

French 2314-001 – Spring 2017

MW 5:30-6:50 pm

Location: 01 Trimble Hall (in basement)

Blackboard: <https://elearn.uta.edu/webapps/login/>

Dep't. of Modern Languages: 817-272-3161

Instructor: Courtney Griffiths

Email: cgriffitts@uta.edu

Office: 12 Trimble Hall (in basement)

Profile: <https://mentis.uta.edu/explore/profile/courtney-griffitts>

Instructor Office Hours: M/W 3:30- 4:30pm

INTERMEDIATE FRENCH II (FREN 2314) is the fourth course in the lower-level sequence for the study of French at UTA.

GRADING: Your grade in this class will be calculated as follows:

GRADING SCALE

3 Chapter Exams	35%	90-100	A
Final Exam	15%	80-89	B
Written Quiz Average	10%	<u>70-79*</u>	<u>C*</u>
Oral Quiz Average	10%	60-69	D
Essay Average	10%	0-59	F
Homework	10%		
Participation	10%		

*Note: A grade of "C" or above must be received in FREN 2314 in order to enroll in upper-level French classes.

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.

◆ **REQUIRED COURSE MATERIALS**



- ◆ **En Avant: Beginning French, 2e. Anderson, et al, 2015** – loose-leaf, hard cover, and/or digital eBook
- ◆ **Online Workbook & LearnSmart access (via Connect)** to accompany **En Avant: Beginning French**

The loose-leaf textbook, e-book, & Workbook/LearnSmart access may be bought as a bundle in the UTA Bookstore.

If you haven't purchased your bundle yet, you can access online materials for a 14-day trial period prior for free:

<http://create.mheducation.com/wordpress-mu/success-academy-student/registering-with-free-trial/#.VdjrLSvF-d0>

- ◆ **STUDENT LEARNING OUTCOMES.** By the end of each chapter you should be able to do the following:
Chapter 12: Be able to give directions to a location, discuss city life, use object pronouns in place of nouns
Chapter 13: Make vacation plans, discuss possible situations using the conditional tense, give commands
Chapters 14-15: Use the present subjunctive to describe necessary, doubtful, desired, and possible situations
- ◆ **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 is comprehensive, with emphasis on recently introduced material. 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 written quizzes cannot be made up. It is therefore essential to arrive on time. One 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.
- ◆ **ESSAYS:** You will write one essay in class in French. You will also submit a final, correct of the essay online via Blackboard (SafeAssign). Finally, you will write an essay in English on the Signature Assignment. All 3 grades will be count towards your essay average. Essays not submitted/completed on time are subject to points reduction.
- ◆ **CONNECT:** Each chapter in Connect is generally composed of 3 parts: *LearnSmart* Vocabulary, *LearnSmart* Grammar/Structures, and the Workbook/Lab Manual. There will be one (1) extra credit homework opportunity towards the end of the semester, which can be used to replace any 2 parts (e.g. Ch.13 *LearnSmart* Vocabulary & Ch. 15 Workbook/Lab Manual). Connect assignments are due by 11:59 pm on the due date and will not be accepted late except in extreme cases (e.g. hospital stay) or as approved by the instructor.

If you encounter technical problems with Connect, you can contact Connect for assistance as follows:

1. Online help request form: <http://mpss.mhhe.com/contact.php>
2. By phone during operating hours: 800-331-5094
3. Via the "Connect Chat" feature, which you can access from the Connect Homepage, during operating hours

Operating hours are 7am-3am Monday-Thursday; 7am-8pm Friday; 9am-7pm Saturday; and 11am-1am Sunday

- ◆ **PARTICIPATION.** Each week, you will earn a Participation grade based on your preparedness for and participation in classroom activities. Students with excessive absences or who are frequently tardy, as well as those who do not participate in classroom activities or only do so when compelled to do so, will lose points as a result.
- ◆ **ATTENDANCE.** Numerous studies have showing that there is a significant positive correlation between class attendance and grades. 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 but attendance is a critical indicator in student success. 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. As the instructor of this section, I will be taking attendance in this class. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.

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 or may not entitle the student to make up missed exams or essays unless the student receives permission in advance from the instructor, who may take documentation and prior absentee record into account.

