

French 2313-022/2314-022 – Fall 2014
 MWF 9:00am-10:50am
 Location: 140 COBA (College of Business Administration)
 Centro: <http://www.mhcentro.com> Course code: ADX789
 Blackboard: <https://elearn.uta.edu/webapps/login/>

Instructor: Pauline Domingo
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 Faculty Profile : <https://www.uta.edu/profiles/pauline-domingo>
 Dep't. of Modern Languages: 817-272-3161
 Instructor Office Hours: M - FR 12:00-1:00 & by apmt

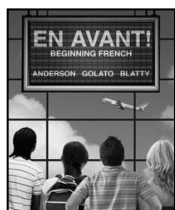
The **INTERMEDIATE FRENCH I & II (FREN 2313/ FREN 2314) Intensive Program** covers the third and fourth courses in the lower-level sequence for the study of French at UTA. The two courses will be taught consecutively, with a grade of C or above in 2313 required in order to continue onto and stay enrolled in French 2314.

GRADING: Your grade for each class will be calculated as follows:

<u>FRENCH 2313</u>		<u>FRENCH 2314</u>		<u>GRADING SCALE</u>	
3 Chapter Exams	30%	3 Chapter Exams	30%	90-100	A
Final Exam	15%	Final Exam	15%	80-89	B
Quiz Average	15%	Quiz Average	15%	70-79*	C*
Centro/Homework Avg	20%	Centro/Homework Avg	15%	60-69	D
Essay Average	10%	Essay Average	15%	0-59	F
Participation	10%	Participation	10%		

***Note:** A grade of "C" or above must be received in FREN 1441 in order to enroll in FREN 1442.

COURSE MATERIALS: You are expected to bring your text to class every day unless otherwise instructed.



REQUIRED:

- ◆ ***En Avant: Beginning French*. Anderson, Golato & Blatty, 2011** - hard copy and/or digital e-book edition
- ◆ **Online Workbook (via Centro) to accompany *En Avant: Beginning French***

RECOMMENDED:

- ◆ ***LearnSmart* Online access for Introductory French**

The textbook, workbook code, and LearnSmart code may be bought as a bundle in the UTA Bookstore, or separately online:

Workbook only: <https://www.mhcentro.com/servlets/quia.course.ui.registration.PurchaseCourse?bcp=Centro&bookId=44501>

E-book & Workbook: <https://www.mhcentro.com/servlets/quia.course.ui.registration.PurchaseCourse?bcp=Centro&bookPackageId=2460>

LearnSmart only: <http://shop.mcgraw-hill.com/mhshop/productDetails?isbn=007726030>

- ◆ **CHAPTER LEARNING OUTCOMES.** By the end of each chapter you should be able to do the following:

Chapter 9: Narrate stories and events that occurred in the past; describe rooms & furniture in a home

Chapter 10: Be familiar with several French or francophone holidays; use the *impératif* to give commands

Chapter 11: Discuss future plans, including career and personal goals

Chapter 12: Give and comprehend directions; talk about urban life; make comparisons; use commands

Chapter 13: Discuss conditional situations; plan and organize a vacation; discuss weather and leisure activities

Chapters 14/15: Use quantifiers to specify groups and things; discuss emotions, doubts, desires, and needs

In addition, students will learn to differentiate non-literary verb tenses and to recognize the literary past

In order to achieve these outcomes, students should expect to spend at least an additional **12** hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

- ◆ **CHAPTER EXAMS.** Each exam covers material presented in the chapter, as well as information covered in class. Documentation of an excused absence or prior approval of the instructor must be obtained in order to make up exams.
- ◆ **FINAL EXAM.** The final exam focuses on the last chapter of study but is also comprehensive in nature. If missed, documentation of an emergency or prior approval must be obtained in order to make up the exam.
- ◆ **QUIZZES.** Quizzes begin promptly at the beginning of the class and cannot be made up. It is therefore essential that you arrive in class on time. One (1) extra credit quiz opportunity will be offered towards the end of the semester to replace your lowest quiz grade. The signed Honor Code/Acknowledgement of Syllabus form counts as a quiz grade, as well.
- ◆ **CENTRO:** Online Centro workbook/lab manual assignments are due Wednesdays by 9:00 am. Assignments may not be submitted late except in certain extreme cases (e.g. extended hospital stays), as approved by the instructor. There will be one (1) extra credit opportunity towards the end of the semester, which can be averaged in with your Centro workbook/lab manual grades, but no Centro grades will be dropped.
- ◆ **ESSAYS:** In each course, you will write an essay in class, and will correct and upload a final draft to Blackboard (SafeAssign) at a later date. In 2314, you will also write an additional Signature Assignment essay (See Addendum). Documentation of an emergency or prior approval must be obtained in order to make up missed in-class essays or essay upload due dates.

