

# VALENCIA COLLEGE

## Elementary French 1 – FRE 1120 / CRN 21728 SPRING, 2025 Course Syllabus / Full Term, Online Course

### CONTACT INFO:

Prof Karen Fowler / 407.405.1896  
[kfowler12@valenciacollege.edu](mailto:kfowler12@valenciacollege.edu)  
(Do not use Canvas Inbox; will not be seen)

(Note: See additional important info for communication/office hours in the Course Orientation Module of Canvas.)

### TECHNICAL HELP:

Contact appropriate help desk\* for **technical** issues ... **not your prof!**

\*For **CANVAS**, help is available 24/7

Phone: 407-582-5600  
Email: [onlinehelp@valenciacollege.edu](mailto:onlinehelp@valenciacollege.edu)

\*For **Vhlcentral.com** help:

Phone : (800) 248-2813

**VHL Techs available late hours & weekends; call them for their schedule.**

### CANVAS LOG-IN:

<https://online.valenciacollege.edu/courses>

**Important announcements will be posted frequently in Canvas; it is advisable to check Canvas Announcements DAILY.**

### VHLCENTRAL LOG-IN:

Access via <http://www.vhlcentral.com/>

Vhl will be our online homework and lab site for Portails, operated by Vista Higher Learning. (See Course Orientation Module of Canvas for important information on this graded element of the course.)

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### PREREQUISITES:

None ; this is an introductory level course; not appropriate for speakers beyond the introductory level of FRE I; **must consult prof during first week of course** if you are beyond an introductory level **OR** have more than 2 years' experience in French.

### COURSE MATERIALS:

Required:

*Portails*, by Mitchell and Tano & online homework site code for vhlcentral.com that accompanies Portails; **either** loose-leaf or digital-only version acceptable.

**ISBN: 978-1-54338-453-6** (Digital), or  
**ISBN: 978-1-54339-414-6** (Loose-leaf)  
(Both of above ISBNs have a 12-month code)

Suggested:

French-English dictionary  
501 or 601 French Verbs  
English Grammar for Students of French  
An open mind

### STUDENTS WITH DISABILITIES:

Students with disabilities who qualify for academic accommodation must provide a letter from the Office for Students with Disabilities (OSD) and/or discuss any needs with the professor, during the first week of class. The OSD determines necessary accommodations based on appropriate documentation of disabilities. Their goal is to open doors, remove barriers and assist in any way they can. More information at : <https://valenciacollege.edu/students/office-for-students-with-disabilities/> .

## STUDENT SUPPORT SERVICES AVAILABLE:

There are times when the demands of our fast-paced society can be overwhelming for anyone. If you should find yourself in need of counseling services or just advice in dealing with stress, work/school schedules, or other personal or family issues, there is free help available. Off-campus services through BAYCARE, [www.baycare.org](http://www.baycare.org), 800-878-5470, or with great counselors on Valencia's East Campus:

**Steve Tullo, 407-582-2099 / Andrea Bealler, 407-582-2932 / Rafael Davila, 407-582-2712**

### **Support for students**

**with food/housing/financial needs:** *Any student who has difficulty accessing sufficient food to eat, or lacks a safe and stable place to live, and believes this may affect his or her performance in the course, is urged to meet with a Counselor in the Advising Center for information on resources that may be available from the college or community.*

## FRENCH LANGUAGE SUPPORT:

Free tutoring is available through the Foreign Language Lab (FLL), located in Bldg. 4, on Valencia's East Campus, either F2F or Online Tutoring help is already covered by your tuition. Contact Aysha Aslam for more information and hours of tutoring: [aaaslam2@valenciacollege.edu](mailto:aaaslam2@valenciacollege.edu)

**Phone: 407-582-2841**

**For additional tutoring resources, such as Brainfuse, see Canvas Course Orientation.**

## COURSE DESCRIPTION:

Basic French I is a four-credit-hour course, for students without much experience in the language. **If a student has had two years or more experience, they must contact the prof during the first week of the term, to ensure success in the course. (See Course Orientation Module in Canvas regarding working beyond level.)** This is a basic course in French providing the student an introductory study of the French language and culture through proficiency in listening,

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speaking, reading, and writing. The successful student will be able to respond in complete sentences and engage in basic dialogues on topics such as: basic expressions of politeness, such as greetings; asking and answering questions; describing self and others; expressing likes and dislikes; discussing school and courses; negotiating elements of time; talking about the weather, activities, and going places; and while showing a mature attitude toward cultural differences. By the end of the course, you can know that if you have an opportunity to travel to France, you will be able to meet university students and strike up conversations about collegiate and family life, what subjects you study, activities you like, and know how to ask someone out on a date or accept an offer to go to dinner and the movies. You will know something of their culture and understand basic cultural exchanges.

