I. Program Objectives.........................................................................................................................2
   ACTFL Definitions and Guidelines.................................................................................................2
   Level Profiles..................................................................................................................................2

II. Syllabi..............................................................................................................................................3

III. Calendars......................................................................................................................................3

IV. Materials ......................................................................................................................................3
   a. Textbook...................................................................................................................................3
   b. VHL Central..........................................................................................................................3
   c. French 202 Reader................................................................................................................5
   d. OAKS.........................................................................................................................................5

V. Assessment....................................................................................................................................6
   a. Course Grading.......................................................................................................................6
   b. Tests.........................................................................................................................................7
   c. Quizzes/Activities...................................................................................................................7
   d. Final Exam.............................................................................................................................7
   e. Compositions.........................................................................................................................7
   f. Speaking Evaluations.............................................................................................................7
   g. TalkAbroad............................................................................................................................8
   h. Participation...........................................................................................................................8

VI. Teaching & Administration.........................................................................................................8
   a. BIF Google Drive...................................................................................................................8
   b. FLE Activities.......................................................................................................................9
   c. Attendance............................................................................................................................9
   d. Extra Credit..........................................................................................................................9
   e. Final Exam Policy................................................................................................................9
I. Program Objectives

The aim of the Beginning and Intermediate French Program is to equip our students with the fundamental building blocks of the French language with a focus on interpersonal communicative proficiency. The end goal of the program is to bridge beginner to intermediate proficiency to enable students to engage in meaningful everyday interactions in French and to prepare them for continued French studies.

The ACTFL (American Council on the Teaching of Foreign Languages) Proficiency Guidelines are used as a reference point for the definitions, aims, and goals for each of the program courses. Each course corresponds with a level under the ACTFL Proficiency Guidelines:

- **101**: *Espaces* Units 1-4  🏙️ Bridging Novice Low to Novice Mid
- **102**: *Espaces* Units 5-8  🏙️ Bridging Novice Mid to Novice High
- **201**: *Espaces* Units 9-12  🏙️ Bridging Novice High to Intermediate Low

**ACTFL Proficiency Guidelines 2012**

The ACTFL Proficiency Guidelines 2012—Speaking describe five major levels of proficiency: Distinguished, Superior, Advanced, Intermediate, and Novice. The description of each major level is representative of a specific range of abilities. Together these levels form a hierarchy in which each level subsumes all lower levels. The major levels Advanced, Intermediate, and Novice are divided into High, Mid, and Low sublevels.

The Guidelines describe the tasks that speakers can handle at each level, as well as the content, context, accuracy, and discourse types associated with tasks at each level. They also present the limits that speakers encounter when attempting to function at the next major level.


**NOVICE**: Novice-level speakers can communicate short messages on highly predictable, everyday topics that affect them directly. They do so primarily through the use of isolated words and phrases that have been encountered, memorized, and recalled. Novice-level speakers may be difficult to understand even by the most sympathetic interlocutors accustomed to non-native speech.

**INTERMEDIATE**: Speakers at the Intermediate level are distinguished primarily by their ability to create with the language when talking about familiar topics related to their daily life. They are able to recombine learned material in order to express personal meaning. Intermediate-level speakers can ask simple questions and can handle a straightforward survival situation. They produce sentence-level language, ranging from discrete sentences to strings of sentences, typically in present time. Intermediate-level speakers are understood by interlocutors who are accustomed to dealing with non-native learners of the language.

If you notice that a student seems to be at the wrong level, please email your recommendation for placement to the department chair and tell the student to meet with the department chair as soon as possible. Changes cannot be made once the course drop/add deadline has passed.
II. Syllabi
The syllabus templates will be updated every semester with any necessary changes. On the first page of the syllabus is the course description, student learning outcomes, course of study, required materials, and grading scope and scale. **With the exception of the wording in the highlighted areas, the syllabus should not be altered. The grading scope must match the grading scope on the template, and instructors are expected to cover all skills and material outlined in the course of study.**

For more information on the grading scope, please see part IV: Assessment (Course Grading).

