
- Access to internet with audio/visual capabilities

Learning Outcomes

By the end of the semester, you will be able to:

- 1) communicate (in a variety of modes) and maintain more advanced conversations in French on a variety of topics covered in the text and other readings posted to Brightspace.
- 2) build on existing tenses and moods for communicating your own experiences in the past, present and future as they relate to topics covered in the text and readings posted to Brightspace.
- 3) select a short French poem to recite and share in a meaningful way to your classmates.
- 4) utilize the simple future tense to articulate what will happen in the future.
- 5) employ the subjunctive mood to express opinions, doubts, and feelings.
- 6) read and listen to short texts, understand their basic meaning, and answer questions about their content.
- 7) compose 1-2 page compositions in French using accurate grammar and vocabulary from the text.

Communication

Because this course is fully online, communication is key. Here is how I plan to communicate with you all, and how I will expect you to communicate with me.

- 1) **Synchronous class sessions:** You must attend with your video on (though you are welcome to take a break for quick personal needs) while on Zoom.
- 2) **Email:** Email is the preferred means of communication. I will only be using my Ferrum-issued email account for communicating with students, and students should only use their Ferrum/institution-issued email account to communicate with me. Students should check their emails at least once daily. I will respond to emails within 24 hours (Monday-Friday) / next business day if on a weekend. I will also use email to make announcements on a weekly basis (including, but not limited to, week's schedule / expectations posted). I will also add reminders for assignment deadlines, quizzes, and tests.
- 3) **Course Calendar:** I plan on uploading all course assignments, discussions, Cengage deadlines, office hours, and synchronous meetings in the calendar in Brightspace. Students should sync this calendar with their personal calendars so that they can stay on top of the course.
- 4) **Interaction / Projects / Entretiens:** I will use "FlipGrid" as another platform to encourage students to interact with one another and post videos to foster speaking in French. There will also be other projects where students will have the opportunity to use various multimedia formats to present their ideas. Zoom will be used for "entretiens," which are short conversations between the student and professor and/or students and their classmates.
- 5) **Office hours:** I will be available virtually for my office hour through Zoom if a student prefers to meet 1:1.

Grading Scale & Components

A = 90-100 B= 80-89 C= 70-79 D= 60-69 F= below 60-0

Attendance and participation:	= 20%
Homework / Devoirs	= 15%
Quizzes / Petit Contrôles:	= 10%
Oral Interviews / Entretiens (2):	= 10%
Test / Contrôle: Chapter 16	= 15%
Composition / Essai (1)	= 15%
Final Exam / Examen Final: Chapter 16 (with key grammar from chapters 1-15 + short composition)	= 15%

	= 100%

Preparation and participation: (20 points each week)

10 points for participating in synchronous class / 10 for interactive participation in partner activities during live class / discussion boards / FlipGrid

Homework / Devoirs:

Any textbook assignment or composition (Brightspace upload)

Quizzes / Petit Contrôles:

Quizzes assigned through Brightspace

Entretiens 1 & 2:

Interviews – 3-5 minutes long; twice in the semester over Zoom; 1st entretien is between student and instructor, students put in pairs for 2nd entretien

Tests / Contrôles:

Chapters 12-15

Composition / Essai:

Students will have select topic provided by instructor; students will compose original response in French; double-spaced; Times New Roman size 12 font

Final Exam / Examen Final:

Cumulative exam – Review of previous French levels; Ch. 16; multiple choice, fill-in-the-blank, short answer, short composition, oral comprehension

Academic Integrity: In all instances, policies identified in the Ferrum College Catalog and the Ferrum College Student and Faculty Handbooks regarding the Honor System shall be followed. Students are expected to display academic integrity at all times and in all circumstances.

Civility in the Classroom: Civil behavior and mutual respect between faculty and students are critical in the college classroom environment if teaching, learning, critical thinking, and sharing of ideas are to occur. Respectful and civil behavior at a very basic level includes the following: turning off cell phones; arriving to class on time; engaging appropriately in classroom activities, lecture, or discussion through attentive listening without interruption or side chats; and demonstrating the ability to discuss topics without inappropriate language or attacking others (physically or verbally). Students who do not comply with the Civility in the Classroom policy described in the Faculty Handbook and the Student Handbook may be removed from the academic setting and may risk serious consequences as outlined in the Civility policy.

Office of Academic Accessibility (OAA) Information for Students with Disability Documented

As directed by Ferrum College's policy, any student with a disability who qualifies for and chooses to seek academic accommodations (such as testing, captioning, or other services) must request accommodations through the Office of Academic Accessibility. The director can be reached by email at nbeach@ferrum.edu and information is available at www.ferrum.edu/accessibility. Students pursuing academic accommodations must submit appropriate documentation to the director of OAA and follow Ferrum College's OAA established procedures in a timely manner.

If you believe you are not receiving the accommodations needed, your responsibility is to immediately contact the director by email, explain your concern to the degree you feel comfortable explaining it in writing, and request an appointment. Remember that accommodations cannot be granted retroactively; they must be requested in a timely manner before the accommodation is needed.

Academic Support:

- **Carter Center for Academic Success** (Quiet study center open 24/7 on the bottom floor of Stanley Library, home of the Math Center)
- **PAL Tutoring Program** (Peer Assisted Leaders that tutor for free in the ARC)
- **Stanley Library** (printing, scanning, computers, dictionaries, quiet study spaces and the Writing Center)

Student Services:

- **Counseling Services:** M-F, 9-5pm, Bassett Hall (middle) on the 2nd floor. (540) 365-4219. If it is an after hours emergency, please contact your Resident Assistant, Residence Life Staff, or the Campus Police at (540) 365-4444.
- **A Note on Title IX:** Title IX of the Education Amendment of 1972 states that "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance." If you (or someone you know) has experienced any form of discrimination and/or sexual harassment, including sexual assault, domestic violence, dating violence, and stalking, know that you are not alone. Ferrum College has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. As a Ferrum College faculty member, I am a "responsible employee," meaning that if you tell me about a situation related to the above description, I **must** share that information with the Title IX Coordinator. Although I have to make that notification, you will control how your case will be handled, including whether or not you wish to pursue a formal complaint. More information regarding Title IX at Ferrum College can be found at: <https://www.ferrum.edu/title-ix-information/>

PROGRAMME DU COURSE (Course Calendar) - separate document
TBD

<i>Semaine</i>	<i>Thèmes / Activités</i>	<i>À préparer avec dates limites (deadlines)</i>
1: 17-23 janvier	Unité 12	Participation : 1) Watch recorded video class (lundi = MLK Jr. Day) 2) FlipGrid (mercredi) Devoirs 1 : Textbook exercises - Brightspace (jeudi) <u>SuperSite/VHL (Lab):</u> 1 & 2 : vendredi Petit Contrôle 1: dimanche (Unité 12) - Brightspace