**Course Syllabus: FR 1101, Fall 2013**

**Introduction to French I, 3 SH**

MWF 12:30-1:20, Retan 105

**Instructor:** Dr. Bradley Holtman, G05B Belknap Hall, tel. 570-662-4596, e-mail bholtman@mansfield.edu. Tutors may be available as well at the Learning Center in South Hall (or TutorTrac: link from MU home page).

**Office Hours:** Mon & Wed 2:30-4:00, Th 1:45-3:45 or by appointment. I am usually available at other times than the office hours listed, but you need to set up the meeting with me in advance.

**Check your MU e-mail account frequently.** Along with other professors, I can get information to you outside of class in this way. If you miss something because you didn’t look at your MU account for 3 days ... sorry!

In case of questionable weather, be sure to check your MU e-mail and/or call my phone to find a possible cancellation message from me. If there is no message by 7:30 a.m., you can assume we have class. I will also post course cancellations on the MU website for that purpose.

**Catalog description of course:** For beginning students and those with less than two years of high school French. Emphasis is on grammar, pronunciation drills, aural comprehension, speaking, reading, and writing, with language lab. 3 cr. Prerequisites: none. Counts for General Education Unity and Diversity of Humanity: Global Perspectives, Option 1. (For Option 1, at least 2 semesters of the same language are required.)

**Holtman’s Home Page:** [http://coursework.mansfield.edu/bholtman/index.htm](http://coursework.mansfield.edu/bholtman/index.htm)

**FR 1101 & 1102 Resource Page:** [http://coursework.mansfield.edu/bholtman/1101F/index.html](http://coursework.mansfield.edu/bholtman/1101F/index.html)

**myfrenchlab.com** will be the site you visit most, for required Student Activities Manual (SAM) activities and other materials. You will need your access code bundled in the textbook.

**Chez Nous Textbook Companion Website** (contains audio files for in-book activities as well as web resources keyed to each chapter in the book):


**Textbooks:**

  
  
  ©2014 • Prentice Hall • Paper Bound with Access Card, 579 pp

- Other supplementary texts to be distributed in class or assigned on the Internet.

**Overview of Course:**

Aims and outcomes of the course: Introductory French starts from the very beginning; no previous knowledge is assumed. *Chez nous* is a widely used and regularly updated French series that puts great emphasis on intercultural knowledge development right alongside French skills. Vocabulary is practiced extensively. As with natural language learning, sentence structure (aka ‘grammar’) is learned in situations as needed in order to complete communicative tasks. By the end of the semester, you should be able to understand and be understood in a variety of basic situations. You will begin to appreciate many cultural differences between your own country and the many
francophone (French-speaking) countries. You will have a good ‘feel’ for how things look in those lands, how people do things, highlights of world geography, and many other insights you’ve probably never had before. And you’ll be able to express a good amount of it in French! No, you won’t be fluent; that takes time. But you will be confident with what you know (especially if you also take 1102 and even more) to survive in a French-speaking environment. By the end of 1101, you will probably be at the Novice Low or Mid level on the ACTFL proficiency scale. For more info, see http://actflproficiencyguidelines2012.org. After two semesters of French (i.e., after 1102), you will probably attain Novice Mid to High, and some very talented folks might even reach into Intermediate Low.

**Student Learning Outcomes for FR 1101**

After completing FR 1101, students will function in the Novice proficiency category as defined by ACTFL (American Council on the Teaching of Foreign Languages), as mentioned above. Most students will at least be in the Novice Mid range, and a few may reach Novice High. The following outcomes are consistent with Novice Mid. Sample assessments of each outcome are shown in parentheses after each one. (See key following.)

