

Instructor: Raymond G. Hounfodji, PhD

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Phone:

## **Syllabus French 1411 (ONLINE) Spring 2018**

### **SECTION I. GENERAL SHSU, CHSS AND FOLG POLICIES STUDENTS WITH DISABILITIES POLICY:**

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center. They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Counseling Center and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Counseling Center. For complete information, see [Services for Students with Disabilities](#)

### **STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY:**

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a) (2) defines a religious holy day as: "a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20...." A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed. For a complete listing of the university policy, see [Absences on Religious Holy Days](#)

### **VISITORS IN THE CLASSROOM:**

Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance. Students wishing to audit a class must apply to do so through the Registrar's Office.

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**CLASSROOM RULES OF CONDUCT APPLY IN BOTH THE IN-PERSON CLASSROOM (etiquette) and THE VIRTUAL CLASSROOM (netiquette)**

Please refer to <https://www.shsu.edu/students/guide/dean/codeofconduct.html>

No verbal or written profanity or unpleasant demeanor/acts at any time. Mutual respect among students and student/prof required.

**ACADEMIC DISHONESTY:**

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. For a complete listing of the university policy, see [Dean of Student's Office](#)

YOUR ENROLLMENT IN THIS CLASS CONSTITUTES YOUR LEGAL AND MORAL OBLIGATION TO THE HONOR CODE. Plagiarism--copying others' work without crediting them for it--is legally and ethically unacceptable--AND GROUNDS FOR FAILURE, NOT JUST IN THE ASSIGNMENT, BUT IN THE CLASS. Paraphrases, as well quotes, must be documented. See the article, Plagiarism, posted in course administration in e-college.

**PHILOSOPHY**

This is a UNIVERSITY-LEVEL ACADEMIC COURSE WITH APPROPRIATE ACADEMIC REQUIREMENTS. You earn your grade on that basis. You do not receive university credit for "ethnic consciousness" or language ability per se. Academic credit is based upon your intellectual and academic efforts, willingness and ability to reflect upon and respond to requirements of the class.

**INTERACTION**

RESPECT FOR OTHERS' VIEWS AND SPACE, not necessarily in agreement with one's own, is required on the part of every participant, including what is expressed, shared, etc., in the course of class interaction. RESPECT FOR OTHERS IN GENERAL, particularly in the case of disagreement about class management issues, is required on the part of every participant. Presentation style is important. Treat others as you would have them treat you!

**PERFORMANCE CONCERNS**

I am committed to facilitating each student's performance. Students must be committed to maximizing their own performance. This is a dual responsibility. Please evaluate your personal class progress at least weekly, beginning at the first of the semester, and particularly after your first grade. Take responsibility and action right away! Do not wait until mid-semester and certainly do not wait until late in the

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semester to act on your concerns. If you are concerned about your progress, please follow this chronological format:

1. Are you personally spending (minimum) equal time in outside-class preparation as you spend in the virtual classroom itself? (Very many students need more preparation time for language acquisition classes; you may personally need more, and you may need study-strategy assistance! Ask for help!)
2. Have you contacted the SAM Center about study-skills suggestions/workshops in general?
3. Are you following the suggested syllabus scenarios to incorporate the target language into your life and maximize your experience?
4. Have you contacted your professor via personal appointment to discuss specific actions which will help you improve your performance?
5. Have you arranged virtual study sessions with other students in the class?

### **GENERAL STUDENT RESPONSIBILITIES**

YOU ARE PERSONALLY & SOLELY RESPONSIBLE FOR YOUR ACTIVITIES (ASKING QUESTIONS OR DOING HOMEWORK) IN ORDER TO MEET YOUR PERSONAL EXPECTATIONS AND DESIRE FOR SUCCESS/GRADE. Probable daily time needed for homework outside class will be a minimum of one to two hours per hour spent in class (3-6 hours per week). "Homework" is largely left to your discretion--you must assess how well you understand and how much practice, reading or written work outside of class you need. You are responsible for anything and everything in the syllabus, book or said in class. You are expected to highlight reading and take notes in class. You are expected to keep in contact with the professor and other students as personally needed.