- ◆ **PARTICIPATION.** Each week, you will have an opportunity to earn up to seven (7) participation points per week by actively participating in all classroom activities, including class announcements and reviews, that week. Opportunities to earn additional participation points will also be presented over the course of the semester, for a maximum of 100 points per individual. The number of points that can be earned for participation via various means is as follows:

Possible Points Earned Through Class Participation

Week 0	Aug. 22	up to	2
Week 1	Aug. 25-29	"	7
Week 2	Sept. 3-5	"	7
Week 3	Sept. 8-12	"	7
Week 4	Sept. 15-19	"	7
Week 5	Sept. 22-26	"	7
Week 6	Sept. 29 - Oct. 3	"	7
Week 7	Oct. 6-10	"	7
Week 8	Oct. 13-17	"	7
Week 9	Oct. 20-24	"	7
Week 10	Oct. 27-31	"	7
Week 11	Nov. 3-7	"	7
Week 12	Nov. 10-14	"	7
Week 13	Nov. 17-21	"	7
Week 14	Nov. 24-26	"	2
Week 15	Dec. 1-3	"	4
Maximum Possible Points		"	99

Possible Points Earned Through Extra Credit Opportunities

Perfect Attendance	1
½-Hour Attendance at <i>Poésie en Plein Air</i> *	3
Recitation of memorized approved poem**	up to 10
Participation in a 1-hour French conversation event*	3
Participation in any other 1-hour approved event*	3
Maximum Possible Points	up to 20

*May only earn 3 points in each event category; documentation required

**May be recited in class or at *Poésie en Plein Air*; Number of points earned depends on pronunciation, interpretation, and memorization. The poem memorized for the 2314 oral quiz is not included.

**THE MAXIMUM NUMBER OF PARTICIPATION POINTS
A STUDENT MAY EARN IS 100**

- ◆ **ATTENDANCE.** Absence and tardiness result in missed instructional time, missed announcements, missed participation opportunities, and a low quiz average. You should therefore plan to attend class regularly and to arrive early. Students who miss class are responsible for checking the syllabus and confirming with classmates prior to contacting the instructor regarding missed announcements or material covered in class. Students who arrive late are responsible for reporting their presence to the instructor after class is dismissed.

At The University of Texas at Arlington, taking attendance is not required university-wide. Rather, each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. However, numerous studies have shown that there is a significant positive correlation between class attendance and grades. For this reason, and due to the communicative and interactive nature of language learning, I will take attendance in this class.

For purposes of makeup exams and essays, excused absences include a documented illness or death in the family, brief periods of military service*, university authorized absences*, and religious holy days*. Absences for any other reason, including undocumented illness or the illness of a family member, may not entitle the student to make up missed exams or essays unless you receive prior permission from the instructor, who may take documentation and prior absentee record into account. *See the catalog for additional details: <http://www.uta.edu/catalog/2001/general/academicreg.html>

- ◆ **EMAIL POLICY.** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>. Email correspondence to your instructor must originate from your UTA email account and should include your full name, the class and section number you are enrolled in, and a polite greeting and farewell. If you need information pertaining to class assignments, grades, policies, or instructor office hours, please consult the class syllabus and Blackboard before emailing the instructor.
- ◆ **STUDENT SUPPORT SERVICES.** Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels. UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising/mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or visit www.uta.edu/resources.