1. **Speaking**: Students will demonstrate the ability to talk primarily about topics that directly affect their lives. They will use basic vocabulary that has been learned well, but will not necessarily speak in full sentences or with correct structure. Topics they can handle will include family, describing people, weather, hobbies and interests, school. (1,4,5)

2. **Listening**: Students will demonstrate comprehension of key words and cognates, of formulaic expressions when contextualized and predictable, and of words and phrases from simple questions, statements, and high-frequency commands. (1,2,4,5)

3. **Reading**: Students will be able to understand short texts that use basic vocabulary already familiar to them. They will recognize key words and cognates as well as formulaic phrases that are contextualized. They will begin to develop reading strategies that help them understand textual information by use of context clues. (1,2,4,5)

4. **Writing**: Students will produce fairly accurate written language from memory with a modest number of words and phrases in context, especially when writing on well-practiced, familiar topics. (2,3,5)

5. **Cultural knowledge**: Students will demonstrate familiarity with various facets of everyday life in French-speaking countries. They will gain facility in examining their own cultural background and beliefs in more objective terms, based on their cross-cultural experiences in the course. (1,2,3,4,5)

*Key to assessments: 1. Final exam  2. Quizzes & tests  3. Composition assignments  4. Class activities (informal and/or peer assessment)  5. Homework assignments*

**Specific Objectives by chapter** (taken directly from the *Chez Nous* website.):

**Chapitre préliminaire**: You will be able to greet people, make introductions, and say good-bye. You will be able to describe the classroom, as well as give and receive instructions in the classroom. Additionally, you will be able to identify places where French is spoken throughout the world.

**Chapitre 1**: You will be able to talk about and describe family members, count from 0-99, and tell how old someone is. You will be able to describe activities and ask simple questions. Additionally, you will be able to describe families across the French-speaking world.
**Chapitre 2:** You will be able to describe appearance and personality, talk about leisure activities, ask for information, and specify dates and distances. You will also better understand the notions of friendship and leisure across the French-speaking world.

**Chapitre 3:** You will be able to talk about a university, courses of study, jobs, and the workplace. You will also be able to give commands, make suggestions, express preferences, and compare education and the workplace in the U.S., France, and Canada.

How will you know you have reached the objectives? **Assessments** will include but not be limited to:

- quizzes and tests (as you might expect)  
  *These will include all skill areas(speaking, listening, reading, writing, and cultural content), which must be practiced individually and assessed correspondingly.*
- specific practice and assessment activities geared to the various functional situations listed in the objectives
- informal observation by your instructor
- peer review in group activities

**Additional information on learning objectives, outcomes, and assessment for the General Education program can be found below under the General Education headings (p. 8 ff.).** These are the outcomes we explained in our application for Gen Ed status, along with some of the ways in which you will assessed. Language courses are wholistic and frequently address many objectives at the same time, in the same activity. For instance, we can practice numbers by looking at a French phone book, which also affords us plenty of cultural information about French names, conventions for writing phone numbers and how many digits they typically have, and short dialogues that model correct phone answering behavior, wrong numbers, etc., all using the French phone book.

**Course Materials:** The *Chez nous* textbook, Student Activities Manual [SAM] (lab exercises and online workbook), and course website, supplemented by materials made available to you online, form the basis of our approach to French this semester. Each chapter consists of an overall topic divided into subtopics. You will learn vocabulary and sentence structures appropriate to dealing with the situations in the various topics.

You will have assignments for EVERY CLASS. Plan to spend adequate time on them EVERY DAY. The assignments will prepare you for class activities. **primarily on your own, outside of class.** It is a crucial component, since you get the necessary individual practice from it to function well in the class activities based on the homework material. On my website, I will supplement the *Chez Nous* materials with additional word games, exercises, flashcards and reference tools. There is not too much reason to feel as though you don’t get enough practice in this course!

**Listening practice:** You will also gain a lot of exposure to many different native speakers of French from audio materials in each chapter. These will not only help you understand spoken French at a normal rate of speech, but also give you valuable “insider’s” information about the way French speakers live, French history, the varied facets of French culture and the contributions of French thinkers to virtually all fields of human endeavor. Many of the speakers also give their opinions about Americans and American culture at various points along the way. We will constantly discuss similarities and differences among American, French, Belgian, Canadian, Swiss, and various African cultures, as well as a few others! Give the audio clips lots of attention and listen to them many times each. Your ear will get tuned in and starting catching more and more.

