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**Setting up your course in OAKS** -> There are **two** resources in OAKS for in instructors:

1) **The “development” courses** -> DEV French 101, DEV French 102, DEV French 201, DEV French 202
   - Use the “development” courses to import the gradebook and other basic features at the very beginning of the semester and then you can create/upload your own content.
   - When you import these components (from the settings gear in your course), click “copy ALL components.” You can always DELETE elements within your own course as it works for you.

2) **The BIF Shared Folder** -> DEV French BIF has teaching materials and assessment resources for all courses. Please see page 9 for a table of contents of these resources. All instructors are content assistants and can add new content. Please do **not** import content from this course directly into your course.

**Setting up your course in VHL:**

See page 5 for instructions on how to set up your course(s) in VHL. **You may want to add me as co-instructor to assist with technical issues throughout the semester.** Shortly before the beginning of the semester I will load HW in a shell course (Instructors Only) which you may copy using the assignment wizard. To use this feature, please do NOT set up your course before that date.

**Important reminders for the beginning of each semester:**

  - Please let me know if students have login problems that you cannot resolve.
  - Please use the GRACE PERIOD feature if your students cannot get the textbook right away. (If you have questions about using this feature don’t hesitate to let me know.)
    - ALL students (even students who end up dropping) can join the class on DAY ONE with the grace period option. (If a student drops, you may drop them from your VHL roster.)
    - Obviously, you don’t want to do this for every student, but the idea is that all students – even those that do not yet have the book – can start homework assignments ASAP.
  - Please see p. 4 about the price breakdown for ESPACES. If students are having financial problems please let me know, and I will see if I can help. There are options for students who place into 202.

**VHL TECHNICAL SUPPORT:** Tech reps at VHL are **very helpful** and are accessible without going through a phone menu: 800-922-6003 (specifically for instructors); 800-248-2813 (specifically for students). Or you can submit a help request via support.vhlcentral.com. You may also contact Devon Hanahan, the official VHL support rep for the College, at hanahand@cofc.edu. For specific questions about the VHL package for FFIS you may contact our local sales rep, Shaun Thomas, at stthomas@vistahigherlearning.com or Mary Albertson at malbertson@vistahigherlearning.com.

- Please check your classlist in myCharleston, OAKS and VHL to ensure they are the same!
- French 201 & 202: Encourage students to purchase TalkAbroad credits ASAP and schedule their first conversation. Confirm with your classlist in myCharleston. Please see p. 4 about pricing.
- French 202: Please ensure that students buy the reader (AYA de Yopougon) as early as possible (before extra copies are sent back by the bookstore). Alternatively, students can find lower cost or used copies on Amazon.

**Other reminders:**

- Sample tests are posted in DEV French BIF. Please use those or create your own using similar elements (p. 8).
- The printable rubrics for grading oral evaluations and TalkAbroad assignments that are posted in DEV French BIF are also available electronically (when you copy components from the shell).
- Instructors teaching French 101/102: Please administer your speaking evaluations at the midterm face-to-face (like an OPI). You may administer your final speaking evaluations online. See pp. 8-9 for details.

**Final Note:** In order to provide a consistent learning experience for students, instructors are required to implement Departmental policies on course content, grading, textbook usage, and teaching and testing practices (FFIS by-laws). Please advise immediately of any problems or situations that impact the ability to deliver the curriculum.
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 + TalkAbroad →
Bridging Novice High to Intermediate Low

202: ESPACES Units 13-15 + TalkAbroad + Reader →
Bridging Intermediate Low to Intermediate Mid

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. For complete publication please see: https://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012/

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 with changes when necessary. On the first pages of the syllabus are the course description, student learning outcomes, course of study, required materials, and the grading scope. Instructors are expected to cover all material outlined in the course of study and evaluation procedures must be within the parameters of grading scope on the template. With the exception of the wording in the highlighted areas, the syllabus should not be altered.

For more information on the grading scope and evaluation, please see Part V: Assessment.

III. Calendars

Updated calendars will be emailed to instructors and posted in the OAKS BIF DEV course every semester. 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 speaking 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.