- ◆ **TITLE IX.** The University of Texas at Arlington is committed to upholding U.S. Federal Law “Title IX” such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit www.uta.edu/titleIX.
- ◆ **AMERICANS WITH DISABILITIES ACT.** UT-Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All UT-Arlington instructors are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the Office for Students with Disabilities, University Hall 102. Only students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies can be found at www.uta.edu/disability or by calling (817) 272-3364.
- ◆ **EMERGENCY EXIT PROCEDURES:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located to the left of the classroom, through the glass doors. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.
- ◆ **TEXAS CORE CURRICULUM LEARNING OUTCOMES.** As part of the Texas core curriculum, this course emphasizes the exercise of students’ critical thinking, communication skills, social responsibility and personal responsibility. These objectives comprise the foundation of essential skills, both intellectual and practical.
 - Critical Thinking Skills - Include creative thinking, innovation inquiry, and analysis, evaluation and synthesis of information
 - Communication Skills - Include effective development, interpretation and expression of ideas through written, oral and visual media.
 - Social Responsibility -Include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.
 - Personal Responsibility - Include the ability to connect choices, actions and consequences to ethical decision-making
- ◆ **STUDENT LEARNING OUTCOMES.** Upon completion of the course, students will be able to...

	<u>Core Objective addressed</u>
Carry on a conversation in the language in a variety of situations and express opinions and reactions appropriate to the language at this level.	Communication skills
Control grammar and vocabulary necessary to communicating in hypothetical and/or real situations appropriate to the language at this level.	Communication skills Critical thinking skills
Demonstrate awareness of appropriate socio-cultural behavior and communication patterns used by native speakers and apply them to communicative situations appropriate to the language at this level.	Critical thinking skills Communication skills Social responsibility
Demonstrate comprehension of listening material in the language appropriate to the language at this level.	Critical thinking skills
Demonstrate comprehension of short literary passages in the language appropriate to the language at this level.	Critical thinking skills
Demonstrate appropriate ability to write in the language appropriate to the language at this level.	Communication skills
Demonstrate appropriate global awareness (traditions, history, geography, artistic heritage, human rights issues, etc.)	Social responsibility
Demonstrate appropriate awareness of differences relating to family values, beliefs, taboos, religion, ethics, etc.	Personal responsibility
- ◆ **STUDENT FEEDBACK SURVEY.** At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course.

UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

- ◆ **FINAL REVIEW WEEK.** A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.
- ◆ **LANGUAGE LAB.** The Language Acquisition Center (LAC) on the 3rd floor of Trimble Hall offers audio, video, and computer access to UTA language students. Hours and holidays are posted at the LAC entrance. A student ID is required for DVD's.
- ◆ **ACADEMIC INTEGRITY.** All students enrolled in this course are expected to adhere to the UT Arlington Honor Code. UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents' Rule 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

You may consult tutors, classmates, and others outside of class for assistance in preparing for exams, for general practice, and to help improve your fluency in French. However, with the exception of help from the student's instructor, outside assistance on graded assignments is not allowed and is considered cheating. Likewise, you can consult dictionaries and textbooks for grammatical rules, usage, and translation of individual words or short phrases, but the use of a **translation engine to translate phrases or sentences on graded assignments is forbidden and is considered a form of plagiarism.**

Acceptable resources for preparing and correcting all graded assignments include:

- Course textbooks and workbooks
- Dictionaries and grammar references
- Your French instructor or other UTA French instructors

Prohibited resources for preparing or correcting all graded assignments include:

- Tutors, friends, native speakers, upper-level students
- Computer-assisted translators and other translation programs and applications
- Unattributed quotes copied from websites, documents, or other sources

HONOR PLEDGE

I, _____, pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

I understand that submitting work that is not my own, whether it be an unattributed quote copied and pasted from a website, a phrase or sentence generated by a translation engine, or versions of my own work that have been "improved" by a tutor or native speaker, all count as plagiarism and will be treated as such, in accordance with UT-Arlington's policy on Academic Dishonesty. I understand that this policy extends to all graded work, including online workbook assignments and essays.

Signature

Date

ACKNOWLEDGEMENT OF SYLLABUS

I, _____, hereby acknowledge that I have downloaded and read the syllabus for this course and that I understand the material therein.