**Continue your French study:** Start planning now to continue in French. Certainly you’ll want to take at least 1102 to assure the most basic survival competence (and satisfy General Ed), but see if you can plan even more into your schedule for following semesters. Students who take 2201 and then 2202 find especially in 2202 that things begin to fall into place and that French becomes more and more enjoyable as their abilities—and confidence—continue to increase.
After the intermediate sequence, a **Minor in French is within easy grasp** for students who have another few semesters on campus. All you need is three upper-level courses beyond 2202! However, because of current staffing restrictions at MU, you will need to consider very seriously the need for **study abroad** in order to have access to courses beyond 2202. MU has ties with Toulouse (see [http://mansfield.edu/international/direct-exchanges/france/](http://mansfield.edu/international/direct-exchanges/france/)). In addition, students can participate in programs under the ISEP (International Student Exchange Program), of which Mansfield University is a member. There are over 150 universities in the ISEP constellation, in 42 different countries. Costs are based on the usual amounts for tuition, fees, room and board at MU, and your financial aid can be applied towards study abroad in ISEP programs. (Consult the website listed above for Toulouse and click around at the Study Abroad site for lots more information.) All Toulouse or ISEP credits can be applied toward your degree at Mansfield University. See Dr. Monique Oyallon (e-mail moyallon@mansfield.edu), director of study abroad, very soon if study abroad is of even remote interest to you.

MU has also entered a **colloquium of French programs** across the PASSHE system so that you can take courses from Millersville or West Chester, for instance. They are offered via interactive TV, totally online, or a hybrid of these. The colloquium courses are another way to get upper-level courses in French besides study abroad.

**You will become a different person!** There’s a proverb common in many cultures that says, “You are as many persons as languages you speak.” With your French study, you will have a tool that will serve you in personal communications, travel, academic research, browsing the Internet, and many other uses. In addition, you will have trained your mind to begin thinking in another system, giving you flexibility in conceptual thinking, problem-solving and interpersonal capabilities. The many cultural insights you will have acquired should also serve you well in life, since you will come to understand that there are many ways to look at the same topic or problem and correspondingly many interpretations and solutions. In short, you will be on your way to becoming a global citizen armed with a diverse palette of skills. In today’s interconnected world, we must all be aware that we are part of the whole human community and not just our own back yard. The question is not *if*, but *when* we will have contact with people from all over the world—and much of this contact is almost certain to occur in your future work environment, if current trends continue.

**Why French?** Well, it’s just **awesome** to speak French, OK? But aside from that, there are many reasons. French is spoken natively by over 200 million people on five continents (the only language besides English to claim this) and as a second language by millions more. It is a key language in the business world and is a key to innumerable business ties with U.S. firms. Canada is our neighbor to the north, with Québec province mere hours away by car. France and French-speaking Belgium are founding and stable members of the European Union, with Switzerland another strong, stable economy. French is also a fantastic research language for anyone hoping to complete graduate study someday. A good deal of research and learned writings have been published in French, including a huge body of scholarly journals and books from a culture that produced some of the finest minds in the sciences, philosophy, music, literature and other humanities—you name it. Combined with your ability in English, French will thus open many, many doors (and improve your English, by the way!). French speakers are some of the greatest travelers in the world, so you are very likely to meet one someday—even if for some bizarre reason you never go to a French-speaking country. But that is a very large “if” in today’s world of easy access to travel and study possibilities (including programs through MU). Live your dreams! If you want to do it, you can—and will!