III. Calendars
Updated calendar templates will be emailed to instructors and posted in the OAKS BIF DEV course every semester. A calendar with suggested activities for each day/lesson will also be provided at BIF meeting prior to each new semester. Instructors can follow this sequencing of lessons or sequence lessons per their discretion.

While instructors are welcome to choose how to sequence lessons within each unit, they are asked not to move the assessment days (e.g., tests, compositions, and oral evaluations) on the calendar. The assessment dates have been chosen based on a steady pace to cover pertinent material in each unit, and staying on track with these assessment dates will help ensure that students finish the semester in the same place across all sections.

IV. Materials
a. Textbook
   → Please see attached document – entitled Textbook Orders [Academic Year] – for specifics regarding the version of ESPACES to purchase.

   Instructors are asked to ensure that students purchase the loose-leaf version of the textbook with the Supersite Plus Code (WebSAM + vText). The book covers material taught in 101, 102, 201, and 202 so it is important to remind them that it is an investment. The code that comes with the textbook lasts for 36 months. The advantage of the loose-leaf format is that students can just take out the units they need for the semester, so it is expected that students have their textbooks in class. If a student joins the program in French 202, they may borrow the hardback copy of the textbook, and can purchase the single-semester access code on the VHL online store. **The use of isolating laptops and tablets to access textbooks in these communicative classes is not permitted.**

b. VHL Central
   For French 101, 102, 201, and 202, all common homework will be assigned on our online platform VHL Central. This online homework constitutes a percentage of the overall grade.

   For French 101 and 102, the midterm oral evaluation (Evaluation Orale I which constitutes 5% of the overall grade) will also be completed online. Completing this assignment online will free up more class time for language practice, and will also help students prepare for TalkAbroad, which they will start using in French 201. It is suggested that instructors assign this evaluation via VHL Central using the “Virtual Chat” feature.

   The instructor should set up their class sections in VHL before the beginning of the semester using the following settings:

   - Access Level: Supersite Plus (Supersite, vText) & WebSAM (online Student Activities Manual)
Video Supports: Subtitles – French / Transcripts – French
- Technical Support: At the instructor’s discretion (Recommended settings – Allow students to submit score reviews? Yes / Allow students to submit help requests? No)
- Chat: Chat availability always available
- Visibility: Students can see estimated times (yes)
- Gradebook Categories:
  o Required for all courses (French 101, 102, 201, 202)
    - Add category: “Homework”
    - Weight: 100%
    - “For a grade”
    - 0 lowest grades dropped
    - Unlimited Attempts
    - Accent marks will be taken into account
    - Provide students with enhanced feedback
    - Students CAN submit late/overdue assignments
    - penalized % per day – 25%
  o Recommended (for French 101 and 102 ONLY)
    - Add category -> “Eval Orale I”
    - Weight: 0%*
    - “For a grade”
    - 0 lowest grades dropped
    - 1 Attempt**
    - Accent marks will be taken into account**
    - Provide students with enhanced feedback**
    - Students CAN NOT submit late/overdue assignments

*Even thought the weight is 0% in VHL, these assignments will be graded and a total grade (out of 100 points) will be calculated in the VHL dashboard, which instructors can record in OAKS to be calculated in the final grade.
**These settings don’t really matter as students will be submitting voice recordings.

VHL Homework Assignments (French 101, 102, 201, 202)
With the goal to keep the workload about the same from instructor to instructor, section to section, instructors should select 20 assignments per unit. Instructors may select due dates that work for them (within the parameters of the schedule for each unit on the calendar).

VHL Online Oral Evaluation (French 101 & 102)
Students in French 101 and 102 will complete their first speaking evaluation (Évaluation Orale I) online. The suggested activities that students can complete in VHL for this assignment are as follows:

French 101 (“CA” = Communication Activities)
- Unité 2 -> Leçon 2B -> Structures -> 2B.1 (avoir) -> CA -> Interview
- Unité 2 -> Leçon 2B -> Structures -> 2B.2 (telling time) -> CA -> Télémonde
- Unité 3 -> Leçon 3B.2 -> Structures (prepositions of location) -> CA -> S’il vous plaît