## KEY PERFORMANCE AREAS:

- Attendance
- Chapter Exams
- Discussion Forums
- Vhl Central Online Homework/Lab
- Oral Exams
- Oral Presentations
- Final Exam

Check the COURSE ORIENTATION section of Canvas for greater detail and understanding of all policies for each key performance area. After reading Course Policies section in full, consult prof with any questions you may have on course policies, via the Ask-A-Question Forum (located in the DISCUSSIONS Section of Canvas.)

## COURSE ORIENTATION:

All online students will need to complete the Course Orientation within the first few days of the semester. **Do not skip this vital step to success!** The mandatory Course Orientation for online course is located in Canvas, under the Modules tab; found in Module Unit One. **Students that skip the orientation, are usually lost within a week or two, and find it difficult to catch up.**

## International Student Statement

Please be aware of how performance in a class may affect your visa. Go to the following site for more information: <https://international.valenciacollege.edu/>

## Academic Integrity

Valencia College recently updated its policy and guidelines on Student Academic Integrity. Here is a link: <https://valenciacollege.edu/about/general-counsel/policy/documents/volume8/8-11-academic-integrity.pdf>

## Extenuating Circumstances for Late Work Policy

Extenuating circumstances such as religious observances, jury duty, participation in extracurricular activities in which students are official representatives of the college, and active military obligations are recognized as excused absences; however, you must notify me two weeks in advance, so we can determine how to best help you move forward based on how long you will be absent from the course.

For other documentable extenuating circumstances, such as, illness, family emergency, etc., please communicate with me within one week after the disruption has ended, **along with documentation supporting the reason.** (Absences longer than one week may impede success in the course.) Such occurrences will be considered on a case-by-case basis.

## Veteran Affairs Policies

For veteran-related information, please refer to the following policies: Office of Veteran Affairs/POLICY: 6Hx28: 4-07 <https://valenciacollege.edu/students/veterans-affairs>

## Withdrawal Deadline / Policy

Students must withdraw themselves from any course they do not plan to complete, by the withdrawal deadline. Professors are not permitted to withdraw students for attendance.

## Student Code of Conduct Statement

Valencia is dedicated not only to the advancement of knowledge and learning but also to the development of responsible personal and social conduct. As a registered student, you assume the responsibility for conducting yourself in a manner that contributes positively to Valencia's learning community and that does not impair, interfere with, or obstruct the orderly conduct, processes, and functions of the college as described in the Student Code of Conduct, which can be reviewed at: <https://catalog.valenciacollege.edu/academicpoliciesprocedures/studentcodeofconduct>

## Links to the College Catalogue, Policy Manual, Student Handbook, Free Microsoft Office, and Course Support

College Catalog:  
<https://valenciacollege.edu/students/catalog>

Policy Manual:  
<https://valenciacollege.edu/about/general-counsel/policy/> [Links to an external site.](#)

Student Handbook:  
<https://valenciacollege.edu/students/student-services/documents/student-handbook.pdf>

Free Microsoft Office:  
<https://valenciacollege.edu/employees/office-of-information-technology/network-and-info-security-services/office-365.php>

Course Support:  
<https://valenciacollege.edu/students/learning-support/online/index.php>

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## **COURSE POLICIES**

### **ATTENDANCE: Regular attendance is critical for success in a foreign language course.**

While most online attendance will be determined by completing the grammar and vocabulary tutorials, located in the STRUCTURES and CONTEXTES sections of vhlcentral.com, there will be additional work on Canvas that will determine attendance. Attendance will be worth a significant portion of the course grade. Understand from Day One. **Read details in the Course Orientation for Attendance in MODULE 1 of Canvas.**

**NOTE: Excessive attendance can result in a negative point value for the final course grade.**

### **HOMEWORK / LAB / CHAPTER READING ASSIGNMENTS:**

**CHAPTER READING ASSIGNMENTS:** These assignments will prepare the student for the exercises and activities in VHL. These are located at the start of each Unit Module in Canvas, under the title, CHAPTER READING ASSIGNMENTS.

- Be sure to complete the reading assignments **BEFORE** attempting the exercises and activities in VHL, in order to better understand AND retain the material.
- **See the COURSE POLICY on Chapter Readings in Module 1 of Canvas for more information on Chapter Reading Assignments and VHL; this will explain HOW to proceed for more effective learning.**

**VHLCENTRAL.COM:** This is our on-line homework & lab site, via the publisher's site for Portails, at [www.vhlcentral.com](http://www.vhlcentral.com).