For facts about French and many reasons for studying it, check out these websites for starters -- there are tons of others as well:

- [http://www.fll.vt.edu/French/whyfrench.html](http://www.fll.vt.edu/French/whyfrench.html)
- [http://www.utm.edu/staff/globeg/profren.shtml](http://www.utm.edu/staff/globeg/profren.shtml)
- [http://www.lsa.umich.edu/rll/langinstruct/whyfrench.html](http://www.lsa.umich.edu/rll/langinstruct/whyfrench.html)
Hints for effective study

Skill-building: Any language, including your native tongue, is a learned skill--like typing, playing an instrument, painting or shooting freethrows. How well you actually PERFORM is what counts, in addition to understanding theoretically how it's done. **Lots of actual practice** is needed to accomplish this, just as with the piano, hitting a baseball, and other skills. Both classroom and practice outside class are thus crucial. Plan to **spend at least one hour per day** doing memorizing and practice work. This may sound like a lot, but you can **break it up into small chunks** throughout the day. In fact, that is even preferable to one marathon study session. The material you prepare, memorize and practice BEFORE class will be used in practical applications IN class. Class time is for your questions and extra explanation of material as well as development of oral and listening skills & cultural knowledge. **Build daily study time into your schedule.** A fun way to practice your French is to have a study group that meets at regular times. Be sure to use myfrenchlab, the *Chez nous* web site, and our course resource page for additional practice.

**Make a good effort.** Hand in assignments on time and well done. It is not only insulting to me to be handed a sloppy, partially finished and otherwise poorly done paper, but--more importantly--you gain nothing from it. Trust me on this, you are not doing assignments to please me! You are doing them in order to learn French language and culture. Use your book, your course websites and other resources to find answers to questions you might have. **Don't give up** and write any old thing down just to get the assignment done; you have learned nothing that way. In this and all of your classes, you must confront and grapple with the material until you have mastered it. Even if this seems unlikely at first, **keep at it.** Millions have managed to do it before you, and you will succeed also--if you give it and yourself a fair try. If all else fails, be sure to come and see me during office hours (or make an appointment to come at a different time), or drop me a quick e-mail message. I will respond as quickly as possible.

**Speak!** Many people complain that after years of language study that they still can't speak. This can only partially or not at all be blamed on the teacher! If you don't actively practice speaking and understanding spoken French, you will not be able to do it to any effective degree. After all, can you play a Beethoven sonata on the piano just by knowing where all the notes are on the keyboard? That's of course necessary, but it's only the first step toward actual performance of the music. Speaking a language is very similar--it requires lots of practice, practice, practice. Fortunately, the textbook website and my resource page for the course give you mucho guidance and opportunities for active practice. Use these every day, and be sure to review periodically. It is also good to say each written exercise you do several times orally. You will quickly begin to associate the spoken language with the written word this way and at the same time train your ears for listening comprehension. You know what they say: Use it or lose it. Skills must be maintained, or they get rusty.

**Use me as another resource.** I'm here to help you! Make an honest effort to find answers yourself first, of course. The ability to find information, read reference works and directions, and generally put two and two together will serve you well in your career and life. But if you are stuck, come to see me or send an e-mail. You are welcome in my office, even just to chat. Also ask more advanced students or native speakers (such as Ophélie) to assist you.

**Keep up.** Don't let yourself get behind, or it's murder to catch up again. On the other hand, if you stick to a regular study pattern, you will learn French and tons besides! And the discipline you need to do that will carry over into many aspects of your studies and life.

**Use web resources.** Aside from the online *Chez nous* sites and my course resource page, check out the Foreign Language web page: [http://www.mansfield.edu/~forlangu](http://www.mansfield.edu/~forlangu) for helpful information about MU's FL programs, plus a great place to start from if you want to do some Internet exploration! My home page also lists some super general resources.