Please note: As of Fall 2020, there is a new calendar format (primarily to facilitate changing dates each semester). There is now a column where instructors can write details about each course (instead of in the box of the calendar itself). Instructors may do this in advance, or manually each day (i.e., similar to assigning activities on a daily basis, which students can write in by hand). Instructors are permitted to use the previous calendar format if they prefer (or another format of their choice), but it is imperative that dates are kept the same.

IV. Materials

a. Textbook

Students must purchase the loose-leaf version of the ESPACES textbook with the Supersite Plus Code (WebSAM + vText). The advantage of this package is it allows for students to complete work online (especially homework), but with the loose-leaf materials that students bring face-to-face classes, there is not the distraction of technology.

The use of laptops and tablets to access textbooks in these communicative classes is not permitted.

However, it is important that students know that the online access ONLY lasts for 36 months. This is meant to encourage students to take their courses back-to-back (without gaps in learning).

Students can purchase the textbook from the CofC bookstore or online (directly through VHL) at:

https://vistahigherlearning.com/school/collegeofcharleston

Purchasing the book through VHL is less expensive than at the bookstore ($264). The per semester cost breakdown is as follows (as of May 2020):

French 101 -> $66 per semester  
French 102 -> $88 per semester  
French 201 -> $132 per semester

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 for $130 (6-month access ONLY).
b. **TalkAbroad**

Students in FREN 201 and 202 will complete their speaking evaluations via TalkAbroad. Students will complete four 15-minute sessions in FREN 201 ($7.50 per conversation = $30) and three 30-minute sessions in FREN 202 ($40 for all three).

*For more information on TalkAbroad, please see Part V (section h).*

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. As of AY 2017-2018 the reader for French 202 is *Aya de Yopougon*. Students can purchase this book from the CofC bookstore for $20.

*For more information on the French 202 Reader, please see Part V (section i).*

V. **VHL Central Supersite Set Up**

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: At the instructor’s discretion (Recommended settings: 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 availability: At the instructor’s discretion
- Visibility: Students can see estimated times – Yes
- Gradebook Categories:
  - 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%
  - Recommended (for French 101 and 102 ONLY)
    - Add category -> “Eval Orale II”
    - 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.**
VI. Assessment

a. Grading Scope

*Evaluation procedures in French 101-202 must be within the parameters of 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%
- Oral Evaluations (1 face-to-face, 1 recorded): 20%
- 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%
- Talk Abroad (2 15-min. sessions): 20%
- French 202 Reader: 10%
- Final Exam: 15%

b. 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:

- 4/4 points: The student attended class, completed HW (if applicable) and was an active participant.
- 3/4 points: The student attended class but was either missing HW OR was not an active participant.
- 2/4 points: The student attended class but was missing HW AND was not an active participant.
- 1/4 points: The student attended class but HW and participation was unacceptable.
- 0/4 points: The student was absent.

Instructors can use the gradebook in OAKS to enter these scores on a daily basis. 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. Alternatively, for a more nuanced approach to assessing participation, instructors may use a rubric that has been adapted with permission from Hispanic Studies (available in the DEV French BIF Shared Folder in OAKS).

c. Quizzes/Activities

Instructors have the opportunity to personalize their classes through the use of content that can be assessed via quizzes and/or graded activities, a category that ultimately constitute 15% of the students’ overall grade in French 101-201 and 10% in 202. At least one quiz/activity per unit should be given, totaling of approximately 4 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.

d. VHL Central Homework
The online homework assigned via VHL constitutes 20% of the overall grade in the BIF program. In an effort to ensure that students are working outside of class in accordance with SACSCOC accreditation (where one credit hour = 1 hour of in-class instruction + approx. 2 hours of HW per week), it is recommended that students be assigned activities in VHL that yield approximately 4-6 hours of homework per week (since these are 3 credit hour courses). This comes out to approximately 20 activities PER LESSON (or 40 activities PER UNIT).**

**FYI: Although convenient, the auto grade feature in VHL can be somewhat frustrating for students as well as instructors. Students are allowed unlimited attempts for practice purposes, not so they can get 100% on every assignment. In fact, when students don’t get 100% that should encourage them to come to class with specific questions about the language. Ultimately, instructors can monitor students’ grades, can override individual grades (by clicking on the student’s grade of the activity in the gradebook), and can give the whole class 100% on any assignment (by clicking on the name of the activity at the top of the column of grades). Also, instructors can add notes to activities by opening the activity and clicking on Instructor’s Note.