Some key points for VHL assignments:

- The minimum score for each chapter average must be 80% or higher, in order to receive credit; this is because any scores that are consistently lower are not realistic for passing the course or retaining the material.
- Any chapter average that is 79.9% or below will receive zero credit; you have unlimited attempts to reach the needed score.
- Due dates will not be extended; **see Canvas Course Policy on late work.**
- See the Course Content article on VHL in MODULE 1 section of Canvas for more important information on Vhlcentral.com work. ***This is a major portion of your course grade, as it affects attendance score as well as the homework grade.***

Once a due date expires, you cannot receive credit for that assignment. And I will not buy the excuse, "The dog ate my computer." Do not wait until the deadline to complete all exercises for a given date. If your internet goes down, you will miss a significant portion of the grade for that chapter. Immediate bonus point opportunity: Email the prof via ATLAS by 1159p, the first Wednesday of the semester, with the subject line of "French is Fun" and receive your first Fowler Franc (worth bonus point).

**BEWARE: LATE HOMEWORK MAY BE ACCEPTED BY THE AUTOMATED SYSTEM BUT IS NOT GRADED! Vhlcentral will accept your work and reflect a score to the student, but a zero is reported to the prof.** Make-up work will not be considered except in cases of verifiable, documented medical or personal emergencies, and then, only at the discretion of the professor.

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**IMPORTANT NOTE:** VHL does reflect a score to the student for late work, so that the student will know if they understand the material, but the score is not reported to the prof; will score 0 credit. Any medical or personal emergency situations must be emailed **within 1 week of the situation** for any consideration; documentation submitted later will not be considered. **Do not email prof at end of term to report an extenuating situation that happened earlier in the term.**

### EXTRA HELP / FREE TUTORING

If you have difficulty learning the language, please seek extra help via tutors. See Course Orientation for info on BrainFuse for free online tutoring. At times F2F tutors may exist on East Campus Foreign Language Lab; see p. 2 of syllabus for contact info for the FLL & Aysha Aslam.

### ORAL PRESENTATIONS:

Yes, we have them! You knew you would be speaking in language class, right? Don't sweat these. We will tackle them as a team, and you will survive this mission; we haven't lost a man yet. Each student will participate in two presentations during the semester; one as a group project. Recorded presentations may either be a video or a PowerPoint with sound, that can be viewed by the class by posting on Canvas. Each oral presentation is roughly five minutes long on topics/themes discussed in class. All sources **MUST** be cited, *including music and photos*, using MLA format. This is a given with college-level work!

**DETAILS WILL BE AVAILABLE TO STUDENTS ROUGHLY 2 - 3 WEEKS BEFORE THE DUE DATES.**

### CHAPTER EXAMS:

All tests will take place via the VHL homework site. Once an exam closes, it will not be reopened. These exams will cover all material of the current chapter, while building upon previously covered material. Chapter exams will open in VhlCentral.com APPROXIMATELY 4 – 5 DAYS BEFORE DUE DATE. Instructions available in Canvas Unit Module for each chapter.

**NO MAKE-UPS WILL BE GIVEN; instead the lowest test score will be dropped at the end of the term. You have **ONLY ONE** exam that you can miss without hurting your course grade, whether you are missing due to busy life, illness, or other reason.**

### ORAL EXAMS:

There will be two oral exams during the course; one near the midterm and the second at the end of the course (takes the place of an audio component on the final exam). These will be administered through our online site, vhlcentral.com. Students will be given a speaking prompt related to the themes studied in the corresponding chapters of the text and need to agree upon a time when they can meet in the VHL chat room, for a recorded discussion.

**SUBMISSION DETAILS FOR ORAL EXAM AVAILABLE TO STUDENTS APPROXIMATELY 7 – 10 DAYS BEFORE THE DUE DATES FOR EACH ORAL EXAM ... **HOWEVER** ... see Content Article in MODULE 2 of Canvas on Oral Exams, to learn how to prepare NOW.** An Oral Exam is one for which the student prepares throughout the course. Do not wait for the exam to open to begin to prepare.

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## DISCUSSIONS / JOURNAL ASSIGNMENTS:

We will use the Discussion Forum in Canvas as an interactive journal, to engage in conversations to practice the material of each chapter IN FRENCH (cultural discussions will be in English). Details for each discussion will be located in the DISCUSSIONS section of Canvas. Take each Chapter Discussion seriously; they directly prepare the student for the Final Exam. **Be sure to check the FEEDBACK FROM THE PROF post for each discussion**; this will open shortly after a Chapter Discussion is graded and will serve as a review sheet for future assignments, as well as the Final Exam. Print and save to use as a comprehensive study guide; you will already have a study guide for the Final. Chapter Discussions are all to be in French ONLY. This is also a great review guide for FRE 2.

**URGENT: Do NOT give in to the temptation to use an online translator; this will not help prepare you for the final exam, which you must pass with a minimum score to pass the course. Use of an online translator, OR working beyond level for any reason, will result in a zero for the discussion.**

## FOWLER FRANCS (FF) :

Fowler Francs (FF) are bonus points, given at random during the term; may be awarded for quick performance, spotting errors (professor's errors! Yep, we're human!), workshops, tutoring, etc. Maximum of 5 FF may be applied to a single assessment; may not be used toward attendance, homework, or discussions.

**CHAPTER EXAM BONUS:** 5 Fowler Francs; see Canvas Module 1 for info on Chapter Exam Bonus.

**Perfect attendance bonus;** see Canvas Module 1 for info on Perfect Attendance Bonus.

**VHL Homework Bonus:** see Canvas Module 1 for info on VHL Homework Bonus.

## FINAL EXAM:

The final exam will take place on the VHL site. It will be available at least 5 days before it is due. The exam will be located in the ASSESSMENTS section of VHL, similar to the chapter exams.

**IMPORTANT NOTE: Student MUST achieve a minimum score of 70% on the final exam in order to pass the course; any score below 70% on the final will result in a non-passing grade for the course.**

**URGENT: Do NOT give in to the temptation to use an online translator; this will not help prepare you for the final exam, which you must pass with a minimum score to pass the course. Use of an online translator, or working beyond level for any reason, will result in a zero for the Final Exam grade.**

## DUE DATES / COURSE TIMELINE :

Our course is set up in Canvas so that any assignment due during a Unit will appear in that unit's Module; the unit module will contain ALL actual due dates and locations for each assignment of that chapter. (For a **general, tentative** timeline for the entire course, see p. 7 of the course syllabus. Specific dates will be listed in Canvas Modules; the syllabus timeline is only for a general idea and is subject to change.)

**REMINDER:** Due dates for assignments will NOT be extended. **If you lose home internet for any reason during the term**, remember that all Valencia campuses have numerous computer centers scattered throughout the campus for student use. Other means of internet access if your home connection goes down ... seek out cafés, public libraries, or businesses that offer WiFi. Do something each day, in order to avoid missing too many points in event of outage.

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## CALCULATION OF COURSE GRADE:

Okay ... for your grade-computation convenience, here is a summary of point values for each graded category, along with a format to keep a handy record of your grades as you earn them. (See notes for ... \* attendance and \*\*homework/lab scores.)

**NOTE: Do not use the running grade in Canvas as an indicator of actual course grade; this will not show work from VHL / other areas, so will not be accurate. Use the grade computation sheet below.**

ATTENDANCE *	100 points	
HOMEWORK/LAB **	200 points	
DISCUSSION/JOURNAL	100 points	(5 @ 25 points each; lowest score dropped)
ORAL PRESENTATIONS	80 points	(1 @ 30 pts; 1 @ 50 points)
CHAPTER EXAMS	160 points	(5 exams @ 40 pts, lowest score dropped)
ORAL EXAMS	110 points	(55 points each; 1 <sup>st</sup> near mid-term, 2 <sup>nd</sup> at end)
FINAL EXAM	250 points	(must achieve score of 70% to pass course)
<b>Total possible points</b>	<b>1000 points</b>	

Chapter:	1	2	3	4	5
ATTENDANCE *	_____	_____	_____	_____	_____
(Mark dates absent from grammar tutorials and any other attendance-based assignments)					
HOMEWORK/LAB **	_____	_____	_____	_____	_____
DISCUSSION/JOURNAL (lowest dropped)	_____	_____	_____	_____	_____
ORAL PRESENTATIONS	_____	_____			
CHAPTER EXAMS (lowest dropped)	_____	_____	_____	_____	_____
ORAL EXAMS	_____	_____			

\* (Reminder for Attendance: As each absence results in a loss of 20 pts, **it is possible to receive a negative score for attendance; this will result in a loss of points from the final course grade.**)

\*\* (For homework & lab, mark **chapter percentage score** for Vhlcentral.com assignments. For any chapter average that is 79.9% or lower, **MARK AS A ZERO!** **MUST** achieve 78% or higher for credit.)

<b>GRADING SCALE:</b>	90 - 100 %	A	<b>(shoot for this one!)</b>
	80 - 89 %	B	
	70 - 79 %	C	
	60 - 69 %	D	
	0 - 59 %	F	

To convert an assessment's percentage score to points, take the percentage earned and multiply by number of points possible.

EXAMPLE: You score 95% on an exam, which is worth 40 points:  $40 \times .95 = 38$  points earned on that exam. A score of 85% on an oral exam, worth 50 points:  $50 \times .85 = 42.5$  points earned.

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## TENTATIVE COURSE TIMELINE

**THIS SCHEDULE IS TENTATIVE; THERE ARE NO EXACT DATES HERE, (EXACT DATES in CANVAS MODULES). THE PROF RESERVES THE RIGHT TO MAKE CHANGES AS NECESSARY. IT IS THE STUDENT'S RESPONSIBILITY TO KEEP UP w/CHANGES.**

<b>SEMAINE</b>	<b>OBJECTIFS</b>	<b>ANNONCES</b>
<b>1</b> 6 – 12 JAN	Course orientation; in Module 1 of Canvas begin Chapitre 1	<b>Register for course in VHL by 9 JAN / first VHL due dates 10 JAN ... <u>verify your CRN before registering!</u></b>  <b>Communicate w/prof if you have had <u>2 years or more of experience in the language</u> to ensure success in this course.</b>
<b>2</b> 13 – 19 JAN	Chapitre 1	<b>Drop/Refund Deadline : 13 JAN (1159p, via Atlas)</b>
<b>3</b> 20 – 26 JAN	Chapitre 1	<b>20 JAN / MLK Jr Day ! Campus closed</b>
<b>4</b> 27 JAN – 2 FEB	Chapitre 1	<b>Présentation 1</b>
<b>5</b> 3 – 9 FEB	Chapitre 2	<b>Chapter 1 exam (due Monday )</b> <b>7 FEB / CAMPUS CLOSED for Faculty Learning Day</b>
<b>6</b> 10 – 16 FEB	Chapitre 2	
<b>7</b> 17 – 23 FEB	Chapitre 3	<b>Chapter 2 exam (due Monday)</b>
<b>8</b> 24 FEB – 2 MAR	Chapitre 3	
<b>9</b> 3 – 9 MAR	Chapitre 4	<b>Chapter 3 exam (due Monday)</b> <b>Oral Exam 1</b>
<b>10</b> 10 – 16 MAR	Chapitre 4	<b>Withdrawal deadline: 14 MAR / 1159pm, via ATLAS</b>
<b>11</b> 17 – 23 MAR		<b>17 – 23 MAR / Spring Break / college closed</b>
<b>12</b> 24 – 30 MAR	Chapitre 4	
<b>13</b> 31 MAR – 6 APR	Chapitre 5	<b>Chapter 4 exam (due Monday)</b> <b>VA Deferral Deadline: 5 APR</b>
<b>14</b> 7 – 13 APR	Chapitre 5	<b>Présentation 2</b>
<b>15</b> 14 – 20 APR	Chapitre 5 and Final Exam Prep	<b>Chapter 5 exam (deadline to be announced In Canvas)</b>
<b>16</b> 21 – 27 APR	<b>FINAL EXAM</b> <b>Due by 22 APRIL</b>	<b>Oral Exam 2 / due MONDAY</b> <b>Final Exam, due by 22 APR / available 5 -7 days prior</b>

**STUDENTS MUST TAKE THE FINAL BY SCHEDULED DATE/TIME.**  
**NO MAKE-UP TEST WILL BE GIVEN FOR THE FINAL EXAM.**

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## **IMPORTANT SUCCESS NOTE:**

All submitted work is to focus on the material that has been taught in class; resist the temptation to use verb tenses and other grammar structures not yet taught in the course! You are being assessed on the material taught. **I cannot assign a grade that indicates proper use of material that has been taught, if the student does not use THAT material!**

This key point to success can be often confusing to students, as the goal of learning is often to acquire as much knowledge as possible. Yes! I agree! Learn ... stretch your wings! However, please understand that IN CLASS, we are working as a team, to ensure the success of each student.

Here are **just a few key points on WHY** this is essential to success for the individual, as well as for the entire course population:

- **There is already a significant amount of vocabulary and grammar structures to each chapter; it is upon this material that everyone will be assessed.** If each member of a 24 student course were to "add" only an additional 10 words to each unit, this would extend our material for each unit by 240 words. **While you may relish added work, THIS IS NOT REALISTIC TO EXPECT OF EVERYONE.**
- **The DISCUSSION FORUM on Canvas is part of the classroom environment.** It is meant to be a "safe" place to practice the vocab and grammar structures of each unit, to prepare everyone for the chapter exam. **If a classmate has to continuously look up words that are not in our word bank, this will be frustrating and will NOT help prepare anyone for the written exam.**
- **All assessments are geared to gauge how well the student has mastered the vocabulary and structures taught.** If the student is not using it, the prof cannot assume it was learned.
- As we develop a new vocab with each unit, part of class time will be spent on reinforcing what will be assessed. **Everyone needs to be working within a common word bank, or conversation will be futile.** On any journey, one needs a roadmap to get to the destination. As we are traveling as a group; we need to follow the same roadmap.
- **Oral exams would be impossible if each student decided to learn and use a different vocabulary.** On an oral exam, if one student uses material that has not been part of the commonly acquired subject matter, his/her partner would be at a loss to understand and respond. I call this throwing your teammate under the bus.
- **ANALOGY: If one were in a course on English history, and on an exam, the professor asks, "What significant event in English history happened in the year 1066?", and the student were to respond, "In 1776, the American colonies signed the Declaration of Independence and thus began the American Revolutionary War." ... while the student may give a completely brilliant and accurately detailed essay on the Revolutionary War, it would not demonstrate learning and understanding of the material taught and on which one is being assessed. Immediate bonus point: Send email to address in syllabus with "Got it! Stay in level." as the subject line, by 1159p, the first Wednesday of the term as the subject line, and receive a Fowler Franc.**
- **Bottom line: if a student does not demonstrate a strong understanding of the material taught, the prof cannot ascertain if it was learned.** Showing me "extra" does not indicate that assigned material was learned! This would be akin to the student that expects to pass a course on "extra credit" work alone, without doing assigned work! Not realistic at all.

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**Rubrics for how written and oral exams are assessed and graded ... you will want these!**

**French 1120 RUBRIC for  
Reading Comprehension Criteria & Standards**

<b>Criteria</b>	<b>Level of achievement (excellent, A)</b>	<b>Level of achievement (Acceptable, B to C levels)</b>	<b>Level of achievement (Not Acceptable, D and F levels)</b>
<b>Connotation</b>	Clear understanding of vocabulary. Recognition of cognates. Clear understanding of Topic sentence. Ability to follow the sequence of Topic sentence.	Demonstrable understanding of vocabulary. Clear understanding of cognates. Ability to recognize the train of thought derived from the Topic sentence.	Lack of vocabulary. Lack of understanding the sequence of actions that will follow a Topic sentence. Inability to recognize the theme of the Topic sentence.
<b>Format and Mechanics</b>	Clear understanding of word order. Development of sequence event through a paragraph. Ability to discern a complete thought.	Some understanding of word order. Some understanding of the development of sequence event through a paragraph.	Lack of understanding of word order. Lack of understanding of the development of sequence event through a paragraph.
<b>Vocabulary</b>	Clear understanding of the use of topic vocabulary. Clear recognition of cognates.	Partial understanding of the use of topic vocabulary. Clear recognition of cognates.	Lack of understanding of the use of topic vocabulary. Inability to recognize cognates.
<b>Grammar</b>	Clear understanding of the use of subject/verb agreement. Demonstrating understanding of basic grammar. Clear understanding of the function of the various elements that comprises a sentence.	Clear understanding of the use of subject/verb agreement. Partial understanding of basic grammar. Partial understanding of the function of the various elements that comprises a sentence.	Inability in understanding the use of subject/verb agreement. Inability in understanding of basic grammar. Lack of understanding of the function of the various elements that comprises a sentence.
<b>Adherence to topic</b>	Stay faithful to the topic. Recognition of all information pertaining to the topic. Clear transitions of ideas within the topic.	Some digression from the topic. Recognition of some of the information pertaining to the topic. Some transitions of ideas within the topic.	Complete digression from topic. NOTE: Complete digression can potentially yield a zero for the assignment grade. Stay on topic!