**But use all resources with academic integrity.** For instance, **GOOGLE TRANSLATE IS TABOO**! You may be tempted to use this or one of the various translating engines out there to do your compositions and other writing for this class. While this is perfectly OK for a phrase here and there, it is **NOT ACCEPTABLE to write your compositions in**
English and then ‘translate’ them via the online website. This constitutes academic dishonesty; you are not handing in your own work, and therefore you are misrepresenting yourself in a dishonest manner. (Furthermore, the results are often ludicrously bad.) Assignments completed in this manner are subject to disciplinary actions specified by MU’s academic integrity policy. (See the top links at http://mansfield.edu/academic-affairs/resources-for-faculty/forms-and-procedures/) Besides, the whole point of learning French (or any other subject, for that matter) is so that you can actually USE it, so you should want to be producing your own work anyway. If someone else (or a computer somewhere) does it for you, chances are you won’t remember much of it for your own skill building. It will be clear to me whether you have produced something at your current ability level or whether you’re suddenly using vocabulary and grammar structures way beyond your experience. Just do your own work after making an honest effort, using what you know at that point. Sure, you will make mistakes along the way, but that’s how you learn best.

French really is fun—with a big payoff! You will have much better intercultural skills, including better ability to view your own culture more objectively. Along with this new status as a global citizen, you will have opportunities to communicate, expand your horizons, gain a real competitive edge on the job market, sharpen your thinking skills, and prepare yourself for graduate work or travel. How’s that for a bargain?!

Timetable (subject to modification during semester):
(Short vocab and culture quizzes will be announced in class. Exact dates will depend on when we finish material.)

<table>
<thead>
<tr>
<th>Date</th>
<th>Material for class time</th>
<th>Follow-up and preparatory homework (ALWAYS study textbook pages for next class, plus the assignments listed in this column): [SAM = Student Activities Manual]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 26 w1</td>
<td>Intro to course</td>
<td>pp. 16-17 alphabet; keyboard layout</td>
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<tr>
<td>Aug 28</td>
<td>pp. 2-5</td>
<td>SAM P1-P4</td>
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<tr>
<td>Aug 30</td>
<td>pp. 3-9</td>
<td>SAM P5-P9</td>
</tr>
<tr>
<td>Sep 2 w2</td>
<td>LABOR DAY -- NO CLASSES</td>
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<tr>
<td>Sep 4</td>
<td>pp. 9-11</td>
<td>SAM P10-P17</td>
</tr>
<tr>
<td>Sep 6</td>
<td>pp. 12-15</td>
<td>SAM P18-P22</td>
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<tr>
<td>Sep 9 w3</td>
<td>pp. 12-17</td>
<td>SAM P23-P28</td>
</tr>
<tr>
<td>Sep 11</td>
<td>pp. 18-22</td>
<td>SAM P29-P34</td>
</tr>
<tr>
<td>Sep 13</td>
<td>pp. 23-27</td>
<td>SAM P35-P42</td>
</tr>
<tr>
<td>Sep 16 w4</td>
<td>QUIZ: chapitre préliminaire; vidéo</td>
<td>SAM P43-P47</td>
</tr>
<tr>
<td>Sep 18</td>
<td>pp. 30-35</td>
<td>SAM 1-1 à 1-6</td>
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<tr>
<td>Sep 20</td>
<td>pp. 35-41</td>
<td>SAM 1-7 à 1-18</td>
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<tr>
<td>Sep 23 w5</td>
<td>QUIZ: ch. 1, leçon 1</td>
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<tr>
<td>Sep 25</td>
<td>pp. 42-46</td>
<td>SAM 1-19 à 1-24</td>
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<tr>
<td>Sep 27</td>
<td>pp. 46-48</td>
<td>SAM 1-25 à 1-32</td>
</tr>
<tr>
<td>Sep 30 w6</td>
<td>pp. 48-50</td>
<td>SAM 1-33 à 1-36</td>
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<tr>
<td>Oct 2</td>
<td>Chapitre 1, leçon 2 quiz</td>
<td></td>
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<tr>
<td>Oct 4</td>
<td>pp. 51-54</td>
<td>SAM 1-37 à 1-40</td>
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<tr>
<td>Oct 7 w7</td>
<td>pp. 54-58</td>
<td>SAM 1-41 à 1-48</td>
</tr>
<tr>
<td>Oct 9</td>
<td>pp. 58-62</td>
<td>SAM 1-48 à 1-52</td>
</tr>
<tr>
<td>Oct 14 w8</td>
<td>Chapitre 1, leçon 3 test; vidéo</td>
<td>SAM 1-59 à 1-63</td>
</tr>
<tr>
<td>Oct 16</td>
<td>pp. 68-72</td>
<td>SAM 2-1 à 2-6</td>
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<tr>
<td>Oct 18</td>
<td>pp. 73-77</td>
<td>SAM 2-7 à 2-14</td>
</tr>
<tr>
<td>Oct 21 w9</td>
<td>NO CLASS -- FALL HOLIDAY</td>
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<tr>
<td>Oct 23</td>
<td>pp. 78-79; Quiz Ch. 2, leçon 1</td>
<td>SAM 2-15 à 2-22</td>
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<tr>
<td>Oct 25</td>
<td>pp. 80-83</td>
<td>SAM 2-19 à 2-22</td>
</tr>
<tr>
<td>Oct 28 w10</td>
<td>pp. 83-88</td>
<td>SAM 2-23 à 2-33</td>
</tr>
</tbody>
</table>
Above all, enjoy yourself while interacting with other people in French! That’s what it’s really all about.

