



French Bridge Program

Course Number/Title: FRNCH 3117- Francophonie : Past, Present, and Future (Francophonie : Passé, Présent, et Avenir)

Course Description:

The themes of coming of age, rite of passage, education can be found in all cultural artifacts and literatures in the French and Francophone world. Students will compare and contrast those themes with their own culture, French and Francophone cultures. This will be explored through the prism of the fine arts, history, music, texts, film, and other areas. Students will be exposed to a variety of approaches such as project-based instruction, class discussion, and reaction papers.

The course is conducted entirely in French and students are expected to follow this rule at all times in class or they will lose participation points.

IMPORTANT DEADLINES:

Registration deadline	Thursday August 31 st , 2023
LAST DAY to drop	Friday January 19, 2024
Deadline to Withdraw from Class	Friday March 1st, 2024

<https://l2trec.utah.edu/bridge-program/uuregistration/help/drop-withdrawal/index.php>

Language Proficiency Guidelines:

Students will be able to talk in detail and in an organized way about events and experiences in various time frames, to confidently handle routine situations with an unexpected complication, and to share their point of view in discussions on some complex cultural and historical issues.

Intercultural Communication Guidelines:

By the end of this course, students will be able to 1) compare and contrast their own culture with the French and Francophone cultures especially when related to history, architecture, food, fashion, technology, sports or immigration, 2) explain some diversity among French and Francophone Products and Practices and how it relates to Perspectives, 3) interact at a competent level in familiar and some unfamiliar contexts.

Learning Outcomes

1. Identify, describe, and explain the historical, political, social, and artistic significance of French and Francophone cultural Products, Practices, and Perspectives.
2. Compare and contrast cultural similarities and differences between French and Francophone cultures, and the learner's own cultures.
3. Describe a variety of culturally authentic Products—film, audio, paintings, music, literature excerpts, and cultural texts—representing the past, present and the future of France and Francophonie.
4. Argue and defend one's position on different cultural Products from multiple Perspectives, in order to develop **critical thinking skills**.

Learning Assessments:

Students will need to complete the following assessments per unit, which will help develop **critical thinking**:

- Short reflections
- Classroom discussion, oral presentations
- Oral and written expression
- Projects

GRADE DISTRIBUTION	
Course Preparation (Canvas, journal entries and assigned readings or listenings)	20%
Class participation (taking notes, grammar/vocabulary quizzes and collaboration among students):	20%
Y in-class	10%
Compositions/Essays	20%
Presentations, projects	30%
TOTAL	100%

ALL HOMEWORK and IN-CLASS ASSIGNMENTS will be graded according to this 10-point scale.

10-9	All discrete point* and aural exercises completed. Open-ended exercises** completed and done well. (Student has made a serious attempt at completing open-ended exercises). Very few errors for this level. Work submitted on time.
8.9-7	All discrete point and aural exercises completed. Open-ended exercises mostly completed, fairly well done, with some errors that could be avoided at this level.
6.9-4	Discrete point and aural exercises incomplete. Open-ended exercises incomplete, not well done, with significant errors that could be avoided at this level. (Student has not made a serious attempt at completing open-ended exercises)
3.9-0	Too many incomplete exercises. Open-ended exercises very poorly done, too many errors for this level. (Student has not made a serious attempt at completing open-ended exercises)

ESSAYS, ORAL PRESENTATIONS AND PROJECTS will be graded according to this 10-point scale.

10-9	HIGH PROFICIENCY Excellent command of language: well organized, clear, logical, few errors, variety of structures, correct word-order, appropriate to level, thorough response
8.9-8	PROFICIENCY Good command of language: main ideas present, some errors, some variety of structures, some word-order errors, mostly appropriate to level, generally thorough response
7.9-7	PROGRESS TOWARD PROFICIENCY Comprehensible expression: attempts at organization, many errors, limited variety of structures, word-order errors, below level, partial response
6.9-5	NEED FOR INTERVENTION Limited command of language: lacks organization, significant errors, lack of variety of structures, excessive errors, well below level, insufficient response
Below 5	UNACCEPTABLE Inappropriate response

ORAL PARTICIPATION AND ATTITUDE IN CLASS

5.0 - A	In addition to 3.0 content, the student volunteers spontaneous output in the target language. <i>Signs include:</i> Outstanding contributor to the class discussions. Attentive listening and posture with good eye contact. Using leadership skills to support the learning environment. Speaking in French for the duration of the class period, with teachers and classmates. Taking notes. Volunteering answers. Asking clarifying questions in order to move the discussion and the class forward. Seated at your desk with your notebook out when the bell rings, ready to work.
4.0 - B	The student consistently and in a clearly observable way shows signs of negotiating meaning when others are speaking. <i>Signs include:</i> Strong contributor to the class discussions. Attentive listening and posture with good eye contact. Showing comprehension with non-verbal responses. Participation in choral responses and asking for clarification, taking notes, etc. Being in the classroom when the bell rings.
3.0 - C	The student shows only inconsistent signs of negotiating meaning when others are speaking. <i>Signs include:</i> Limited contributor to the class discussions. Giving only occasional responses and answers. Weak body language (slouching or disinterested attitude), arrives a few minutes late , etc.