Signature

Date

As the instructor, I reserve the right to adjust this schedule in any way that I believe serves the needs of my students.

lundi	mercredi	vendredi
		22 août 2313 BEGINS Introduction to course Ch.9 <i>Qu'est-ce que tu aimais faire?</i> ; <i>Comment était...?</i>
25 août Quiz 1 (Signed Honor Code) Ch.9 <i>Vocabulaire interactif</i> Pronunciation: Nasal vowels	27 août Centro due Ch.9 <i>Un logement plus abordable</i> ; <i>Quand j'étais plus jeune</i>	29 août Quiz 2 (<i>Le logement</i> p.274) Ch.9 <i>Qu'est-ce qui se passait</i> ; <i>Une question de perspective</i> Review: le passé composé
1 ^{er} sept. NO CLASS	3 sept. Centro due Discussion : <i>C'était au temps des mammoths laineux</i> (extrait) Review for Ch.9 Exam	5 sept. Examen Ch. 9 Writing preparations
8 sept. Rédaction en classe (In-class essay) Ch.10 <i>Bonnes fêtes!</i> ; <i>Qu'est-ce que c'est?</i> CENSUS DATE	10 sept. Centro due Ch.10 <i>Vocabulaire interactif</i> Indirect object pronouns Pronunciation : [l] and [R]	12 sept. Quiz 3 (<i>Questions et expressions</i> p.303) Ch.10 <i>Tu crois au père Noël ?</i> <i>Une fête que j'aime bien</i>
15 sept. Quiz 4 (<i>Les fêtes / Les jours fériés</i> p.303) Ch.10 <i>Aide ton père</i> Activity : L'impératif	17 sept. Centro due Ch.10 <i>Tout se passe bien</i> Review for Ch.10 Exam	19 sept. Examen Ch.10 Ch.11 <i>Qu'est-ce que tu veux faire...?</i> ; <i>Qu'est-ce que vous faites dans la vie?</i>
22 sept. Ch.11 <i>Vocabulaire interactif</i> Pronunciation: [ə]	24. sept Centro due Ch.11 <i>Vous lisez un journal en ligne?</i> ; <i>Il faut avoir un diplôme</i>	26 sept. Quiz 6 (<i>Lieu de travail</i> p.333, <i>métiers</i> p.127) Ch.11 <i>Ses projets d'avenir</i> 1 & 2
29 sept. Quiz 7 (<i>Le futur simple</i>) Chansons: <i>Et pourtant; On ira</i> Lecture : <i>Demain dès l'aube;</i> <i>Quand vous serez bien vieille</i>	1 ^{er} oct. Centro due <i>Le futur antérieur</i> p. 501 Review for Ch.11 Exam	3 oct. Examen Ch. 11 Review <i>l'imparfait / le passé composé</i> <i>Le plus-que-parfait</i> p.499
6 oct. Rédaction Final Draft due (Upload by 11:59pm) Film: <i>Rouge</i> Discussion du film	8 oct. Quiz 8 (<i>Rouge</i> vocabulary) Prepare for Oral Quiz	10 oct. Quiz 9 (Oral Quiz)
13 oct. Extra Credit Quiz Extra Credit Homework due Review for 2313 Final Exam	15 oct. Examen final END OF 2313	17 oct. BEGINNING OF 2314 Discussion of plagiarism http://www.uta.edu/conduct/academic-integrity/index.php http://library.uta.edu/plagiarism/index.php
20 oct. Ch.12 <i>Pourriez-vous me dire où se trouve... ?</i> ; <i>La vie urbaine</i>	22 oct. Centro due Ch.12 <i>Tu connais bien le quartier?</i> ; <i>C'est lui que je connais le mieux !</i> Review of <i>savoir</i>	24 oct. Quiz 1 (<i>La vie urbaine</i> p.365) Ch.12 <i>On y va?</i> Pronunciation : le e muet et l'élosion
27 oct. Ch.12 <i>Vous l'avez déjà vue ?</i> Review for Ch.12 Exam	29 oct. Examen Ch.12 FINAL DROP DATE Ch.13 <i>Si vous pouviez faire le voyage...</i> ; <i>Si je n'étais pas obligé(e) de...</i>	31 oct. Signature Assignment Essay due (Upload to Blackboard by 11:59pm) Ch.13 <i>Vocabulaire interactive</i> Révision des expressions avec <i>faire</i>