**Final Exam (Ch. 3 test plus some items from previous chapters):** Monday, 9 December, 13:00

**Approximate grade breakdown:**

| Classroom attendance (required) & oral participation: | 15% |
| SAM homework: | 20% |
| Other homework, including online assignments: | 10% |
| Vocab/culture quizzes (including online assignments): | 15% |
| Chapter quizzes (including online assignments): | 25% |
| Final exam (ch. 3 test plus material from previous chapters): | 15% |

**General hints:**

**Attendance & study:** You are expected to attend ALL class sessions and participate actively. The MU absence policy (see below) applies in this course. Only serious illness or grave situations should prevent your attendance in class. **You are responsible for discussing absences with me and for obtaining makeup assignments.** Call or e-mail BEFORE class is missed if at all possible. Take seriously the absolute necessity for thorough preparation outside of class. You need to set up a disciplined, **daily study** schedule in order to keep up with the work. If you practice material in a regular fashion, you should manage well. Just promise yourself now that you will not get behind! It is highly advisable to do as students in France do: form a work group with others from your class, and/or meet regularly with a native speaker or more advanced student.

**Study Abroad:** Have I mentioned that YOU can be one of the illustrious MU students to study in France on our exchange program with the Toulouse? You need to have at least 2202 level—basic functional competence—to go on the program. MU also participates in the ISEP study abroad structure, through which you are eligible to study at over 100 institutions around the world. French-speaking universities in several countries are represented, and you do not necessarily have to have any certain level of French, depending on the program. All credits earned on ISEP programs or the Toulouse/MU exchange transfer and count toward your degree. You do not have to be majoring in French to study abroad (although typically you end up with at least enough courses for a Minor in French).

Above all, enjoy yourself while interacting with other people in French! That’s what it’s really all about.
General Education (beginning Fall 2011):

Counts for General Education Unity and Diversity of Humanity: Global Perspectives, Option 1. For Option 1, at least 2 semesters of the same language are required.

All courses taken to fulfill the language option will:

1. focus on students reaching at least Novice High in listening, speaking, reading and writing in the target language; *(Novice High is an unrealistic objective for 1101. However, after taking the required two semesters for Option 1, a good many students should be able to reach the Novice High proficiency level by the end of 1102. It is a goal, but not necessarily an attainable objective for all students in courses that meet only 150 minutes per week.)*
2. facilitate students reaching a minimal cultural competency in the target culture by engaging students with the ways language is embedded within cultural practices and world views;
3. facilitate students’ experience of another language on its own terms;
4. use the target language as the primary medium of communication, specifically by using authentic materials in the target language, such as literature, news, advertisements, films, and music;