2.0 - D	The student does not show any signs of negotiating meaning when others are speaking. <i>Signs include:</i> Not contributor to the class discussions (<i>earbuds</i>). <i>Sleeping.</i> Being constantly distracted (<i>phone</i>). Not responding to requests to improve. <i>Side conversations not in French.</i> <i>Misuse of the hall pass, arrives really late, etc.</i>
---------	--

Note: Demonstration of skills at level 3.0 does not depend on the students' rate of processing, or their ability to speak or write, but on the students demonstrated use of the skills to negotiate meaning in the target language...thus students can earn a "3.0" on interpersonal skills no matter what their level of proficiency / readiness to output. The reason for this is that consistent use of these skills ensures the highest possible level of comprehension (which precedes output).

These standards are based on two documents:

- [actfl's "can-do" statements](#) (Intermediate and Advanced)
- [actfl's performance descriptors](#)

FINAL UNIVERSITY GRADE:

Students will be graded according to their grade and their proficiency levels.

Based on the Proficiency Target K-12, students should aim for the 10-12 targets at the end of the school year.

The proficiency target for 10-12 in French are the following:

Grade level	Listening	Speaking	Reading	Writing
9	Advanced Low	Intermediate High	Intermediate High	Intermediate High
10	Advanced Low	Advanced Low	Intermediate High	Intermediate High
11	Advanced Mid	Advanced Low	Intermediate High	Advanced Low
12	Advanced Mid	Advanced Mid	Intermediate High	Advanced Low

Grades :

- Students receive one credit for this course on their high school transcript. They receive a grade at the end of high school term.
- Students receive three-university credits for the course. The university grade is the average grade calculated for the whole year. It will be posted at the end of the last term. The university grade is the grade that will appear on the student's university transcript.

The final grade will be calculated according to the following University of Utah grading scale. Grades are not curved.

A	94-100	B+	87-89.9	C+	77-79.9	D+	67-69.9
A-	90-93.9	B	84-86.9	C	74-76.9	D	64-66.9
		B-	80-83.9	C-	70-73.9	D-	61-63.9
						E	60.9

Note: Departmental policy states that students must have at least a final grade of C (74-76.9) to pass the course. If you receive a C- or lower, as a final University grade, you will not receive credits for this course from the University. Students will be allowed to take the next Bridge course regardless of their grade the previous year.

1. PREPARATION, ATTENDANCE, ORAL PARTICIPATION AND ATTITUDE

Class attendance and oral participation are essential to your progress in this course. Persistent, active in- class participation develops your speaking and writing. Therefore, it is essential that you attend class. Class time will be devoted to **speaking and writing**; therefore, **you must complete the assigned homework before coming to class** (readings, research, grammar, etc.). Your professors will record a participation grade for each student on a weekly basis. Not coming to class will lower your class participation grade. All oral participation grades will be based on Proficiency (please,

refer to Proficiency standards).

IMPORTANT: This **university course** is conducted entirely in French. Therefore, students are expected to be ENGAGED in all class activities. Points will be deducted from the oral participation score when students:

- speak English in the classroom,
 - use their technology devices inappropriately (off-task behavior or using devices without permission of the instructor)
 - engage in disruptive behavior (chatting, doing homework for another course, not paying attention, sleeping (!!), etc.).
- ⇒ **Engaging in the above activities will result in a lower participation score.**
- ⇒ **Homework and assignments MUST be turned in on time since this is a university course. Failure to do so will result in a deduction of points; no submission = 0!!**
- ⇒ **Should any student miss class, it is his/her responsibility to immediately contact the high school and the university instructors who will decide on the course of action.**

2. RULES IN THE CLASSROOM

- Speak in French 100% of the time.
- Check the announcements and modules on **Canvas and Skyward/Gradebook** DAILY.
- Assignments must be completed in class.
- Missing work must be completed before and after school in the classroom with the high school instructor.
- Be respectful towards others.
- Participate actively in every class.
- Follow your High School rules.
- It is inappropriate to record images or conversations of staff members without their permission.

3. ASSIGNMENTS – LATE WORK POLICY

This is **not a Proficiency Based Learning course**. All assignments must be completed in class. Missing work due to school- or parent-excused absence must be completed before or after school in the classroom with the high school instructor. MISSING ASSIGNMENTS WILL RECEIVE A ZERO.