Quiz 2 (Expressions with <i>faire</i>) Ch.13 <i>Savez-vous conduire ? ; Où iriez-vous en vacances ?</i>	3 nov.	Centro due Ch.13 <i>Allons-y !</i> Chanson : <i>Et si tu n'existais pas</i>	5 nov.	Quiz 3 (Le conditionnel) Poème : <i>Je voudrais pas crever</i> Review for Ch.13 Exam	7 nov.
Examen Ch.13 Ch.14 <i>Toute la francophonie</i>	10 nov.	Centro due Ch.14 <i>Au 21^e siècle ; La conquête normande</i> p.403 <i>L'Académie française</i> p.412	12 nov.	Quiz 4 (<i>tout, divers, de nombreux, etc...</i>) Ch.15 <i>J'ai peur que.../Je souhaite que... ; Ce n'est pas évident</i>	14 nov.
Quiz 5 (Le subjonctif – Verbes pp.418-19) Ch.15 <i>Qu'on soit plus tolérant ; Vouloir, c'est pouvoir</i>	17 nov.	Centro due Chanson : <i>Je te promets</i> Writing preparations	19 nov.	Rédaction en classe (In-class essay) Review for Ch.14/15 Exam	21 nov.
Examen Ch.14/15 Prepare for Oral Quiz (Recitation of Poem)	24 nov.	Prepare for Oral Quiz (Recitation of Poem)	26 nov.	THANKSGIVING HOLIDAY	28 nov.
Quiz 6 (Recitation of Memorized Poem) Extra Credit Homework due Online Course Evaluation	1 ^{er} déc.	Rédaction Final Draft due (Upload by 11:59pm) Extra Credit Quiz Review for Final Exam	3 déc.	NO CLASS	5 déc.
NO CLASS	8 déc.	FINAL EXAM 8:00 – 10:30 am END OF 2314	10 déc.		

Emergency Phone Numbers: In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone).

For non-emergencies, contact the UTA PD at 817-272-3381.

APPENDIX: SIGNATURE ASSIGNMENT

This assignment meets the needs of both our language population and the assessment needs of the **CORE CURRICULUM** and complements the course content: language, culture, grammar and conversation. The class discussions are an important part of this assignment and provide the substance for the composition.

This signature assignment requires students to write an academically appropriate short essay for an American Academic environment (introduction, thesis, development and conclusion) in the target language using proper syntax and vocabulary. This assignment meets several needs: The students' need to 1) comprehend the case study (in French), 2) analyze and evaluate the various ethical and cultural positions in conflict, both personal and collective, and, 3) take in to account UTA policy in their answer written in the target language. All four target areas are addressed: Critical Thinking, Communication, Personal and Social Responsibility. In addition, this assignment requires an open discussion on academic values, culturally determined behavior, ethics in face of expediency, acceptable conduct for an American academic setting and the consequences for unacceptable behavior.

The lesson grounding the assignment is in the target language (French):

- The instructor assigns readings to be read at home and before class in English (UTA Academic Honesty Policy, Honor Code, UTA Academic Honesty Pamphlet).
- In class and in a communicative student oriented language learning environment, brainstorming sessions provide the target language vocabulary needed to discuss the issues.
- Once the tools necessary to a discussion on the issue are available, the teacher organizes student discussion groups and gives them the topic--What is cheating? How is cheating defined in your countries? [this addresses one of the themes of the course – cultural perspectives and a very real problem in our classes] Experiences with peers cheating? Pros/Cons of cheating, etc.—
- Each group presents its findings.
- A synthesis of the various findings forms the core of the class discussion, and the teacher asks students to compare each group's findings with the assigned reading. Together, they look at Honor Code and UTA policy on cheating with respect to the group discussions. The students are then given the prompt for the take home composition.