*Ideally, courses taken to fulfill the language option will:*

5. empower students to view reality from a different conceptual and/or cultural standpoint
6. enable students to understand how a linguistic system shapes values and attitudes

The types of activities and assignments students will complete to demonstrate the relevant desired student learning outcomes:

<table>
<thead>
<tr>
<th>Course component or assessment vehicle</th>
<th>General Education Goals addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class discussion</td>
<td>1, 2, 3, 4, 5, 6</td>
</tr>
<tr>
<td>pair work, and small-group activities;</td>
<td>1, 2, 4</td>
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<tr>
<td>interactions with course materials (including interactive technologies) addressing the four language skills of reading, writing, listening, and speaking;</td>
<td>1, 2, 3, 4, 5, 6</td>
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<tr>
<td>quizzes and exams;</td>
<td>1, 2, 4, 5</td>
</tr>
<tr>
<td>presentations and projects.</td>
<td>1, 2, 4, 5</td>
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</tbody>
</table>

This course advances the overall mission of the GE Program:

"The general education program promotes character, scholarship, culture, and service through broad-based study in the liberal arts disciplines. Attributes we seek to foster include an inquiring mind, effective communication, use of varied means of seeking truth and acquiring knowledge, a sense of global connectedness, understanding and evaluation of multiple perspectives, ethical reasoning, the exercise of civic responsibility, and the lifelong pursuit of personal growth."

The course will include all of the following overall goals of General Education:

a) substantial opportunities for oral and/or written communication,
Students work almost every day in groups on communicative grammar and vocabulary exercises, encouraging the development of spoken production. Regular written assignments assure development of writing skills.
b) encourage active and participatory learning,
The nature of most class sessions is highly interactive, with instructor/class interactions and small group or pair activities predominating rather than lecture.

... and c) promote application of general education knowledge, skills, and dispositions to students’ lives outside of and beyond the university experience.

Language is intertwined with culture in its many manifestations, allowing us to say that language and culture courses address to one degree or another virtually all of the General Education goals. French courses deal primarily with western culture but involve examination of non-western cultures as well.

The following are goals furthered by language and culture instruction:

- Students will acquire knowledge of western culture and its relationship to non-western cultures.
- Students will acquire knowledge of the foundations and characteristics of educated discourses.
- Students will acquire knowledge of the unity and diversity of humanity.
- Students will acquire knowledge of fine arts and aesthetics.
- Students will acquire knowledge of the intricate complexities of life on the planet.
- Students will acquire knowledge of scientific information as it is applied to personal and social decisions.
- Students will acquire knowledge of the approaches of the liberal arts disciplines.
- Students will exhibit skills in critical and analytical thinking.
- Students will exhibit skills in effective written and oral communication.
- Students will exhibit skills in the use of more than one language.
- Students will exhibit skills in inquiry and research.
- Students will exhibit skills in quantitative reasoning.
- Students will exhibit skills in problem solving.
- Students will develop dispositions to form a coherent, independent philosophy of life.
- Students will develop dispositions to make socially responsible and personally fulfilling life choices.
- Students will develop dispositions to live sustainability.
- Students will develop dispositions to value knowledge and continuing growth.
- Students will develop dispositions to form opinions and modify positions based on evidence.
- Students will develop dispositions to reason ethically and act with integrity.
- Students will develop dispositions to promote social justice and peace.

All courses in Global Perspectives will:

- explain and analyze various components of culture and show how these components interact.
- examine American culture in relationship to other countries’ similar and dissimilar systems.
- require students to read texts and engage in writing that totals at least 1500 words.

The course also fulfills criteria that are mentioned as being ideal for a General Education course:

- enhance knowledge of arts, religions, cultural traditions, and ideas of world societies, both historical and contemporary
- refer to other disciplinary perspectives besides the course’s dominant discipline.