French 102 (“CA” = Communication Activities)
- Unité 5 -> Leçon 5A -> Structures -> 5A.1 (faire) -> CA -> Ce weekend
- Unité 5 -> Leçon 5B -> Structures -> 5B.2 (dépenses et habitudes) -> CA -> Quand?
- Unité 6 -> Leçon 6A -> Structures -> 6A.2 (P.C. w/ avoir) -> CA -> Qu’est-ce que tu as fait?
- Unité 7 -> Leçon 7A -> Contextes (Bon voyage!) -> CA -> Répondez

Instructors can listen to, evaluate, and score the voice recordings within VHL. Because this evaluation is based on a recording, instructors can give nuanced feedback on pronunciation and accuracy. An assessment rubric will be provided in the BIF Google Drive.

Alternatively, instructors are permitted to create their own online speaking evaluation using a platform of their choosing (such as VoiceThread in OAKS). This would give instructors the option of recording different questions and/or using their own voice. Instructors are asked to please keep the format and the evaluation approach similar to the Virtual Chat assignments in VHL.

**TECHNICAL SUPPORT:** Tech reps at Vista are very helpful and are accessible without going through a phone menu: **800-922-6003 (instructors only); 800-248-2813 (for students); 800-269-6311 (customer service).** You can also contact support.vhlcentral.com to submit a help request. Our sales representative, Mary Albertson, can be reached at malbertson@vistahigherlearning.com. The official Vista campus support person is Devon Hanahan, at hanahand@cofc.edu.

**FYI:** Instructors can add notes to any activity by opening the activity and clicking on *Instructor’s Note.* This can save a lot of questions and headaches if the activity has any tricky parts. If instructors want to review a student’s individual work or change the grade of an activity, they can click on the grade itself. If they want to accept late work from the whole class or give the whole class a 100% on an activity, they can click on the name of the activity at the top of the column of grades.

c. **French 202 Reader**
After finishing all units in the textbook, students will conclude the BIF sequence by reading an authentic text in French 202. The unit will last the same amount of time as is usually spent on a unit from the textbook, and students will be required to read pages from the book before class so that they can engage in discussions during class time. A packet will be provided for students to complete activities related to language (vocabulary and structures) and comprehension as well as (inter)cultural and textual interpretation. Students will turn in this packet at the end of the unit and their grade on the packet will constitute 5% of their grade. On the last day of the unit, students will complete an in-class composition where students will answer an open-ended question about the reader in French. This composition, which will be evaluated holistically, will constitute another 5% of their grade. Finally, there will be a section on the final to assess their understanding and interpretation of the reader that will count for 5% of their grade (ultimately weighing the unit on the reader 15% of the overall grade in French 202).

d. **OAKS**
OAKS is College of Charleston’s online platform for course communications, grading, and much more. OAKS is required in the Beginning and Intermediate French Program for the following:

- **Syllabus:** should be posted under Course Content
- **Links to other websites (grammar, culture, etc.):** should be posted under Course Content
- **Exam Study Guides/Previews:** should be posted under Course Content
➢ Correction Code and grading rubric for composition: should be posted under Course Content
➢ Announcements: Post News Items to courses
➢ Grading: Create a grade book and keep grades updated for students to see
➢ Any additional homework (not online) should be posted for the next class period

OAKS is the only permitted platform for the above mentioned areas. OAKS can also be utilized for its Dropbox tool for students to submit assignments; its Quiz feature that allows you to build and administer quizzes straight from OAKS (auto-correct quiz grades can get automatically transferred to your gradebook); VoiceThread, which allows you and your students to create and post audio and video files; Discussion Board for students to practice their written French communication with classmates; and much more. Consider attending an OAKS workshop through TLT to become more OAKS literate!

DEV courses
DEV (development) courses (also known as “shells”) have been created for 101, 102, 201, and 202. At BIF meetings, instructors will be given instructions for how to import the grade book and attendance/participation tool into their courses before they personalize them each semester.

V. Assessment
   a. Course Grading

   It is required for assignments/assessments to be administered in accordance with these grading scopes.