### **GENERAL FACULTY RESPONSIBILITIES**

I INTEND TO BE AVAILABLE TO DISCUSS, ADVISE, ETC., DURING AND OUTSIDE OF CLASS AS MUCH AS POSSIBLE. I ENCOURAGE YOU TO VISIT ME DURING MY PUBLISHED OFFICE HOURS FOR THIS SEMESTER OR MAKE AN APPOINTMENT TO MEET AT OTHER TIMES. I INTEND TO RETURN ASSIGNMENTS WITH COMMENTARY AND/OR GRADES AS SOON AS POSSIBLE, usually within a week.

### **INSTRUCTOR EVALUATIONS**

Students will be provided with IDEA evaluations towards the end of the semester. Please be sure to be present to include your input.

NO LATE PAPERS OR EXAMS WILL BE ALLOWED WITHOUT AN OFFICIAL WRITTEN EXCUSE (DOCTOR, HOUSEMOTHER, MORTICIAN, ETC.) AND USUALLY MUST BE MADE UP AS SOON AS POSSIBLE AFTER ABSENCE.

## **SECTION II: FOREIGN LANGUAGES AUDIO/VIDEO LAB**

## **SECTION III. COURSE POLICIES AND INFORMATION**

### **COURSE DESCRIPTION**

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This course (FREN 1411) is for students who have no previous knowledge of French. This is an elementary-level **ONLINE** course for students who have not taken any college-level French or the equivalent. It focuses on the acquisition of vocabulary, grammar and appreciation of culture. This course will focus on the acquisition and appreciation of the target language and culture at the American Council of Teachers of Foreign Languages (ACTFL) rubric of elementary range proficiency in listening, speaking, reading, and writing skills in the target language to understand how the language is shaped through values, and belief systems within its embedded societies. Elementary competency to make connections and comparisons between the target language and cultures and the student's own dominant cultural and social patterns will be discussed. The course will emphasize oral and written skills in French. These skills are acquired and enhanced through listening, writing, oral, reading skills and vocabulary acquisition. At the end of the course, a successful student will have a basic understanding of French culture in addition to producing simple French sentences with a vocabulary of about 500 words.

### **PREREQUISITES**

The prerequisite for enrolling in the next class FREN 1412—Beginning French II—is a grade of C or better in this class or the equivalent. Students may place out of FREN 1411 by taking the CLEP test by contacting the Testing Center in AB4, 120.

### **COURSE OBJECTIVES**

The two essential course objectives of FREN 1411 are:

GAINING FACTUAL KNOWLEDGE (TERMINOLOGY, CLASSIFICATIONS, METHODS, TRENDS) DEVELOPING SKILL IN EXPRESSING ONESELF ORALLY OR IN WRITING

This course will emphasize these objectives through oral, reading, writing and listening exercises, assignments and activities through **internet instruction**. Students should expect to complete the assigned classwork to keep up with the material. Classwork comprises of reading assigned readings to

**For the lab, students will complete all lab work online for each chapter. Students are not required to physically attend the lab on campus or anywhere else for completion of the lab work for this online class.** A student may not expect to pass this course if they do not satisfactorily meet the assignment completion requirement for the language lab.

improve intonation, pronunciation with the objective of making students comfortable and confident in orally producing French.

### **STYLE/FORMAT**

**This course is offered through online instruction and meets virtually on the course page using the material posted on Blackboard.** No in-class or on-campus meetings for the course are required for this class. All assignments must be completed and submitted **online** by the posted deadlines. Classwork for this class comprises of following the classwork steps and tasks posted on the course page in Blackboard on a regular basis. Classwork includes viewing the professor/class lecture video and PowerPoint slides, completing grammar exercises and checking answers for personal practice, completing oral pronunciation drills for self-correction and preparation in addition to completing and submitting the homework and exams in a timely manner. Classwork does not need to be turned in to the professor—it