It is the responsibility of the STUDENT to contact the university professor in case of missed assignments, even if the assignment was missed due to school- or parent-excused absence. Failure to do so within a period of 10 school days after the missed assignment **will result in a permanent zero for the assignment.** All extended deadlines will be put in writing and signed by the students and both instructors; these deadlines MUST be strictly adhered to.

Students can find assignments and instructions on the University of Utah Canvas page: <http://utah.instructure.com>

IMPORTANT: If you are involved in any sports or extracurricular activities that regularly take you away from class, be aware that you will be responsible for all work done and assigned that day, regardless of whether you are present or not. Be aware that repeated absences WILL affect your grade.

ADDITIONAL INFORMATION

Diversity Statement:

“The Department of World Languages and Cultures values students from diverse backgrounds and perspectives. We fully endorse university policies prohibiting sexual harassment as well as discrimination on the basis of race, ethnicity, immigration status, color, disability, religion, age, sex, gender identity, sexual orientation, and/or socio-economic status. It is our intent that the diversity that students bring to this class be viewed as a resource, strength and benefit. To that end, we expect that all students treat each other with dignity and respect.”

The American with Disabilities Act: The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability and Access, 162 Olpin Union Building, 581-5020 (V/TDD). CDA will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability and Access.

All students are expected to maintain professional behavior in the classroom setting, according to the Student Code, spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible for the content.

According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors, and I will do so, beginning with verbal warnings and progressing to dismissal from class and a failing grade. Students have the right to appeal such action to the Student Behavior Committee.

Note: As soon as the instructors are informed of an existing IEP or 504, the University of Utah Center for Disability and Access will work with the High School Counselor to accommodate the needs of the student. Since this is a university course, all accommodations will need to be approved by the CDA, in consultation with your High School Counselor.

Plagiarism: It is the University of Utah's policy not to tolerate plagiarism of any kind. Plagiarism is defined as the verbatim use of four or more words from an unreferenced source. The University considers plagiarism a serious offense, and it may result not only in a grade of "E," but suspension or even expulsion.

Academic Integrity Statement: Students enrolled in courses at U of U are expected to adhere to the

highest standards of academic conduct. Your instructors will be alert to any kind of inappropriate conduct in the course. Suspicion of misconduct will be handled by official rules and policies of U of U and your High School.

Penalties for cheating or plagiarism may result in a failing grade in the course or expulsion from the university. The **use of translation programs** (Google Translate, etc.) to complete assignments **is considered cheating** and will result in a failing grade for the assignment in question. Your instructors are interested in **YOUR own work**, not google translator, etc.

Examples of academic misconduct in this course include but are not limited to the following:

- Submitting plagiarized work for an academic requirement. Plagiarism is the representation of another's work or ideas as one's own; it includes the unacknowledged word for word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas.
- Copying work or otherwise turning in written work that is not original to you. Cheating in this case applies both to the copier and the person who allows his or her work to be copied.
- Having someone else do or write your assignments for you.
- Using a translator for more than one word in any way to complete compositions, Internet presentations or other assignments.
- Having anyone other than your instructor help you with your compositions or Internet presentations. Tutors may answer questions about assignments from the workbook or textbook, but they may not help with compositions or the Internet activity.
- Receiving or passing quiz information to other students before, during or after the quiz. Cheating in this case applies both to the receiver of the quiz information and the person who gives the information.
- Use of any unauthorized aids on quizzes (e.g., cheat sheets, textbook, etc.) is strictly prohibited. Students are responsible for understanding what constitutes academic dishonesty.

All suspected cases of academic misconduct will be reported to Dr. Anne Lair, the Bridge Coordinator and the Committee on Academic Misconduct as required by university rules.



Student's name :

CRITICAL INFORMATION

1. Interpreting the AP Scores

AP® FRENCH LANGUAGE AND CULTURE SCORING GUIDELINES

Presentational Writing: Persuasive Essay

5: STRONG performance in Presentational Writing

- Effective treatment of the topic within the context of the task
- Demonstrates a high degree of comprehension of the sources' viewpoints with very few minor inaccuracies
- Integrates content from all three sources in support of the argument
- Presents and defends the student's own viewpoint on the topic with a high degree of clarity; develops a persuasive argument with coherence and detail
- Organized essay; effective use of transitional elements or cohesive devices
- Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility
- Varied and appropriate vocabulary and idiomatic language
- Accuracy and variety in grammar, syntax, and usage with few errors
- Develops paragraph-length discourse with a variety of simple and compound sentences, and some complex sentences