The types of activities and assignments students will complete to demonstrate the relevant desired student learning outcomes:

Class discussion, pair work, and small-group activities; interactions with course materials (including interactive technologies) addressing reading, writing, listening, and speaking; quizzes and exams; presentations and projects. The instructor may also help students procure pen pals and possibly communicate via Skype or other interactive
technologies. Other possibilities include Internet-based information gathering, possibly as a scavenger hunt or with the end product of a presentation to the class or a small group. Out-of-class language practice is encouraged by means of activities with language clubs and interactions with visiting foreign students. Any such activities will increase the students' skill level and cultural awareness.

General Education, Global Awareness (old Gen Ed)

The General Education outcomes include Thinking Skills (critical thinking, problem solving, and analysis) and Communication. These are defined and illustrated in the MU Undergraduate Catalog. Virtually all written compositions and oral presentations in this course would be acceptable evidence for Communication in the Language & Literature block. Depending on the specific assignment, any of the three thinking skills might be an appropriate outcome as well. For example, quizzes and tests are likely to test one or more of the three thinking skills and could thus be used as artifacts.

All language courses, including this one, count as G courses (Global Awareness), of which you need 3 in order to graduate. This course does not count as an I (information literacy) or W (writing across the curriculum).

PDE Standards Information for Prospective Teachers of French

The BSE French major is in moratorium, so PDE standards are not applicable here. However, the intro course FR 1101 offers instruction that helps prepare students for all of the PDE content standards for French. The standards stipulate practice at the advanced level. Introductory French is the beginning of that process in that it teaches the same skills, but on a novice level.

Student Consumer Rights and Responsibilities

The Higher Education Opportunity Act (Public Law 110-315) (HEOA) was enacted on August 14, 2008, and reauthorizes the Higher Education Act of 1965, as amended (the HEA). The HEOA (2008) requires colleges and universities to provide students with information necessary to make informed decisions concerning their educational experiences. Mansfield University strives to serve its students fairly and equitably. The following MU website provides an inclusive list by topic of student consumer rights and responsibilities: http://mansfield.edu/HEA/

Copyright

The University fully supports the Copyright Laws of the United States. Respect for intellectual labor and creativity is vital to academic discourse and enterprise. This principle applies to any original work in any tangible medium of expression. Images displayable on computer screens, computer software, music, books, magazines, journals, photographs, and articles are among items subject to copyright. A work need not be explicitly labeled with a copyright notice to be afforded copyright protection. For more information on Copyright please consult the Mansfield University Copyright Information website: http://mansfield.libguides.com/copyright.

Students Requesting Academic and/or Access Accommodations

Students with documented learning disabilities, physical challenges, or other significant medical conditions that may affect their learning in this course should meet with the University’s Disability Advisor in the Department of Academic and Human Development (141 South Hall, Phone: 662-4436) as soon as possible. The Disability Advisor will arrange to provide your professors with an appropriate letter so that we may serve your particular needs more effectively. If you have a disability that requires classroom or testing accommodations, the advisor will also clarify appropriate arrangements.
**Attendance Policy**

“Regular and punctual class attendance is expected. Documented excuses because of illness, serious mitigating circumstances, or official university representation will be accepted by all faculty members and will permit students to make up missed tests and/or graded assignments in a reasonable manner at a time agreeable to instructor and student. Students must provide documentation before absences can be excused. All instructors are expected to make their class participation and attendance policies clear in the course syllabi”


**Academic Integrity Policy**

The integrity of all scholarly work is at the foundation of an academic community. Students are expected to do their own academic work. Dishonesty in academic work, including cheating, academic misconduct, fabrication, or plagiarism is unacceptable. Faculty are expected to instruct students in ways of avoiding these forms of academic dishonesty. Faculty are also responsible for assessing and reporting all charges of academic dishonesty to the Office of the Provost. See the policy and procedure listed at: [http://www2.mansfield.edu/academic-affairs/faculty-resources/forms-and-procedures.cfm](http://www2.mansfield.edu/academic-affairs/faculty-resources/forms-and-procedures.cfm) under “Academic Integrity Policy.”