1. **COURSE TITLE\*:** Elementary French II
2. **CATALOG – PREFIX/COURSE NUMBER/COURSE SECTION\*:** FLNG 1105
3. **PREREQUISITE(S)\*:** FLNG 1104 **COREQUISITE(S)\*:** None
4. **COURSE TIME/LOCATION/MODALITY: (*Course Syllabus – Individual Instructor Specific*)**
5. **CREDIT HOURS\*:** 3 **LECTURE HOURS\*:** 3

 **LABORATORY HOURS\*: (contact hours) OBSERVATION HOURS\*:**

1. **FACULTY CONTACT INFORMATION: *(Course Syllabus – Individual Instructor Specific)***
2. **COURSE DESCRIPTION\*:**

This course builds upon the foundation laid in FLNG 1104, and uses the same text. It is the second phase in the two-course sequence which comprises elementary French at SSCC.

This course is based on the integration of learning outcomes across Interpersonal, Interpretive, and Presentational Modes of Communication.
Students accomplish real-world communicative tasks in culturally appropriate ways as they gain familiarity with products, practices, and perspectives of the target culture(s). Students learn grammar, vocabulary, and structures to enable them to meet functional performance goals at this level and to build a foundation for continued language learning. During this course, students perform better and stronger in the Novice range
while some abilities emerge in the Intermediate range.

1. **LEARNING OUTCOMES\*:**

At the end of this course, students will demonstrate the following Statewide Learning Outcomes:

**Interpersonal Communication:**

1. Students can show evidence of the ability to create with language in various timeframes to exchange information on familiar topics and to handle short, social interactions in culturally appropriate ways using contextualized words, phrases, common idiomatic expressions, and sentences, sometimes still supported by highly practiced language.

a. Functional ability includes:

* asking and answering basic questions;
* giving simple explanations and excuses;
* asking for and giving simple directions and advice;
* stating simple comparisons and contrasts;
* making selections and participating in basic negotiations; and
* stating what people, places, and things are like with some details.

b. Students use culturally appropriate gestures and formulaic expressions in highly practiced situations and show awareness of the most obvious cultural differences or prohibitions.

1. Students are also working towards participating in conversations in various timeframes on a greater variety of familiar topics and handling short, social interactions in culturally appropriate ways in everyday situations by asking and answering questions.

**Interpretive Listening/Viewing:**

1. Students can demonstrate understanding of the main idea, as well as some details, cognates, and idiomatic and formulaic expressions, in a variety of oral texts and media.

a. Students can use keywords and phrases to understand simple oral texts and media on familiar topics, with or without visual support.

b. Students use context cues for basic comprehension.

c. Students use their own cultural background and some easily recognizable elements from the target language culture(s) to derive meaning.

1. Students are also working towards demonstrating understanding of the main idea and many details on a greater selection of familiar topics in a variety of oral texts and media.

**Interpretive Reading:**

1. Students can demonstrate understanding of the main idea, as well as some details and idiomatic expressions, on familiar topics in a variety of texts.

a. Students use context cues for basic comprehension.

b. Students use their own cultural background and some easily recognizable elements from the target language culture(s) to derive meaning from texts.

1. Students are also working towards demonstrating understanding of the main idea and many details on a greater selection of familiar topics in a variety of texts.

**Presentational Speaking:**

1. Students can make simple presentations on familiar topics using phrases and sentences that they have practiced.

a. Functional ability includes:

* giving simple explanations and directions;
* presenting simple comparisons and contrasts; and
* stating what people, places, and things are like with some details.

b. Students use practiced, culturally appropriate gestures and formulaic expressions.

1. Students are also working towards creating with language in various timeframes to make simple presentations on familiar topics using phrases and sentences that they have practiced.

**Presentational Writing:**

1. Students can write short, guided messages and notes on familiar topics using phrases and sentences.

a. Functional ability includes:

* informing, listing, and writing simple narratives;
* expressing thanks;
* giving simple reasons why someone should do or say something;
* writing a simple invitation; and
* stating what people, places, and things are like with some details.

b. Students use practiced, culturally appropriate formulaic expressions and basic writing conventions.

1. Students are also working towards creating with language in various timeframes to write about a greater variety of familiar topics using a series of sentences.
2. **ADOPTED TEXT(S)\***

*Le Français Interactif* is available online and an open educational resource. You can order the print on demand book for less than $40.00 at www.lulu.com. If you order your book, know that it will take five days to come, but the text is online to hold you over until it comes.

**Website**

***Le Français Interactif*** is available online at: <http://www.laits.utexas.edu/fi/>

***Grammaire de l'absurde*** is available online at: <https://www.laits.utexas.edu/tex/gr/index.html>

**9a: SUPPLEMENTAL TEXTS APPROVED BY FULL TIME DEPARTMENTAL FACULTY (INSTRUCTOR MUST NOTIFY THE BOOKSTORE BEFORE THE TEXTBOOK ORDERING DEADLINE DATE PRIOR TO ADOPTION) \*\*\*.**

1. **OTHER REQUIRED MATERIALS: (SEE APPENDIX C FOR TECHNOLOGY REQUEST FORM.)\*\***
2. **GRADING SCALE\*\*\*:**

Grading will follow the policy in the catalog. The scale is as follows:

A: 90 – 100

 B: 80 – 89

 C: 70 – 79

 D: 60 – 69

 F: 0 – 59

1. **GRADING PROCEDURES OR ASSESSMENTS: (*Course Syllabus – Individual Instructor Specific)***

**SAMPLE**

|  |  |  |
| --- | --- | --- |
| **Assignments** | **Points Value** | **Percentage of final grade** |
| Discussion Forums | 100 | 10% |
| Grammar Checks | 100 | 10% |
| Oral Exercises | 100 | 10% |
| Chapter Quizzes | 300 | 30% |
| Written Exams | 400 | 40% |
| **Total** | **1000** | **100%** |

\*NO make-up work or extra credit will be available at any time during this course.

**NOTE:** The syllabus gives a general idea of what will take place in class on a given week. Students should read through the entire course syllabus now and mark the dates of all tests. This will highlight them in your mind. The syllabus is subject to revision as necessitated by the progress of the class over the course of the term.

1. **COURSE METHODOLOGY: *(Course Syllabus – Individual Instructor Specific)***

Students in this course will meet the learning outcomes using a variety of techniques, including: written exams, chapter quizzes, oral exercises, grammar checks, and discussion board forums.

**14. COURSE OUTLINE: *(Course Syllabus – Individual Instructor Specific)***

***(Insert sample course outline with learning outcomes tied to assignments / topics.)***

|  |  |  |
| --- | --- | --- |
| **Module(s)** | **Assignments/Topics** | **Learning Outcome(s)** |
| 1 | Getting StartedChapter 7* Your Textbook and Online Resources
* Getting Started - Introduction
* Chapter 7 Study
* Chapter 7 Discussion Board
* Chapter 7 Oral Exercise
* Chapter 7 Grammar Check
* Chapter 7 Quiz
 | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 |
| 2 | Chapter 8* Chapter 8 Study
* Chapter 8 Discussion Board
* Chapter 8 Oral Exercise
* Chapter 8 Grammar Check
* Chapter 8 Quiz
 | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 |
| 3 | Chapter 9* Chapter 9 Study
* Chapter 9 Discussion Board
* Chapter 9 Oral Exercise
* Chapter 9 Grammar Check
* Chapter 9 Quiz
* Exam 1
 | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 |
| 4 | Chapter 10* Chapter 10 Study
* Chapter 10 Discussion Board
* Chapter 10 Oral Exercise
* Chapter 10 Grammar Check
* Chapter 10 Quiz
 | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 |
| 5 | Chapter 11* Chapter 11 Study
* Chapter 11 Discussion Board
* Chapter 11 Oral Exercise
* Chapter 11 Grammar Check
* Chapter 11 Quiz
* Exam 2
 | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 |
| 6 | Chapter 12* Chapter 12 Study
* Chapter 12 Discussion Board
* Chapter 12 Oral Exercise
* Chapter 12 Grammar Check
* Chapter 12 Quiz
* Exam 3
 | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 |

1. **SPECIFIC MANAGEMENT REQUIREMENTS\*\*\*:**

**Late Work Policy:**

**Late assignments will be assigned a grade of “0” unless a student has received prior approval from the instructor***.* If a student has a problem or scheduling conflict that prevents the student from submitting an assignment on time, the student should contact the instructor immediately. The instructor will determine if the seriousness of the problem warrants an extension on the assignment. Unless absolutely unavoidable, students need to contact their instructor **before**missing the deadline – not after. Instructors have the right to decline accepting work for any credit after a deadline passes with a few specific exceptions, including but not limited to:

* If there is an outage of the Canvas system that is verified by central system administrators, instructors will provide an extension for students to submit work at no penalty.
* If the student has documentation of serious illness or death of a family member, instructors will work with the student to determine an alternate deadline.

**16. FERPA:\***

Students need to understand that your work may be seen by others. Others may see your work when being distributed, during group project work, or if it is chosen for demonstration purposes. Students also need to know that there is a strong possibility that your work may be submitted to other entities for the purpose of plagiarism checks.

**17. ACCOMMODATIONS: \***

Students requesting accommodations may contact the Academic Affairs office administrative assistant, Barb Fleming, at bfleming@sscc.edu or 937-393-3431 X-2620.

Students seeking a religious accommodation for absences permitted under Ohio’s Testing Your Faith Act must provide the instructor and the Academic Affairs office with written notice of the specific dates for which the student requires an accommodation and must do so no later than fourteen (14) days after the first day of instruction or fourteen (14) days before the dates of absence, whichever comes first.  For more information about Religious Accommodations, see the full policy at <https://www.sscc.edu/services/accessibility-services.shtml#religious-accommodations>

or contact the Academic Affairs office administrative assistant, Barb Fleming, at bfleming@sscc.edu or 937-393-3431 X-2620.

**18. OTHER INFORMATION\*\*\*:**

**SYLLABUS TEMPLATE KEY**

**\*** Item cannot be altered from that which is included in the master syllabus approved by the Curriculum Committee.

**\*\*** Any alteration or addition must be approved by the Curriculum Committee

**\*\*\*** Item should begin with language as approved in the master syllabus but may be added to at the discretion of the faculty member.