   Overall grading scope of FREN 101-102:
   
   Participation 10%
   Quizzes/Activities 15%
   VHL Central Homework 20%
   Unit Tests (3 total, lowest dropped) 20%
   Composition (1 in class, 1 rewrite) 10%
   Oral Evaluations (1 online, 1 in-class) 10%
   Final Exam 15%

   Overall grading scope of FREN 201:
   
   Participation 10%
   Quizzes/Activities 15%
   VHL Central Homework 20%
   Unit Tests (3 total, lowest dropped) 20%
   Compositions (1 in class, 1 rewrite) 10%
   Talk Abroad (4 10-min. sessions) 10%
   Final Exam 15%

   Overall grading scope of FREN 202:
   
   Participation 10%
   VHL Central Homework 20%
   Unit Tests (3 total, lowest dropped) 20%
   Compositions (1 in class, 1 rewrite) 10%
French 202 Reader 10%
Talk Abroad (3 30-min. sessions) 15%
Final Exam 15%

Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td>100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td>90</td>
</tr>
<tr>
<td>B+</td>
<td>88-89</td>
<td>80</td>
</tr>
<tr>
<td>B</td>
<td>83-87</td>
<td>70</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td>60</td>
</tr>
<tr>
<td>C+</td>
<td>78-79</td>
<td>50</td>
</tr>
<tr>
<td>C</td>
<td>73-77</td>
<td>40</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
<td>30</td>
</tr>
<tr>
<td>D+</td>
<td>68-69</td>
<td>20</td>
</tr>
<tr>
<td>D</td>
<td>67-66</td>
<td>10</td>
</tr>
<tr>
<td>F</td>
<td>0-65</td>
<td>0</td>
</tr>
</tbody>
</table>

b. Tests

*Instructors are asked to ensure that tests all five sections within the following guidelines:*

<table>
<thead>
<tr>
<th>Section</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening Comprehension</td>
<td>10%</td>
<td>10</td>
</tr>
<tr>
<td>Contextualized Vocabulary</td>
<td>25%</td>
<td>25</td>
</tr>
<tr>
<td>Contextualized Structures</td>
<td>40%</td>
<td>40</td>
</tr>
<tr>
<td>Cultural Reading</td>
<td>10%</td>
<td>10</td>
</tr>
<tr>
<td>Writing</td>
<td>15%</td>
<td>15</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

*Please note the dropped/missed test policy on the syllabus:*

“The lowest test score will be dropped. Should you be absent on the day of a test, this will count as your dropped score. *No make-up tests will be permitted.***

c. Quizzes/Activities

Quizzes can focus primarily on vocabulary acquisition and language use and should take no **more than 10 minutes of class time**. If instructors would like to do a graded activity in lieu of a quiz, they are welcome to do so. At least one quiz/activity per unit should be given, totaling 4-5 over the course of the semester. The lowest quiz/activity score will be dropped. If a student is absent on a quiz/activity day, this should count as the dropped score. Because of the reader, there is no quiz/activities category in 202.

d. Final Exam

The final exam will cover the last unit studied (10%) and will also include a cumulative section (5%) for a total of 15% of the students grade.

e. Compositions

Students are expected to practice their written communication skills at every level of the Beginning and Intermediate French program. About half way through the semester, students will write one composition in class where they will be able to use their books, notes, and a French/English dictionary. All of their resources must be paper-based (i.e., no technology such as laptops, cellphones, translators, etc.). Based on the instructor’s feedback, students will rewrite their composition and submit a polished final draft through OAKS (Dropbox). Instructors will use a correction key to guide students on what to correct for composition rewrites. Compositions will be out of 20 points and will constitute 10% of the overall grade. A rubric for evaluating compositions will be provided in the BIF Google Drive.

f. Speaking Evaluations

With interpersonal communicative proficiency as the cornerstone concept of 101-202, oral evaluations are necessary in every level.
In French 101 and 201, two speaking evaluations will be given over the course of semester (listed on the syllabus) and should assess the skills and functions worked on in class. The first speaking evaluation (Evaluation Orale I) will be completed at the midterm via VHL Central. The second speaking evaluation (Evaluation Orale II) should work the interpersonal speaking mode – that is, unrehearsed conversation. An outline for how students will complete Évaluation Orale II will be provided in the BIF Google Drive. Preparation for these speaking evaluations could include a list of possible themes that students should be able to speak upon for 2-3 minutes, and students can come in in pairs and draw one of these themes out of a hat at random.