e. **Unit Tests**

Sample unit tests are available in the DEV French BIF shared folder. Unit tests include standard sections to assess proficiency in the areas of **listening** (i.e., the ACTFL interpretational mode: listening), **reading** (i.e., the ACTFL interpretational mode: reading), and **writing** (i.e., the ACTFL presentational mode: writing). These standard proficiency items can be found on each sample unit test in addition to sections that assess vocabulary acquisition (in context), grammar use (in context), and cultural competence:

<table>
<thead>
<tr>
<th>Section</th>
<th>Percentage/Points</th>
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<tbody>
<tr>
<td>Listening (the ACTFL interpretational mode – listening)</td>
<td>10% or 10 points</td>
</tr>
<tr>
<td>Contextualized Vocabulary:</td>
<td>20% or 20 points</td>
</tr>
<tr>
<td>Contextualized Structures:</td>
<td>40% or 40 points</td>
</tr>
<tr>
<td>Culture:</td>
<td>10% or 10 points</td>
</tr>
<tr>
<td>Reading (the ACTFL interpretational mode – reading)</td>
<td>10% or 10 points</td>
</tr>
<tr>
<td>Writing (the ACTFL presentational mode – writing):</td>
<td>10% or 10 points</td>
</tr>
</tbody>
</table>

**TOTAL:** 100% 100 points

The sample unit tests are intentionally long so that instructors can mix and match items (within each section) as they deem appropriate so that the total score adds up to approx. 100 points. Alternatively, instructors are free to design their own unit tests with personalized items that assess student learning / proficiency as it relates vocabulary acquisition (in context), grammar use (in context), and cultural competence. However, instructors are asked to ensure that tests include all six sections as outlined above.

*Please note the policy on the syllabus related to dropped/missed tests:*
“If a student is absent on a test day, that test will automatically become the dropped test score. Should a student miss a second test, that test score will become a zero. **No make-up tests will be given.**”

f. **Speaking Evaluations (French 101/102)**

In French 101 and 102, instructors are required to conduct two speaking evaluation over the course of semester and will assess the skills and functions worked on in class via unrehearsed conversation.

In the interest of time, only the first speaking evaluation (Évaluation Orale I) will be conducted face-to-face with the instructor, somewhat like an oral proficiency interview (OPI). It will take place at the midterm, which will allow instructors to give students feedback and students can apply that feedback with the time still left in the semester. An outline for how students will complete Évaluation Orale I (including question prompts and rubrics) is available in the OAKS DEV shared folder.
Since the second speaking evaluation (Évaluation Oral II) will be conducted at the very end of the semester, students can complete it online and submit it as a recording. This will not only free up more class time for language practice, but it will also help students prepare for virtual elements of TalkAbroad.

It is suggested that instructors assign this evaluation via VHL Central using the “Virtual Chat” feature. First, instructors must create a new grade category in VHL by following the steps below:

➢ Add category -> “Eval Orale II”
➢ 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 though 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.

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.

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. Instructors can use the same assessment rubric that they use for Evaluation Orale I.

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.

g. **TalkAbroad**

Instead of oral evaluations with the instructor (and to go beyond communicative activities with classmates) students in French 201 and French 202 will complete TalkAbroad assignments where they 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. The rubric that is used is the same for all conversations (posted in DEV French BIF). Additionally, students will complete reflections after each conversation, which they will share in the OAKS discussion board, so that they observe similarities and differences between experiences and learn from each other for future conversations.

h. **French 202 Reader**

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 they 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 (ultimately weighing the unit on the reader 10% of the overall grade in French 202).

i. Final Exam

The final exam will cover the last unit studied (approx. 10% of the total grade or 2/3 of the final exam) and will also include a cumulative section (approx. 5% of the total grade or 1/3 of the final exam) for a total of 15% of the students’ grade. For example, if the final exam is worth 150 points, 100 of those points would be related to the last unit studied and 50 of those points would be cumulative. If the final exam is worth 100 points, approx. 67 of those points would be related to the last chapter and approx. 33 of those points would be cumulative. The final exam for French 202 is only worth 10% of the grade and is entirely cumulative.

