

SYLLABUS – Fall 2014

FRENCH 120-FRENCH CIVILIZATION (Web-enhanced class – 50% in class, 50% online)

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Office Hours
Tues: 11.30-2.30 pm
And also by appointment

Meets once per week
TUES - 5.30-6.45pm (Section 1) – Folsom Hall 1063

This is a web-enhanced class with 50% of time in class and 50% online

Web sites:
SacCT home page is:
<http://online.csus.edu>

Textbook
Speak the Culture: France, Editor: Andrew Whittaker (Thorogood, UK, 2008)
ISBN: 1-854184-93-8

Fren 120 meets GE requirement: **Area C1: World Civilizations**
Upper division GE courses require at least second semester sophomore standing (45 units) and completion of all GE Area A courses as prerequisites.

Syllabus changes

The instructor reserves the right to alter this syllabus at any time should it be warranted by the demands of sound pedagogy. Changes to the syllabus will be announced on the SacCT announcement page. In any event, the posted, e-text versions of the syllabus and schedule of classes are authoritative, taking precedence over any printed version.

Special needs - Students with Disabilities

In order to ensure equal access and opportunity to pursue their educational goals, CSUS Services to Students with Disabilities (SSWD) offers support services for students with visual, hearing, mobility impairments, specific learning disabilities, psychiatric disorders, and/or other types of disabilities. For more information call 916-278-7825.

If you have a documented disability and verification from SSWD, and wish to discuss academic accommodations, please contact me as soon as possible.

This is a hybrid class

- For this class we have **specific meeting times** when students are **required to be in attendance**
- About 50% of course materials and activities are delivered on line
- Students are required to be in class when there are in class meetings (see the schedule below)
- For each class, there is an in class assignment. These assignments cannot be made up if you miss class since they are part of the interaction of that class period.

PLEASE PAY CLOSE ATTENTION TO THE ONLINE "WEEK by WEEK" SCHEDULE on SacCT

Tips and Cautions on Taking an Online Course

- HYBRID classes are similar to 'regular' classes. Both require reading and studying outside the classroom - the standard is two to three hours per week per credit hour. Given that this is a three credit hour class, you should count on doing 6-9 hours of work per week.
- The major difference with online classes is that they make the student take on more responsibility since there is only half as much class time, the students have to make sure they know what they are supposed to be doing to cover the material that is online. Some say that an online class is harder on you as a student.
- You have to guide yourself with your time management to get work done on time. It's easy to put things off for another day; the reduced face-to-face contact with the professor means that you have to push yourself. You have to study often on your own, since it is not easy to coordinate your schedule with those of fellow students.

- How do you circumvent these obstacles? Make sure you regularly check the class website to keep up with changes. ***This is your responsibility.*** Use email to ask the professor questions if you are unsure of what is required. Don't wait!
- Plan your time to make sure that you are ahead of assignment deadlines. Do not wait until the last minute. Things can go wrong!
- Use the class web site and email to keep in contact with the professor.

DESCRIPTION

- This introductory class presents the formative cultural achievements of the French world from its origins to the present. Through readings, online lectures, Internet explorations, and online discussions and presentations, the student will be exposed to the cultural heritage, the perspectives, and the problems of France. The class is open to non-majors and is taught in English. 3 units.

OBJECTIVES

- To promote understanding and critical thought and not overwhelm with memorization.
- To explain who the French are, and how French world is constructed through symbols, imagination, art, politics, and debate in order to enhance our facility to judge or to withhold judgment and thus enhance our wisdom.
- To offer students a better understanding of the French and their culture so that they can see how we can become more knowledgeable of different cultures and thus understand each other better.
- To give students a solid knowledge of French geography so that they can understand what a sense of place in the world today means.
- To make students aware of present-day and historical, religious, ethnic, and racial diversity in French and in France so that we can all become more understanding of the multi-dimensionality of our world.
- To give students a better sense of what it means to be French today so that they can grasp similarities and differences between French and North American culture both from a general or national and international point of view, and from a local perspective by examining regional identity in France and French culture in Northern California.
- To make students more aware of the norms of another culture while maintaining their own values and identity.

STUDENT LEARNING OUTCOMES

- **Cultural Proficiency**
 - Students improve their cultural proficiency and understanding
 - Students show an appreciation of the varying and various definitions of what is culture.
 - Students learn to interpret local Sacramento and Northern Californian culture in relation to the French culture.
- **Cultural Practices, Products and Perspectives**
 - Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
 - Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied. Products may be tangible (e.g., a painting, a piece of literature, or an everyday item such as a recipe or used car ads) or intangible (an oral tale, a dance, a ritual, a system of education). Whatever the form of the product, its presence within the culture is justified by the underlying beliefs and values (*perspectives*) of that culture, and the cultural practices involved in the use of that product.
- **Cultural History and Geography**
 - Students demonstrate knowledge and understanding of significant components of French culture, such as traditions, institutions, art, history, music, and literary and artistic expressions, among others. Here they address the interrelatedness of the languages, literatures, lifestyles, artifacts, traditions and other products that make up French culture.
 - Students show they can identify important geographic divisions, and historical events and figures, and that they are familiar with France's major literary, musical, and artistic contributions, and French socio-political institutions.

- **Cultural Criticism**
 - o Students identify and describe such political, social, artistic, literary and intellectual developments as Enlightenment, Romanticism, the Republic, Cathedrals, and Impressionism
 - o Students describe and explain modern concepts and realities such as immigration, diversity, contemporary religion, urban life, and war.