Signature Assignment: Composition on case study (2-3 pages double spaced typed, 12 pt)

In each of the case studies below, a student is faced with an ethical dilemma and is faced with a choice. Chose one of the situations below and discuss the student's actions or the decision he or she must make (is she or he justified? Why or why not? What should the student do? Why? What are the consequences for the parties involved?)

Your composition should take into account not only the individual's predicament but also consider the instructor and the other students in the class and their interests as a part of a community of learners. Take into consideration the readings and class discussions.

Structure: Introduction with thesis statement, development of argument and conclusion.

Choice of one topic:

1) John is enrolled in FREN 2313 and it is mid-term time. His grades have not been good up until now. Between work and family obligations, he hasn't had time to devote to his studies. He figures out that if he gets an A on this test, he will be able to make a B in the course. If not, he will probably earn a C at best, but more likely a D, which will prevent him from taking 2314 in the spring. He absolutely needs this for his major. He absolutely HAS to get an A on this test or risk getting a D in the course. Even worse, his overall GPA will fall below his major's threshold. He tells himself that if he gets that A on the mid-term, then he will do the work it takes from now on to earn a good grade. After all, he is a good student and this is an exception. He decides that a little help will be necessary to ensure he gets that A, and he comes to the test with notes that he will use during the exam.

The mid-term is distributed and everyone begins the test. Jane is sitting next to John and notices that he has his backpack slightly open and positioned so that he can see some papers. He keeps looking down discretely at them. She is sure that he is cheating. Last semester John and Jane worked on a team project in a class that was difficult for her and without his help the team project would have received a failing grade. She isn't sure what to do and feels badly about the situation. However, she studied hard and it doesn't seem fair that he should use notes. Should she report him or let it go? What if the instructor grades on a curve? Jane is conflicted and isn't sure of what she should do.

If Jane asked you for your opinion—considering both sides of the situation—what would you recommend? Why?

2) Sandy, an international student, has a composition due in FREN 2314. She left it for the last minute and was overwhelmed by the assignment. She did the reading before the due date but is having trouble writing what she wants to say. She didn't mean to let it go so late. She looks on the internet for something that will help. She finds that the subject is covered in a lot of classes at other universities and there are quite a few sample papers posted. The answers are there and it seems like a waste of time to rewrite them. It wouldn't sound as good if she wrote them herself. Besides, back home where Sandy grew up and went to secondary school, things like this were common practice and considered routine. So Sandy uses text from three different sites to compose the body of her paper. She writes the introduction, writes the transitions between the texts found online and is ready to hand the paper in the next day when it is due. Sandy's instructor calls her in for an appointment to talk to Sandy about the paper. The instructor is disappointed in her student and asks Sandy to explain herself. Sandy explains her reasoning to her instructor. The instructor, after listening to Sandy, asks her to acknowledge that she plagiarized her paper. She isn't sympathetic to Sandy's situation at all. Sandy refuses and will not admit any wrongdoing. Both Sandy and the instructor consider the other unreasonable. What do you think? Why?

3) Chris has a composition assignment in the target language due this week. He left it for the last minute, because he was overwhelmed by the fact that it was a 250-word paper to be written in French. In addition, he was just informed by his boss at his workplace that he has to work additional hours this weekend, because one of the employees is the hospital.

Chris knows the syllabus states that online translators are not to be used in the creation of written work in the target language. But he is in a bind. He knows he writes much better in English than in French. So he decides to use an online translator. Lots of students that he knows also use online translators. He tells himself that he will do it just this one time. After all, he is a good student, and he didn't know that his co-worker would end up in the hospital, leaving him to cover for those hours and taking away the time he had planned on using to write the assignment. A friend even told him that there is a class in which they learn to use online translating software! He can't lose his job and he can't miss the assignment. In addition, he doesn't want to let his coworkers down.

He writes his full composition in English, which he then copies it into Altavista Babelfish. He copies the results to a Word document, sees a couple of subject-verb errors, corrects them, prints out the document, and turns the assignment in on time.

Based on the facts described above, is using an online translator justifiable? Why or why not? What solutions if any could you have suggested to Chris?