VII. Teaching & Administration

a. OAKS

OAKS is College of Charleston’s online platform for course communications, grading, and much more. OAKS can be utilized for its Dropbox tool for students to submit assignments; its Quiz feature that allows instructors to build and administer quizzes straight from OAKS (auto-correct quiz grades can get automatically transferred to the gradebook); VoiceThread, which allows instructors and students to create and post audio and video files; and Discussion Board for students to practice their written French communication with classmates. **OAKS is the only permitted platform for the above-mentioned areas** and is required in the Beginning and Intermediate French Program. Consider attending an OAKS workshop through TLT to become more OAKS literate!

b. OAKS DEV Courses

DEV (development) courses (also known as “shells”) have been created for 101, 102, 201, and 202. Instructors can contact the BIF Coordinator to learn or for a refresher on how to import the grade book and attendance/participation tool into their courses before they personalize them each semester.

A DEV course has also been created for the BIF program as 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.

**DEV French BIF Table of Contents**

- BIF Guide (including relevant beginning of the semester and “housekeeping” materials)
- Syllabi (updated each semester)
- Folders for Units 1-15 and the French 202 Reader (AYA) including:
  - PPTs (e.g., for a daily lesson, a grammatical structure, or a communicative activity)
  - teaching materials (e.g. worksheets, handouts, supplemental readings, etc.)
  - culture resources for each unit
- Test Bank
- Compositions (prompts and rubrics for each course)
- Oral Evaluations (midterm and final prompts and rubrics for French 101 & 102)
- TalkAbroad including:
  - prompts by unit (also posted directly in TalkAbroad for students to view)
  - reflection prompt and grading rubric (same for all TalkAbroads)
- Gen Ed Assessments
Instructors will be refreshed on how to optimize using the OAKS DEV course at meetings each semester.

c. **Attendance Policies**

Students are expected to arrive on time and stay the whole period without leaving class. 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% FOR EACH ADDITIONAL ABSENCE 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.

**Please note policy on the syllabus for extenuating circumstances related to attendance/participation:**

“Extenuating circumstances related to attendance/participation: If you experience extenuating circumstances that prevent your attendance for an extended period of time (i.e., beyond 3 excused or unexcused absences), you must contact your instructor via the absence memo office ASAP to determine if accommodations can be made. While we are very aware that life difficulties (such as those related to health and family) can get in the way and affect performance, they cannot necessarily be factored into grading criteria. For example, even with documentation from the Absence Memo office that may excuse extended absences (and therefore prevent you from losing a percentage point on your final grade for each absence after three), points will always be deducted from your participation grade for each missed class. Basically, if you weren’t in class, you missed communicative activities, and there is simply no way to make up those points. In other words, medical and personal related issues that prevent you from coming to class for an extended period of time may require you to drop or withdraw from the class.”

Instructors may not cancel class except in cases of emergency, at which time the department chair, course coordinator, 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.

d. **Cultural Competency/Intelligence**

Current trends at the College of Charleston, in particular, and in higher education, in general, emphasize the need for institutions of higher learning to cultivate **global, cultural competency** in students as such a knowledge base is viewed as being essential for future professional success—regardless of the field of endeavor.

To quote the 2019 **Erasmus + Impact Study**: “We live in an increasingly globalized world. New technologies have led to the international integration of national markets and businesses. To successfully compete in the global marketplace, multinational and small businesses need employees with cross-cultural competence and knowledge of foreign languages.”

At the College of Charleston, such a recognition of the importance of global competency is in evidence both in already existing programs—such as **International Business, International Scholars, the Business Language Minor in French, International Studies, etc.—**as well as in the clear interest that departments such as Computer Science have shown in “globalizing” their curricula.
Global Competency, which includes (1) Linguistic Aptitude/Foreign Language Communication, (2) Cultural Intelligence and (3) Experiential International Learning (i.e., world impact skills) is undoubtably a cornerstone of all courses and study abroad programs in FFIS. In order to optimize students’ development of global competency in the BIF sequence of the curriculum, instructors will be provided with resources to enhance students’ engagement with cultural practices, products and perspectives (i.e., cultural intelligence) from France and the Francophone world as follows (and as is indicated on the syllabi):

➢ In French 101, students will study cultural practices including but not limited to back-to-school shopping (ESPACES Unit 1), university schedules (ESPACES Unit 2), modern families (ESPACES Unit 3) and the café experience (ESPACES Unit 4) as well as products and perspectives from France (introduction) and Francophone countries including Switzerland, Belgium and Canada

➢ In French 102, students will study cultural practices including but not limited to checking the weather (ESPACES Unit 5), party invitations (ESPACES Unit 6), vacation planning (ESPACES Unit 7) and apartment hunting (ESPACES Unit 8) as well as products and perspectives from regions of France including Paris, Auvergne-Rhône-Alpes, Bourgogne-Franche-Comté, and Le Grand Est

➢ In French 201, students will study cultural practices including but not limited to cooking (ESPACES Unit 9), stress management (ESPACES Unit 10), mobile apps (ESPACES Unit 11) and small businesses (ESPACES Unit 12) as well as products and perspectives from regions of France including la Normandie, la Bretagne, Les Hauts de la France, les Pays de la Loire, la Nouvelle-Aquitaine, L’Occitanie, Provence-Alpes-Côte d’Azur, and La Corse

➢ In French 202, students will study cultural practices including but not limited to labor laws (ESPACES Unit 13), food waste (ESPACES Unit 14) and music festivals (ESPACES Unit 15) as well as products and perspectives from Francophone countries including Algeria, Morocco, Tunisia, the French West Indies, French Polynesia, and other regions of West and Central Africa*

*Please see the appendix (page 13) for an overview of points of departure to introduce students to the products and perspectives from the regions mentioned (e.g., the PANORAMA Sections, especially as there are some pagination changes in the 4th edition). Instructors are encouraged to teach culture in a “circular” way. For example, units that might have a textbook focus on France can most certainly include lessons from other Francophone regions and vice-versa. In other words, aspects of culture do not need to be presented in silos, even though there might be “titles” or “categories” for various units or subunits.

Please note: Instructors who have been teaching at the College prior to the proposal of this initiative and related changes (including new course titles and descriptions, as of Fall 2020), will most likely notice that they have already been engaging students with these topics / practices, products and perspectives. This formal addition to the curriculum (and BIF Guide) is intended to provide instructors with additional materials and resources in effort to ultimately provide a consistent learning experience for students, specifically with regards to cultural competency. That said, language practitioners are acutely aware of the ever-evolving, vast, undefinable, unquantifiable nature of “culture” (not to mention the fact that cultural practices are very different from person to person even within what might be considered the same culture), so instructors are encouraged to use these overarching categories to help students engage with practices, products and perspectives that are meaningful to them.

e. **FLE activities**

A folder in the DEV French BIF shared folder 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).**

f. **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.

g. **Gen Ed Assessment**

*Students in French 102 and 202 will complete an assessment at the end of each semester to evaluate student learning outcomes as they relate to the general education requirement.*

Because the Gen Ed assessment is worth 10% of the final exam grade in these courses, that means the rest of the activities are worth 90% of the final exam grade. Mathematically, this can get a little complicated when thinking about the idea that the test itself is worth 15% of the overall grade (for 102) and 10% of the overall grade (for 202). A possible way to calculate the students’ grade is as follows:

- Write the final as usual (where 1/3 of the exam is related to the last chapter and 2/3 of the exam is cumulative for 102 or the entire exam is cumulative for 202).
- Once the final exam is graded, take the final percentage and multiply that by .9 (in other words, 90%). For example, if a student got 85/100 or 85%, multiply 85 by .9: 85 x .9 = 76.5
- To get the final score, the Gen Ed Assessment grade should be multiplied by .1 (in other words, 10%). However, since it is not up to instructors to actually score the Gen Ed Assessments, this is basically an all or nothing grade. Either students get 10 points or 0 points for having been present for the Gen Ed Assessment.*
- To get the student’s final grade, add the first number, in this case 76.5, and the second number, let’s say 10 because the student took it: 76.5 + 10 = 86.5**

*The OAKS gradebooks in the French 102 and 202 DEV courses has already been set up to make this kind of calculation. And whether it’s 102 or 202, the gradebook will weight the scores accordingly (15% for 102 and 10% for 202).

**As you can see, as long as the student TAKES the Gen Ed Assessment, their grade will improve – which is good for them! – but not by too terribly much (it’s not like it changes their grade drastically). So that they don’t panic, you may want to remind them that it is only 10% of their final exam grade and it’s very likely that it will help them (wink, wink). That said, please don’t spell out the details to students that we will not actually grade the Gen Ed Assessment for accuracy. It is important that they take it seriously.

h. **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.
### VIII. Appendix

**Ordering of PANORAMA (i.e. products and perspectives) Sections in ESPACES**

<table>
<thead>
<tr>
<th>3rd Edition</th>
<th>4th Edition</th>
<th>Slightly revised ordering for BIF program (in an effort to provide a “circular” experience)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Le monde francophone</td>
<td>1. Le monde francophone</td>
<td>1. Le monde francophone</td>
</tr>
<tr>
<td>2. La France</td>
<td>2. La France</td>
<td>2. La France</td>
</tr>
<tr>
<td>3. Paris</td>
<td>3. La Belgique et la Suisse</td>
<td>3. La Belgique et la Suisse</td>
</tr>
<tr>
<td>4. La Normandie et la Bretagne</td>
<td>4. Le Québec</td>
<td>4. Le Québec</td>
</tr>
<tr>
<td>9. La Bourgogne et la Franche-Comté</td>
<td>9. La Normandie, la Bretagne, les Hauts de France, les Pays de la Loire et Centre-Val-de-Loire</td>
<td>9. La Normandie, la Bretagne, les Hauts de France, les Pays de la Loire et Centre-Val-de-Loire</td>
</tr>
<tr>
<td>10. La Suisse</td>
<td>10. La Nouvelle-Aquitaine</td>
<td>10. La Nouvelle-Aquitaine</td>
</tr>
<tr>
<td>11. La Belgique</td>
<td>11. L’Occitanie</td>
<td>11. L’Occitanie</td>
</tr>
<tr>
<td>13. L’Algérie le Maroc et la Tunisie</td>
<td>13. L’Algérie, le Maroc et la Tunisie (refer to Unit 6)</td>
<td>13. L’Algérie le Maroc et la Tunisie (refer to Unit 6)</td>
</tr>
</tbody>
</table>

*Please note, these sections are relatively interchangeable between units (which is why VHL was able to reorder them for the new edition). The language is highly glossed, and the content is meant to be a point of departure for intercultural inquiry (irrespective of where the students are linguistically with their progression in the textbook).
During the teaching of each unit, instructors should introduce students to at least 1-2 products and/or perspectives from the regions listed below (and instructors are NOT limited to the subtopics listed in the book). The lesson can practically be anecdotal – it is meant to get students excited and become more openminded about cultural (big “C”) similarities and differences.

Unité 1 : Le Monde Francophone (pp. 38-39)
- Overview of all of the Francophone regions of the world
- La langue française est une des rares langues à être parlées sur cinq continents...
- La société – Le Français au Québec
- Les destinations – La Louisiane
- Les gens – Les francophones d’Algérie
- Les traditions – La Journée international de la Francophonie

Unité 2 : La France (pp. 82-83)
- Incroyable mais vrai ! Les « immortels » qui défendent le bon usage du français !
- La géographie – L’Hexagone
- Les arts – Le cinéma, le 7e art
- La technologie – Le TGV
- L’économie – L’industrie

Unité 3 : La Suisse et la Belgique (pp. 126-127)
- Incroyable mais vrai ! Pas de guerres en Suisse depuis le 16e siècle...
- Personnages célèbres (Jean-Luc Godard, Amélie Nothomb)
- Les destinations – Bruxelles, capitale de l’Europe
- L’économie – Des montres et des banques
- Les traditions – La bande dessinée
- Les gens – Rousseau

Unité 4 : Québec (pp. 170-171)
- Personnages célèbres (Justin Trudeau, Céline Dion)
- Incroyable mais vrai ! Un palais de glace pour un bonhomme de neige !
- La société – Un Québec indépendant
- Les destinations – Montréal
- La musique – Le festival de jazz de Montréal
- L’histoire – La ville de Québec

Unité 5 –> ATTENTION ! With Unité 5 please refer to Panorama Unité 8 : Paris, l’Ile de France (pp. 350-351)
- Parisiens célèbres (Victor Hugo, Baudelaire, Rodin, Sartre, Simone de Beauvoir, Édith Piaf)
- Incroyable mais vrai ! Sous les rues de Paris...
- Une terrasse de café
- Les monuments – La tour Eiffel
- Les gens – Paris-Plages
- Les musées – Le Louvre
- Les transports – Le métro

Unité 6 –> ATTENTION ! With Unité 6 please refer to Panorama Unité 13 : L’Auvergne-Rhône-Alpes (pp. 576-577)
- Personnes célèbres : Antoine de Saint-Exupéry, Audrey Tatou, Florence Foresti (l’avion barbie... LOL)
- Incroyable mais vrai ! Le “Palais Idéal”
- La gastronomie – La raclette et la fondue
- Les festivals – La Fête des Lumières
- Les destinations – Grenoble
- Les sports – ViaRhôna

Unité 7 –> ATTENTION ! With Unité 7 please refer to Panorama Unité 14 : La Bourgogne-Franche-Comté (pp. 620-621)
- Personnes célèbres : Gustave Eiffel, Louis et Auguste Lumière (inventeurs du cinématographe)
- Incroyable mais vrai ! Les escargots servaient à la fabrication de sirops contre la toux...
- Les sports – les sports d’hiver dans le Jura
- Les destinations – Besançon : ancienne capitale de l’horlogerie
- Les gens – Louis Pasteur
Unité 8 –> ATTENTION ! With Unité 8 please refer to Panorama Unité 15 : Le Grand Est (pp. 666-667)
  o La gastronomie – les dragées
  o Les destinations – Strasbourg
  o Les gens – Jeanne d’Arc
  o La société – Un mélange de cultures

Unité 9 : La Normandie, La Bretagne, Les Hauts-de-France (pp. 396-397)
  o Incroyable mais vrai ! La terre des cathédrales...
  o La gastronomie – les crépes bretonnes et le camembert normand
  o Les monuments – les menhirs et les dolmens
  o Les traditions – Les géants du nord
  o Les destinations – Deauville : station balnéaire de réputation internationale

Unité 10 : La Nouvelle-Aquitaine (pp. 442-443)
  o Incroyable mais vrai ! La Chapelle Sixtine préhistorique
  o La gastronomie – la truffe noire de Périgord
  o Le sport – la pelote basque
  o Les destinations – L’île de Ré
  o La géographie – La forêt des Landes

Unité 11 : L’Occitanie (pp. 486-487)
  o Le Pont du Gard
  o La gastronomie – Le cassoulet
  o Les monuments – Les arènes de Nîmes
  o L’architecture – Les bastides
  o Les traditions – La langue d’Oc

Unité 12 : Provence-Alpes-Côte d’Azur et La Corse (pp. 532-533)
  o Incroyable mais vrai ! Tous les cow-boys ne sont pas américains...
  o Le palais des Papes à Avignon
  o Les destinations – La réserve naturelle de Scandola
  o Les personnalités – Napoléon Bonaparte
  o Les arts – Le festival de Cannes
  o Les traditions – Grasse, France

Unité 13 –> ATTENTION ! With Unité 13 please refer to Panorama Unité 6 : L’Algérie, Le Maroc et la Tunisie (pp. 260-261)
  o Incroyable mais vrai ! Le fennec
  o Les arts – Assia Djebar
  o Les destinations – La Casbah d’Alger
  o La gastronomie – Le couscous
  o Les gens – Les Touareg, peuple du désert

Unité 14 –> ATTENTION ! With Unité 14 please refer to Panorama Unité 7 : Les Antilles et la Polynésie française (pp. 306-307)
  o Les arts – Les peintures de Gauguin
  o L’économie – La perle noire
  o Les destinations – Haïti, première République noir
  o Les gens – Marcy Condé

Unité 15 –> ATTENTION ! With Unité 15 please refer to Panorama Unité 5 : L’Afrique de l’Ouest et l’Afrique centrale (pp. 214-215)
  o Incroyable mais vrai ! la « Ville aux trois noms »
  o Les traditions – Le tissu bogolan du Mali
  o Les gens – Bineta Diop, la « vice-présidente » des femmes (Sénégal)
  o La musique – Le reggae ivoirien
  o Les arts – Le FESPACO