In French 201 and 202, the Talk Abroad sessions with native speakers will replace the in class speaking evaluations.

g. TalkAbroad
The grading scope for FREN 201 and 202 will include integrated speaking evaluation where students use TalkAbroad. Through TalkAbroad, students will speak one-on-one with a native French speaker close to their age from somewhere in the Francophone world on topics relating to what’s being studied in class. Conversations are through video chat and result in full-length audio recordings for instructors to access for evaluation and assessment purposes. Students will complete four 10-minute sessions in FREN 201 and three 30-minute sessions in FREN 202. More information will be distributed at the beginning of the semester.

h. Participation
Instructors may use any method to assess participation, which constitutes 10% of students’ overall grade in French 101-202. A suggested method to facilitate the task of keeping track of daily participation is as follows: Calculate participation on a daily basis out of 2 points: 2 – Meets Expectations, 1 – Needs Improvement, 0 – Unacceptable, 0 - Absent (give feedback/justification for 0-1 points unless it’s an absence). Instructors can use the attendance/participation management system in OAKS (available to import form the DEV course) to keep track of these scores each day. The total participation grade (out of 100 points) will be calculated automatically in OAKS, which students can monitor throughout the semester and which instructors can easily transfer to the grade book at the end of the semester. Students can also keep track of their absences. Irrespective of “excused” absences that students document for medical or other reasons, they will receive 0 for participation that day.

VI. Teaching & Administration

a. BIF Google Drive
A Google Drive is available for the BIF program, which is a database of teaching and assessment materials compiled to be shared and used by instructors teaching a variety of courses (at different levels, times, etc.) depending on the semester. Some of the shared files in the BIF Google Drive include:

- PPTs (e.g., for a daily lesson, a grammatical structure, or a communicative activity)
- teaching materials (e.g. worksheets, handouts, supplemental readings, etc.)
- Assessment materials (either single exercises or entire unit tests)

Instructors will be refreshed on how to optimize the use of the Google Drive at BIF meetings each semester.

b. FLE activities
A folder in the BIF Google Drive is dedicated to FLE (français langue étrangère) activities. While it is permitted for instructors to reproduce these materials for educational purposes, please cite the source for
any activity that is photocopied or disseminated in OAKS.** These activities can be used for quizzes/activities (within reason) or for communication purposes to practice a newly learned vocabulary concept or grammatical structure.

**For copyright purposes, it is very important that these resources are ONLY disseminated in OAKS (a private server that is password protected and only accessible by students as opposed to a general public).

c. **Classroom Attendance and Policies**
   Instructors may not cancel class except in cases of emergency, at which time the department chair and administrative assistant should be notified immediately via email. If instructors know they are going to miss a class well in advance, they are asked to clear their absence with the department chair and find someone to cover their classes. Instructors are expected to start class on time, teach the full time, and end on time so that students are not late to their next classes.

   Students are expected to arrive on time and stay the whole period without leaving class. Please enforce this policy. Due to the communicative nature of these classes, attendance is essential to student success. **Our department policy is therefore to reduce the student grade by 1% after the first three absences for a class meeting three days a week, or after the first two absences for a class meeting two days a week.** Please enforce this attendance policy and encourage students to always come to class.

d. **Departmental Extra Credit Policy**
   Any combined opportunities for extra credit may not raise a student’s grade more than 1%. Students must all have equal opportunity to participate in extra credit opportunities; if an extra credit event is offered that a student would like to attend but cannot, the professor must provide an alternate extra credit opportunity to be fair to all students.

e. **Final Exam Schedule**
   Final exams must be administered on the date and time assigned by the College of Charleston (find on MyCharleston Faculty tab Faculty Quick Links Final Exam Schedules). Moving the exam date ahead to end the semester sooner is not allowed. There is no make-up for the final exam.