EXPECTATIONS and ETHICS

- **Do work in a timely manner – make a plan and stick to it**
 - o In order to successfully achieve the above goals the professor requires your full cooperation. Regular online participation, timely completion of reading and writing assignments, and keeping up on online assignments are key ingredients to success. It is very easy to get off task when doing online work. There is nobody watching over your shoulder and you can easily put it off until another day. Procrastination will put you behind and destroy your grade. Pay particular attention to the dates for online group discussions. You do not have to be online at the same time as your group members in order to participate, but you must participate in the online discussion before the deadlines in order to receive credit.
- **Classroom/Online Behavior**
 - o CSUS expects our students and faculty to conduct themselves with honesty and integrity. Therefore, each student is expected to uphold high ethical standards inside and outside the classroom. The online classroom should be an environment for learning. Therefore, behavior that is disruptive, that belittles another or which discourages others from achieving their academic goals has no place in this classroom.
- **Academic Misconduct**
 - o When you turn in an assignment and take credit for it, it must be your own work. If it is not, you have committed academic misconduct.
 - *Plagiarism* is representing the work of someone else as your own. Most commonly this occurs by cutting text and images from a website and pasting them into your work without giving the proper credit to the website creators, and copying from a textbook or other source and failing to give proper credit to the author. You may avoid this problem by always using quotation marks whenever you use someone else's exact words and by always giving references whenever you quote from or paraphrase another author.
 - *Cheating*. If you give or receive unauthorized aid while completing any of the requirements for this course, you have cheated. Giving answers during an exam, writing a paper for another student or copying another student's work are all forms of cheating. Assistance from the writing lab, talking with a professor or fellow student or forming a study group before an exam are all acceptable forms of aid.
- **Penalties**
 - o The penalties for violation of above ethics policy will range, at the discretion of the instructor, from having to redo assignments, to failing the course, to an appearance before the Dean. **Any work turned in late will be penalized.**
- **Electronic Submission of Written Work**
 - o All work – except for the in-class assignments - is submitted electronically via the SacCT web site for the class. Some assignments may be submitted as hard copy (see Week by Week section on SacCT)
- **Grades** are calculated out of a maximum of 1500 points (see the break-down of assignments on the next page)
The points total is converted to a percentage:
1500 = 100%; 1425 = 95%; 1350 = 90%; 1275 = 85%; 1200 = 80%; 1125 = 75%; 1050 = 70%; 975 = 65%

100 - 94 % = A; 93-90% = A- 89-87% = B+; 86-84% = B; 83-80% = B-; 79-77% = C+; 76-74% = C; 73-70% = C-; 69 and below = D; 70-79% = C; 60-69% = D; 59% and below = F

NO IN-CLASS MEETING on these dates: Students work online

Tuesday Nov 11 Veterans' Day
Tuesday Nov 25 (Thanksgiving Week)

GRADED ACTIVITIES:

See Week by Week link on SacCT for full descriptions and grading information

| Due Date | ASSIGNMENTS | Points |
|--|---|--------|
| Dec 21 | Online Final (part 1: multiple choice; part 2: paragraph answers) | 150 |
| Dec 23 | On Your Own Project (see separate assignment sheet for details) | 100 |
| Nov 23 | Travel to France Project First Draft (see separate assignment sheet for details) | 30 |
| Dec 21 | Travel to France Project Final Draft | 70 |
| Dec 1-19 | Regions Presentation (see separate assignment sheet for details) | 100 |
| Dec 21 | Travel to Paris Project | 50 |
| Various due dates: See week by week schedule online | 13 In-Class Assignments They accompany each week's in-class lecture. Students answer a questionnaire covering the material for the lesson. Students answer the questionnaire/assignment-sheet while in class using the notes they have taken in class from: readings, video clips, and/or web site visits. <i>32 in-class assignments worth 20 points = 260 points (17% of the grade for the class). These in-class assignments cannot be made up if you miss class since they are part of the interaction of that class period.</i> | 240 |
| Various due dates: See week by week schedule online | 14 Online Assignments The online assignments reinforce and expand the material covered in class. First of all students study the online material and take notes. Once they have finished taking notes, they answer the questions in the "Assessment" section (Lesson 1, 2, 3, 4, etc) using the notes they have taken from lectures and the readings, video clips, and/or web site visits. <i>14 online assignments worth 20 points = 280 points (19% of the grade for the class). There are also two quizzes you can take for extra credit.</i> | 280 |
| Various due dates: See week by week schedule online | 15 SacCT Quizzes. There are eight reading quizzes where students read a chapter from the textbook and complete the quiz (20 points each); there are seven other quizzes where students answer questions using information they have gathered from visiting websites suggested by the professor. <i>15 quizzes worth 20 points = 300 points (20% of the grade for the class)</i> | 240 |
| Various due dates: See week by week schedule online | 8 Group Discussions (8 online) Based on lecture material and Internet activities. In groups put together by the professor, students post to a discussion board. Under the "Discussions" heading in SacCT, students read the professor's discussion prompt or questions, and respond to them. Students should respond to the professor's questions and also engage in discussion with at least two responses to comments made by other group members. IT TAKES TIME TO READ AND RESPOND TO THE COMMENTS OF THE PROFESSOR AND OTHER STUDENTS. DO NOT WAIT UNTIL THE LAST DAY TO DO ANY OF THE GROUP DISCUSSION ASSIGNMENTS. <i>The discussions are worth 20 points each - 160 points (11% of the grade for the class)</i> | 240 |
| | | 1500 |

DOING ASSIGNMENTS ON TIME IS YOUR RESPONSIBILITY!