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is for the student's own practice. **No late submissions of the classwork, homework or exams will be accepted. Students not completing their assignments in a timely manner will not pass the course.**

## REQUIRED TEXTS

**Vis-A-Vis: Beginning French - 6th edition + Connect access code**

## REQUIRED SUPPLIES

Something with pockets for class materials (handouts, notes, etc.) with lined notebook paper for your own use plus journal entries, pencil or pen for taking notes, personal skills and attitudes: enthusiasm and interest; listening skills, willingness to speak and open-mindedness; time every day outside of class for reading and reflection, awareness that this class is an academic experience which requires intellectual efforts and results

## GRADE BREAK UP

Written Exams= 20% (Your last written exam will be your final exam) Connect activities = 30%  
Participation (Various activities on the Discussion Board) = 20% Classwork= 20%

(Online) Language Lab = 10%

## PRESENCE & PARTICIPATION IN CLASS

Your classroom for this class is your presence in your course page on Blackboard. You must have completed the assignments by the day they are due (every Thursday by midnight). However, you must study and complete your work regularly. You should expect to spend at least 6/7 hours weekly for this class (classwork and connect activity).

## EXAMS and ASSIGNMENTS

You will be required to take 4 chapter exams during the semester. These exams will be written and will be posted 24 hours before they are due on Blackboard. I will notify you via email when the exam is posted to your course page. Topics on the exams will be announced and practiced with Connect LS activity.

## CALENDAR

| SEMAINES                            | CHAPITRES: THEMES & STRUCTURES   |
|-------------------------------------|--|
| <b>1</b><br>25 janvier              | <b>Chapitre 1</b><br>1. Présentation<br>2. Les bonnes manières<br>3. L'alphabet français, les accents et les mots apparentés |
| <b>2</b><br>1 <sup>er</sup> février | <b>Chapitre 1</b><br>1. Les nombres de 0 à 60<br>2. Quel jour sommes-nous ?<br>3. Quelle est la date d'aujourd'hui ?         |

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|                                  | 4. Dans la salle de classe   |
| <b>3</b><br>8 février            | <b>Chapitre 1</b><br>1. Les articles indéfinis et le genre de noms<br>2. <b>Révisions</b>  |
| <b>4</b><br>15 février           | <b>Chapitre 2</b><br>1. Les lieux<br>2. Les matières   |
| <b>5</b><br>22 février           | <b>Chapitre 2</b><br>1. Les pays et les nationalités<br>2. Les distractions<br>3. Les articles définis                             |
| <b>6</b><br>1 <sup>er</sup> mars | <b>Chapitre 2</b><br>1. Les verbes réguliers en –er<br>2. Le verbe être  |
| <b>7</b><br>8 mars               | <b>Chapitre 2</b><br>1. La négation ne...pas<br>2. Révisions   |
| <b>8</b><br>15 mars              | <b>Chapitre 3</b><br>1. Quatre personnalités différentes<br>2. Les amis d’Anne et de Céline  |
| <b>9</b><br>22 mars              | <b>Chapitre 3</b><br>1. Les vêtements<br>2. Les couleurs<br>3. Le verbe avoir et les expressions avec avoir                        |
| <b>10</b><br>29 mars             | <b>Chapitre 3</b><br>1. Les adjectifs qualificatifs<br>2. Questions à réponse affirmative ou négative                              |
| <b>11</b><br>5 avril             | 3. Prépositions : à   de<br>4. <b>Révisions</b>  |
| <b>12</b><br>12 avril            | <b>Chapitre 4</b><br>1. Clarisse, Julien et la voiture<br>2. Deux chambres d’étudiants<br>3. Les articles indéfinis après ne...pas |
| <b>13</b><br>19 avril            | Chapitre 4<br>1. Les mots interrogatifs  |
| <b>14</b><br>26 avril            | <b>Chapitre 4</b><br>1. Les verbes en –ir<br>2. La place de l’adjectif qualificatif  |
| <b>15</b><br>3 mai               | <b>EXAMEN FINAL</b>  |