4: GOOD performance in Presentational Writing

- Generally effective treatment of the topic within the context of the task
- Demonstrates comprehension of the sources' viewpoints; may include a few inaccuracies
- Summarizes, with limited integration, content from all three sources in support of the argument
- Presents and defends the student's own viewpoint on the topic with clarity; develops a persuasive argument with coherence
- Organized essay; some effective use of transitional elements or cohesive devices
- Fully understandable, with some errors that do not impede comprehensibility
- Varied and generally appropriate vocabulary and idiomatic language
- General control of grammar, syntax, and usage
- Develops mostly paragraph-length discourse with simple, compound, and a few complex sentences

3: FAIR performance in Presentational Writing

- Suitable treatment of the topic within the context of the task
- Demonstrates a moderate degree of comprehension of the sources' viewpoints; includes some inaccuracies
- Summarizes content from at least two sources in support of the argument
- Presents and defends the student's own viewpoint on the topic; develops a somewhat persuasive argument with some coherence
- Some organization; limited use of transitional elements or cohesive devices
- Generally understandable, with errors that may impede comprehensibility
- Appropriate but basic vocabulary and idiomatic language
- Some control of grammar, syntax, and usage
- Uses strings of mostly simple sentences, with a few compound sentences

AP Exam Score	Recommendation	College Course Grade Equivalent
5	Extremely well qualified	A+ or A
4	Very well qualified	A-, B+ or B
3	Qualified	B-, C+ or C

- **Students who receive a 5 on the AP exam** will automatically receive 16 credits to their student record equivalent to the four 4-credit courses they have tested out of (1010, 1020, 2010, 2020.)
- **Students who receive a 4 on the AP exam** will automatically receive 12 credits to their student record equivalent to the three 4-credit courses they have tested out of (1010, 1020, 2010.)
- **Students who receive a 3 on the AP exam** will automatically receive 8 credits to their student record equivalent to the two 4-credit courses they have tested out of (1010, 1020.)

- **IMPORTANT:** This **university course** is conducted entirely in French. Therefore, students are expected to be ENGAGED in all class activities. Points will be deducted from the oral participation score when students:
 - speak English in the classroom,
 - use their technology devices inappropriately (off-task behavior or using devices without permission of the instructor)
 - engage in disruptive behavior (chatting, doing homework for another course, not paying attention, listening to music (earbuds), sleeping (!!), etc.).
- ⇒ **Engaging in the above activities will result in a lower participation score.**
- ⇒ **Homework and assignments MUST be turned in on time since this is a university course. Failure to do so will result in a deduction of points; no submission = 0!!**
- ⇒ **Should any student miss class, it is his/her responsibility to immediately contact the high school and the university instructors who will decide on the course of action.**

In order to receive university credits for the course towards a major/minor, students will need to receive a minimum grade of a C. The final university grade remains on the transcript forever. Should any student miss class, it is his/her responsibility to immediately contact the high school and the university instructors who will decide on the course of action.

3. COURSE POLICY REGARDING AI and ONLINE TRANSLATORS

Most of the course work will be performed without the use of phones or computers. These devices should remain put away unless students are specifically asked to use them for an assignment. Failure to do so will result in a reduced participation grade and potential confiscation of the device.

In the event we use computers or phones for an assignment in class, you will inevitably have access to materials on the internet that include translators like Google Translate and DeepL, concordance tools like Linguee, dictionaries like Word Reference, and AI software such as ChatGPT. In all assignments, **you are expected to use vocabulary and structures with which you are familiar.** During class time, you will learn specific vocabulary and how to use certain grammatical structures. The highest grades will be given to students who demonstrate a mastery of these concepts.

If you have a question about a vocabulary word or grammar concept, ask an instructor for help. Chances are, if you have a question, others have it too. Raising your hand and voicing it enriches the discussion and allows all of us to learn together. **Using online translators or AI is in direct opposition with the objectives of this course.**

Using online translators or AI will affect your grade. As you are graded on your completion of assignments and your command of the language, **it is imperative that your work be your own.** Be aware: it

is often glaringly apparent to a professor when a student has used online resources to complete assignments, as the structures and vocabulary they contain are far beyond the scope of the student's abilities.

If it is determined that you have used online translators or AI to complete your work, you will be awarded a zero for the assignment and the matter will be escalated to administrators at the University.

The University considers plagiarism a serious offense, and it may result not only in a grade of "E," but suspension or even expulsion. In short: if you have any difficulty understanding or completing assignments or projects, take responsibility for your own education and reach out to the instructors for help, rather than turn to online translators or AI. That is what we are here for!

4. PG and PG-13 Movie Permission for French class

We may watch French films or film clips that are PG or PG-13 in this class. (We will blank out any scenes that are inappropriate). If you have any questions, please feel free to contact me.

☐ **I GIVE PERMISSION** for my child to view PG and PG-13 movies.

☐ **I DO NOT** give permission for my child to view PG and PG-13 movies.

Your signature on this form expresses your approval of the disclosure statement information and policies as stated above.

Student name _____ Date _____

Signature:

Parent name _____ Date _____

Signature: