



**Division of Liberal Arts, Humanities and Education
World Languages Department**

<https://www.hccs.edu/programs/areas-of-study/liberal-arts-humanities--education/world-languages/>

FREN 1412: Beginning French II | Lecture-Lab | #12345

Fall 2019 | 16 Weeks (8.26.2019-12.15.2019)

Hybrid | West Loop C241 | M 6 p.m.-8:20 p.m.

4 Credit Hours | 80 hours per semester

Instructor Contact Information

Instructor: Maurice Abboud

Office:

HCC Email: Maurice.abboud@hccs.edu

Office Phone:

Office Hours:

Office Location:

Before or after class

Please feel free to contact me concerning any problems that you are experiencing in this course. Your performance in my class is very important to me. I am available to hear the concerns and just to discuss course topics.

Instructor's Preferred Method of Contact

<< HCC Email address required including preferred method of contact (e.g., email, phone); additional contact information as required by the Division/Department, such as the program's administrative assistant's email address and phone number.

>> I will respond to emails within 24 hours Monday through Friday; I will reply to weekend messages on Monday mornings.

What's Exciting About This Course

<<Feel free to put what you want here using the paragraph below as an example from Psychology

You will learn so much about your life and the lives of those around you. Do you know how one learns? How memory works? Why we have different personalities? How health is related to stress? The course will look at how and why we develop from children that seem to have so much in common to adults that do and do not. What happens? Are there best practices in child rearing and in life-long development or is it just luck? Where are you in your development? And what about schizophrenia and other psychological disorders? Are they avoidable? What causes them? The information in this course will enable you to understand the people in your life as well as develop new habits to increase your personal success.>>

My Personal Welcome

Welcome to Beginning French I—I'm delighted that you have chosen this course! **<<Feel free to write your own message here using the following as an example:**

One of my passions is to know as much as I can about human behavior, and I can hardly wait to pass that on. I will present the information in the most exciting way I know, so that you can grasp the concepts and apply them now and hopefully throughout your life.

As you read and wrestle with new ideas and facts that may challenge you, I am available to support you. The fastest way to reach me is by my HCC email. The best way to really discuss issues is in person and I'm available during posted office hours to tackle the questions. My goal is for you to walk out of the course with a better understanding of yourself and of human behavior. So please visit me or contact me by email whenever you have a question.

Prerequisites and/or Co-Requisites

FREN 1412 requires college-level reading and writing skills. The minimum requirement for enrollment in FREN 1412 is placement in college-level reading (or take INRW 0420 or ESOL 0370 as a co-requisite) and successful completion of FREN 1411. If you have enrolled in this course having satisfied these prerequisites, you have a higher chance of success than students who have not done so. Please carefully read and consider the repeater policy in the [HCCS Student Handbook](#).

Canvas Learning Management System

This section of FREN 1412 will use [Canvas](https://eagleonline.hccs.edu) (<https://eagleonline.hccs.edu>) to supplement in-class assignments, exams, and activities. **<< Insert here more specific information about how you expect students to use Canvas. Include information about scoring rubrics for assignments, samples of class assignments, and other information to assist students in the course. >>**

HCCS Open Lab locations may be used to access the Internet and Canvas. **USE [FIREFOX](#) OR [CHROME](#) AS THE INTERNET BROWSER.**

HCC Online Information and Policies

Here is the link to information about HCC Online classes including the required Online Orientation for all fully online classes: <http://www.hccs.edu/online/>

Scoring Rubrics, Sample Assignments, etc.

Look in Canvas for the scoring rubrics for assignments, samples of class assignments, and other information to assist you in the course. <https://eagleonline.hccs.edu/login/ldap>

Instructional Materials

Textbook Information

The textbook listed below is **required** for this course.

VIS-A-VIS 1412, latest edition, with access to Connect, By Amon, custom-published by McGraw-Hill for HCC. **ISBN:** 9781307372861

The book is included in a package that contains the text as well as an access code and are found at the [HCC Bookstore](#). Order your book here: [HCC Bookstore](#)

Temporary Free Access to E-Book

Here is the link to get temporary free access to a digital version of the text for fourteen days:
<< [add link] >>

Other Instructional Resources

Publisher's Digital Workbook

<< Insert information about how you will be using the Publisher's digital workbook in your course. If you do not require a digital workbook, you can delete this section. >>

Tutoring

HCC provides free, confidential, and convenient academic support, including writing critiques, to HCC students in an online environment and on campus. Tutoring is provided by HCC personnel in order to ensure that it is contextual and appropriate. Visit the [HCC Tutoring Services](#) website for services provided.

Libraries

The HCC Library System consists of 9 libraries and 6 Electronic Resource Centers (ERCs) that are inviting places to study and collaborate on projects. Librarians are available both at the libraries and online to show you how to locate and use the resources you need. The libraries maintain a large selection of electronic resources as well as collections of books, magazines, newspapers, and audiovisual materials. The portal to all libraries' resources and services is the HCCS library web page at <http://library.hccs.edu>.

Supplementary Instruction

Supplemental Instruction is an academic enrichment and support program that uses peer-assisted study sessions to improve student retention and success in historically difficult courses. Peer Support is provided by students who have already succeeded in completion of the specified course, and who earned a grade of A or B. Find details at <http://www.hccs.edu/resources-for/current-students/supplemental-instruction/>.

Course Overview

FREN 1412 Beginning French II (4 SCH version). Fundamental skills in listening comprehension, speaking, reading, and writing. Includes basic vocabulary, grammatical structures, and culture.

Core Curriculum Objectives (CCOs)

FREN 1412 satisfies the component area option in the HCCS core curriculum and addresses the following core objectives:

- **Critical Thinking:** Students will demonstrate the ability to engage in inquiry and analysis, evaluation and synthesis of information, and creative thinking by completing a written assignment such as a book report, research paper, or essay.
- **Communication Skills:** Students will demonstrate effective development, interpretation and expression of ideas through written, oral, and visual communication by completing a written assignment such as a book report, research paper, or essay.

Program Student Learning Outcomes (PSLOs)

Can be found at:

<https://learning.hccs.edu/programs/world-languages/world-language-pslos>

Course Student Learning Outcomes (CSLOs)

Upon completion of FREN 1412, the student will be able to:

1. Engage in conversations using level-appropriate grammatical structures including narrating events that take place in the past.
2. Demonstrate understanding of level-appropriate spoken French produced by French speakers of diverse origins.
3. Write simple to moderately complex sentences, using level-appropriate grammatical structures and organizing them into cohesive paragraphs.
4. Read and comprehend level-appropriate authentic texts.
5. Identify and discuss traditions, customs and values of the Francophone world
6. Compare and contrast the traditions, customs and values of the Francophone world with characteristics of their own culture.

Learning Objectives

Learning Objectives for each CSLO are listed below:

- 1.1 Speak in complete sentences about everyday activities using the present and past tenses regarding everyday life.
- 1.2 Construct dialogues in the present and past tenses regarding everyday life.
- 2.1 Respond accurately to questions about a passage they have heard describing a situation in everyday life in French.
- 2.2 Elaborate in the past tense on elements of a given conversation.
- 3.1 Write short, cohesive sentences in the past tense that describe people, situations and daily activities.
- 3.2 Compose a short narrative or descriptive paragraph using the present and/or past tenses.
- 4.1 Read an article in authentic text and respond accurately to questions about the text.

- 4.2 Analyze and summarize major themes from select readings.
- 5.1 Recognize and interpret the nuances within the target culture.
- 6.1 Evaluate the cultural aspects that provide insight into the unique characteristics between the French-speaking cultures and the U.S. culture.

Student Success

Expect to spend at least twice as many hours per week outside of class as you do in class studying the course content. Additional time will be required for written assignments. The assignments provided will help you use your study hours wisely. Successful completion of this course requires a combination of the following:

- Reading the textbook
- Attending class in person and/or online
- Completing assignments
- Participating in class activities

There is no short cut for success in this course; it requires reading (and probably re-reading) and studying the material using the course objectives as a guide.

Instructor and Student Responsibilities

As your Instructor, it is my responsibility to:

- Provide the grading scale and detailed grading formula explaining how student grades are to be derived
- Facilitate an effective learning environment through learner-centered instructional techniques
- Provide a description of any special projects or assignments
- Inform students of policies such as attendance, withdrawal, tardiness, and making up assignments
- Provide the course outline and class calendar that will include a description of any special projects or assignments
- Arrange to meet with individual students before and after class as required

As a student, it is your responsibility to:

- Attend class in person and/or online
- Participate actively by reviewing course material, interacting with classmates, and responding promptly in your communication with me
- Read and comprehend the textbook
- Complete the required assignments and exams
- Ask for help when there is a question or problem
- Keep copies of all paperwork, including this syllabus, handouts, and all assignments
- Be aware of and comply with academic honesty policies in the HCCS Student Handbook

Assignments, Exams, and Activities

Chapter Tests

<< Modify Section & Delete Placeholder Text >> At the conclusion of each chapter, you will have a test that will include listening, speaking, vocabulary, reading, writing and speaking. These tests count for 40% of your course grade.

Class Participation/Attendance

<< Modify Section & Delete Placeholder Text >> Class participation involves being actively involved in class activities such as partner practice, oral drills, vocabulary practice and conversation practice on topics related to the assigned chapters in the textbook. Participation also includes coming to class with the textbook and material for class. Students who are doing work for another class or listening to music or looking at their cell phones during class time will lose participation points for that class period. Your attendance will be factored into your participation grade. Points will be deducted for leaving early or arriving late to class. Class participation/attendance will count as 15% of your grade

Homework

<< Modify Section & Delete Placeholder Text >> The Connect access code that accompanies your textbook has online activities for listening, grammar, reading, writing, vocabulary, and culture. These assigned activities will be done online outside of class in a computer lab on campus or at home. In addition, you will submit a journal entry for each chapter you complete in the textbook. These activities will be graded and count for 15% of your grade.

Final Exam

<< Modify Section & Delete Placeholder Text >> All students will be required to take a comprehensive departmental final exam. The exam will be similar in format to the chapter tests and will count 30% of your grade in the course.

Grading Formula

<< Modify Section & Delete Placeholder Text >>

Chapter Tests(s)	30%
Homework	40%
Departmental Final Exam	<u>30%</u>
	100%

Grade	Total Percent
A	90-100
B	80-89
C	70-79
D	60-69
F	<60

Incomplete Policy:

<< **Modify Section & Delete Placeholder Text** >> In order to receive a grade of Incomplete ("I"), a student must have completed at least 85% of the work in the course. In all cases, the instructor reserves the right to decline a student's request to receive a grade of Incomplete.

HCC Grading Scale can be found on this site under Academic Information:

<http://www.hccs.edu/resources-for/current-students/student-handbook/>

Course Calendar

NOTE: True beginners of French need to plan on an average of 8 hours per week or more of study time to keep up with the pace of the course, and to allow time to practice listening and speaking. We usually cover one chapter every two weeks.

Semaine 1

Introduction

Chapitre 7 Les plaisirs de la cuisine,

leçons 1 et 2

Semaine 2

leçon 3, leçon 4

Chapitre 8, Vive les vacances!, leçons 1 et 2

Semaine 3

leçon 3

leçon 4

Semaine 4

Examen sur chapitres 7 et 8

Chapitre 9, En route!

leçon 1

Semaine 5

leçon 2

leçon 3, leçon 4

Semaine 6

Examen sur chapitre 9

Chapitre 10, Comment communiquez-vous? leçon 1

Semaine 7

leçon 2

leçon 3

Semaine 8

leçon 4

Examen sur chapitre 10

Semaine 9

Chapitre 11, Vivre en ville, leçon 1
leçon 2

Semaine 10

leçon 3
leçon 4

Semaine 11

Examen sur chapitre 11
Chapitre 12, La passion pour les arts
leçon 1

Semaine 12

leçon 2
leçon 3

Semaine 13

leçon 4

Semaine 14

Examen sur chapitre 12
Révision

Semaine 15

Révision
Examen oral

Semaine 16

Examen Final
<<Insert date and time per HCC Final Exam schedule)>>

Syllabus Modifications

The instructor reserves the right to modify the syllabus at any time during the semester and will promptly notify students in writing, typically by e-mail, of any such changes.

Instructor's Practices and Procedures

Missed Assignments

<< **Modify Section & Delete Placeholder Text** >> Insert your make-up policy for course work other than the departmental final exam. It is acceptable to have a "no makeups" for exams if you drop the lowest exam. You may also allow makeups accompanied by a late-work penalty. You might consider requiring documentation of an emergency to allow a make up. Please also clearly state that a make-up exam is not a retake. That is, make-up exams are allowed only for missed exams. You are responsible for proctoring make-up exams if you allow them.

Academic Integrity

<< Modify Section & Delete Placeholder Text >> Insert a specific description of your expectations for academic integrity. Specify the consequences for cheating, plagiarism, collusion, etc. Consider including the following statement: Scholastic Dishonesty will result in a referral to the Dean of Student Services. See the link below for details.

Here's the link to the HCC information about academic integrity (Scholastic Dishonesty and Violation of Academic Scholastic Dishonesty and Grievance):

<http://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-procedures/>

Attendance Procedures

<< Modify Section & Delete Placeholder Text >> Insert a specific description of your expectations for attendance. Be specific about In-Person, Hybrid, and Online classes. Include your practice regarding withdrawals, never attending, etc.

Student Conduct

<< Modify Section & Delete Placeholder Text >> Insert a specific description of your expectations for student conduct. Be specific about In-Person, Hybrid, and Online classes and the consequences that will be implemented for disruptive behavior.

Instructor's Course-Specific Information (As Needed)

<< Modify Section & Delete Placeholder Text >> Insert additional information on how you manage your course. For example, include your grading policy describing when students can expect grades and feedback after they submit coursework.

Electronic Devices

<< Modify Section & Delete Placeholder Text >> Insert a specific description of your expectations regarding electronic devices.

World Language Program Information

Add program-specific information such as the following:

- Spanish/French Majors (see <https://www.hccs.edu/finder/programs/associate-of-arts-in-world-languages---aonline-option/>)
- Careers (see <https://learning.hccs.edu/programs/world-languages/careers-in-world-languages>)

Provide details for each or include links to the information

HCC Policies

Here's the link to the HCC Student Handbook <http://www.hccs.edu/resources-for/current-students/student-handbook/> In it you will find information about the following:

- Academic Information
- Academic Support
- Attendance, Repeating Courses, and Withdrawal
- Career Planning and Job Search
- Childcare

- disAbility Support Services
- Electronic Devices
- Equal Educational Opportunity
- Financial Aid TV (FATV)
- General Student Complaints
- Grade of FX
- Incomplete Grades
- International Student Services
- Health Awareness
- Libraries/Bookstore
- Police Services & Campus Safety
- Student Life at HCC
- Student Rights and Responsibilities
- Student Services
- Testing
- Transfer Planning
- Veteran Services

EGLS³

The EGLS³ ([Evaluation for Greater Learning Student Survey System](#)) will be available for most courses near the end of the term until finals start. This brief survey will give invaluable information to your faculty about their teaching. Results are anonymous and will be available to faculty and division chairs after the end of the term. EGLS³ surveys are only available for the Fall and Spring semesters. -EGLS3 surveys are not offered during the Summer semester due to logistical constraints.

<http://www.hccs.edu/resources-for/current-students/epls3-evaluate-your-professors/>

Campus Carry Link

Here's the link to the HCC information about Campus Carry:

<http://www.hccs.edu/departments/police/campus-carry/>

HCC Email Policy

When communicating via email, HCC requires students to communicate only through the HCC email system to protect your privacy. If you have not activated your HCC student email account, you can go [to HCC Eagle ID](#) and activate it now. You may also use Canvas Inbox to communicate.

Housing and Food Assistance for Students

Any student who faces challenges securing their foods or housing and believes this may affect their performance in the course is urged to contact the Dean of Students at their college for support. Furthermore, please notify the professor if you are comfortable in doing so.

This will enable HCC to provide any resources that HCC may possess.

Office of Institutional Equity

Use the link below to access the HCC Office of Institutional Equity, Inclusion, and Engagement (<http://www.hccs.edu/departments/institutional-equity/>)

disAbility Services

HCC strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including long and short term conditions, mental health, chronic or temporary medical conditions), please meet with a campus Abilities Counselor as soon as possible in order to establish reasonable accommodations. Reasonable accommodations are established through an interactive process between you, your instructor(s) and Ability Services. It is the policy and practice of HCC to create inclusive and accessible learning environments consistent with federal and state law. For more information, please go to <http://www.hccs.edu/support-services/disability-services/>

Title IX

Houston Community College is committed to cultivating an environment free from inappropriate conduct of a sexual or gender-based nature including sex discrimination, sexual assault, sexual harassment, and sexual violence. Sex discrimination includes all forms of sexual and gender-based misconduct and violates an individual's fundamental rights and personal dignity. Title IX prohibits discrimination on the basis of sex-including pregnancy and parental status in educational programs and activities. If you require an accommodation due to pregnancy please contact an Abilities Services Counselor. The Director of EEO/Compliance is designated as the Title IX Coordinator and Section 504 Coordinator. All inquiries concerning HCC policies, compliance with applicable laws, statutes, and regulations (such as Title VI, Title IX, and Section 504), and complaints may be directed to:

David Cross
Director EEO/Compliance
Office of Institutional Equity & Diversity
3100 Main
(713) 718-8271
Houston, TX 77266-7517 or Institutional.Equity@hccs.edu
<http://www.hccs.edu/departments/institutional-equity/title-ix-know-your-rights/>

Office of the Dean of Students

Contact the office of the Dean of Students to seek assistance in determining the correct complaint procedure to follow or to identify the appropriate academic dean or supervisor for informal resolution of complaints.

<https://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-complaints/speak-with-the-dean-of-students/>

Department Chair Contact Information

Department Chair: Carlos Villacís **email address:** carlos.villacis@hccs.edu,
Tel. 713-718-6682, West Loop Campus, 2nd floor

Dept. Secretary: Claudia Romero, and office phone number: 713-718-7783.