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**French 1120 RUBRIC for  
Written Composition Criteria and Standards**

<b>Criteria</b>	<b>Level of achievement (excellent, A)</b>	<b>Level of achievement (Acceptable, B to C levels)</b>	<b>Level of achievement (Not Acceptable, D and F levels)</b>
<b>Organization</b>	Clear supporting sentences. Clear conclusion. Clear Topic sentence.	Clear topic sentence. Clear Supporting sentences.	Lack of topic sentence. Lack of sequence. Topic not developed.
<b>Format and Mechanics</b> (incomplete sentences, phrases, word order)	Complete sentences. Word order is clear. Few (no more than 2) mechanical errors. (capital letters, punctuation)	Complete sentences. Few (3-4) mechanical errors.	Contains: More than 5 phrases. More than 5 incomplete sentences. More than 4 mechanical errors.
<b>Vocabulary</b>	Proper use of topic vocabulary. Orthography is correct.	2-3 errors on vocabulary usage. 2-3 errors on orthography.	More than 5 errors on vocabulary usage. More than 5 errors on orthography.
<b>Grammar</b>	Proper use of subject/verb agreement. Demonstrating understanding of basic grammar.	1-2 errors in subject/verb agreement. 1-2 errors in basic grammar.	More than 4 errors in subject/verb agreement. More than 4 errors in basic grammar.
<b>Adherence to topic</b>	Stay faithful to the topic. Include all information pertaining to the topic. Clear transitions of ideas within the topic.	Some (2-3 sentences) digression from the topic. Includes some of the information pertaining to the topic. Includes some transitions of ideas within the topic.	Complete digression from topic. NOTE: Complete digression can potentially yield a zero for the assignment grade. Stay on topic!

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**French 1120 RUBRIC for  
Verbal Communication Criteria & Standards**

<b>Criteria</b>	<b>Level of achievement (excellent, A)</b>	<b>Level of achievement (Acceptable, B to C levels)</b>	<b>Level of achievement (Not Acceptable, D and F levels)</b>
<b>Pronunciation &amp; Fluency</b>	Clear enunciation of vowel sounds. Proper use of intonation. Clear use of consonant / vowel link / liaison. Demonstrate ability to formulate transition in the development of a cohesive narrative. Precise use of intonation pattern based on elements introduced/practiced in class.	Occasional errors of enunciation of vowel sounds. Proper use of intonation. Occasional misuse of consonant/vowel link/liaison. Demonstrate some ability to establish a transition in the development of a cohesive narrative. Occasional deviation from the established intonation pattern based on elements introduced and practiced in class.	Frequent errors of enunciation of vowel sounds. Omission of intonation pattern. Improper use of consonant/vowel link/liaison. Prolonged periods of silence or lack of transition in the development of a cohesive narrative. Frequent deviation from the established intonation patterns introduced and practiced in class.
<b>Adherence to topic</b>	Maintain cohesive element of the narrative. Narrative includes an understandable sequence of elements. Ability to maintain the connotative element of the narrative.	Maintain some cohesive element of the narrative. Narrative exhibits occasional deviation from the sequence of events. Ability to maintain most connotative element of the narrative.	Frequent misuse or lack of maintenance of cohesive element of the narrative. Frequent frail support of sequence of elements. Inability to maintain and link some connotative element of the narrative.
<b>Vocabulary</b>	Proficient use of topic vocabulary. Appropriate development of narrative.	Adequate use of topic vocabulary. Slight deviation of continuum of narrative. Occasional errors in the development of narrative.	Little or misuse of topic vocabulary. Frequent deviation or/and use of other language (English) in the narrative. Frequent errors that interfere with understanding.
<b>Grammar</b>	Proficient use of grammatical phrases. Proficient use of mechanical and syntactical elements.	Occasional errors in the usage of grammatical phrases. Occasional errors in the use of mechanical and syntactical elements.	Frequent errors in the usage of grammatical phrases. Frequent errors in the use of mechanical and syntactical elements.
<b>Student to Student Interaction</b>	Demonstrate ability to ask questions to a peer on the topic assigned propitious to elucidate appropriate replies to develop a cohesive narrative. Proficient ability to extract the necessary information from a peer through the appropriate use of question words. Proficiently able to interview a peer on a sequence of events that will fulfill the requirements of a complete narrative.	Manifests some ability to ask pertinent questions to a peer on the topic assigned which will evince appropriate replies to develop a cohesive narrative. Some proficiency in obtaining the necessary information from a peer using the appropriate question words. Adequately able to interview a peer on a sequence of events that will fulfill the requirements of a complete narrative.	Shows little ability to ask pertinent questions to a peer on the topic assigned so that there is interference in extracting appropriate replies to develop a cohesive narrative. Barely able to extract information from a peer because of frequent misuse of question words. Little or no ability to interview a peer to develop a sequence of events that would fulfill the requirements of a satisfactory narrative.

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The following sections are elements that Valencia College wants included for all course syllabi. You will not be tested on this material in the mandatory Syllabus & Course Policy quiz; it is provided to acquaint the student with Valencia College policies.

FRENCH 1120 (FRE 1120)  
COURSE COMPETENCIES

- Introduce self and others
- Describe self and others
- Ask and answer questions
- Express likes and dislikes
- Describe family
- Negotiate elements of time
- Talk about the classroom and university studies
- Identify places in a city
- Talk about the present
- Discuss careers, leisure time and activities
- Discuss weather and seasons
- Show a mature attitude toward cultural differences

Student Core Competencies  
Draft D-2  
4/99

**VALENCIA COLLEGE STUDENT COMPETENCIES:**

1. Think clearly, critically and creatively by acquiring, analyzing, synthesizing, integrating and evaluating in many domains of human inquiry.
2. Communicate with different audiences using varied means: read, listen, write and speak verbally, non-verbally and visually.
3. Make reasoned value judgments and responsible commitments.
4. Act purposefully, reflectively and responsibly.

**THINK**

***Think clearly, critically, and creatively***

***Analyze, synthesize, integrate, and evaluate in many domains of human inquiry***

***TO THINK, WHAT MUST YOU DO?***

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- a) analyze data, ideas, patterns, principles, perspectives
- b) employ the facts, formulas, procedures of the discipline
- c) integrate ideas and values from different disciplines
- d) draw well-supported conclusions
- e) revise conclusions consistent with new observations, interpretations, or reasons

*HOW AND WHERE MUST YOU THINK?*

- with curiosity and consistency
- individually and in groups

## **COMMUNICATE**

***Communicate with different audiences using varied means***

***TO COMMUNICATE, WHAT MUST YOU DO?***

- a) identify your own strengths and need for improvement as communicator
- b) employ methods of communication appropriate to your audience and purpose
- c) evaluate the effectiveness of your own and others' communication

*HOW AND WHERE MUST YOU COMMUNICATE?*

- by speaking, listening, reading and writing
- verbally, non-verbally, and visually
- with honesty and civility
- in different disciplines and settings

## **VALUE**

***Make reasoned value judgments and responsible commitments***

***TO VALUE, WHAT MUST YOU DO?***

- a) recognize values as expressed in attitudes, choices, and commitments

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- b) distinguish among personal, ethical, aesthetic, cultural and scientific values
- c) employ values and standards of judgment from different disciplines
- d) evaluate your own and others' values from individual, cultural, and global perspective
- e) articulate a considered and self-determined set of values

*HOW AND WHERE MUST YOU VALUE?*

- with empathy and fair-mindedness
- individually and in groups

## **ACT**

### ***Act purposefully, reflectively, and responsibly***

***TO ACT, WHAT MUST YOU DO?***

- a) apply disciplinary knowledge, skills, and values to educational and career goal
- b) implement effectively problem-solving, decision-making, and goal-setting strategies
- c) act effectively and appropriately in various personal and professional settings
- d) assess the effectiveness of personal behavior and choices
- e) respond appropriately to changing circumstances

*HOW AND WHERE MUST YOU COMMUNICATE?*

- with courage and perseverance
- individually and in groups
- in your personal, professional, and community life

## **Student Code of Conduct 6Hx28:10-03**

### **Classroom Behavior:**

Valencia College is dedicated to promoting honorable personal and social conduct. By enrolling at Valencia, a student assumes the responsibility for knowing and abiding by the rules articulated in the Student Code of Conduct (6Hx28:10-03). The instructor reserves the right to refer students who engage

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in activities that are disruptive to the learning environment to the Dean of Students for disciplinary action. The following list, though not exhaustive, includes things which are disruptive to the learning environment:

Use of any electronic devices including but not restricted to: cell phones, iPods, and laptop computers (documentation from OSD will be taken into consideration). (Professor's note: We move around frequently in this course. If permission is granted, any damage is at the owner's risk.)

Preparing homework for other courses during class.

Engaging in private conversations with classmates while class is in session.

Excessive tardiness

Leaving and re-entering the classroom while the class is in session. (Documented medical issues will be taken into consideration.)

Excessive poor sportsmanship during class activities.

Comments of a derogative or disparaging nature.

In addition, Valencia College strives to provide a drug-free learning environment for all those involved in the academic experience. Our policy is as follows:

**Policy:**

In compliance with the provisions of the Federal Drug-Free Schools and Communities Act of 1989, Valencia College will take such steps as are necessary in order to adopt and implement a program to prevent the unlawful possession, use, or distribution of illicit drugs and alcohol by Valencia College students or employees on college premises or as part of any college activity.

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