- ◆ **DROP POLICY.** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/ao/fao/>).
- ◆ **ELECTRONIC COMMUNICATION.** 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.
- ◆ **TITLE IX POLICY.** The University of Texas at Arlington ("University") is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.
- ◆ **STUDENT SUPPORT SERVICES.** 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 and 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 view the information at <http://www.uta.edu/universitycollege/resources/index.php>.

- ◆ **NON-DISCRIMINATION POLICY.** The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.
- ◆ **DISABILITY ACCOMMODATIONS.** 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), The Americans with Disabilities Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. For information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations, or for students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning, you may contact the Office for Students with Disabilities, (OSD) at <http://www.uta.edu/disability> or by calling 817-272-3364.

Counseling and Psychological Services, (CAPS) is available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives at <http://www.uta.edu/caps/> or 817-272-3671.

- ◆ **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 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 aural comprehension 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 writing 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

- ◆ **CAMPUS CARRY.** Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

- ◆ **FINAL REVIEW WEEK.** For semester-long courses, 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.
- ◆ **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 right when exiting the classroom, then up the stairs through the double doors on the right. 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.
- ◆ **STUDENT FEEDBACK SURVEY.** At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are 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 via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.
- ◆ **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.** Students enrolled at UT Arlington 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. Additional information is available at <https://www.uta.edu/conduct/>.

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 herein.

Signature

Date

Note: By enrolling in this course, you are responsible for understanding and abiding by the material presented in this syllabus regardless of whether you sign the above acknowledgements.

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

Week	SUNDAY	MONDAY	TUESDAY	WEDNESDAY
1	15 Jan.	16 Jan. MLK Jr. Day – No Class	17 Jan.	18 Jan. Introduction to Class Ch.12 <i>Communication en direct</i>
2	22 Jan.	23 Jan. Signed Honor Code due – free quiz grade of 100 if submitted In-Class Diagnostic Ch. 12 <i>Vocabulaire interactif</i>	24 Jan.	25 Jan. Review <i>savoir</i> 12.1 <i>Tu connais bien le quartier</i> 12.2 <i>La ville que je connais...</i>
3	29 Jan. Ch.12 LS Vocab due 11:59 pm	30 Jan. Quiz 1 (<i>La vie urbaine p.367</i>) 12.3 <i>On y va ?</i> Haussmann p.362	31 Jan.	1 Feb. CENSUS DATE 12.4 <i>Vous l'avez déjà vue ?</i> Discuss Signature Assignment
4	5 Feb. Ch.12 WBLM, Grammar due 11:59 pm	6 Feb. Quiz 2 (Object pronouns) Review for exam	7 Feb.	8 Feb. CH. 12 EXAM
5	12 Feb.	13 Feb. Signature Assign. Essay due Ch.13 <i>Communication en direct</i> Ch.13 <i>Vocabulaire interactif</i>	14 Feb.	15 Feb. Review weather expressions 13.1 <i>Qui va conduire?</i> Prepositions w/transportation
6	19 Feb. Ch.13 LS Vocab due 11:59 pm	20 Feb. Quiz 3 (<i>Verbes... p.395</i>) 13.2 <i>Où iriez-vous... ?</i>	21 Feb.	22 Feb. 13.3 <i>Allons-y</i> Ch.13 <i>Culture en direct</i>
7	26 Feb. Ch.13 WBLM, Grammar due 11:59 pm	27 Feb. Quiz 4 (Le conditionnel) Review for exam	28 Feb.	1 Mar. CH. 13 EXAM
8	5 Mar.	6 Mar. Prepare for essay	7 Mar.	8 Mar. In-class Essay
11 – 18 MARCH SPRING BREAK				
9	19 Mar.	20 Mar. Prepare for oral quiz/skit	21 Mar.	22 Mar. Ch.14 <i>Vocabulaire interactif</i> L'Académie française p.422
10	26 Mar.	27 Mar. Prepare for oral quiz/skit	28 Mar.	29 Mar. Oral Quiz #1 – Les vacances
11	2 Avr. Ch.14 LS Vocab due 11:59 pm	3 Avr. 14.2 <i>Toute la francophonie</i> 14.3 <i>Au 21^e siècle</i>	4 Avr.	5 Avr. Quiz 5 (<i>La géopolitique p.426</i>) Review for Ch.14 Exam
12	9 Avr. Ch14 WBLM, Grammar due 11:59 pm	10 Avr. CH. 14 EXAM	11 Avr.	12 Avr. 15.1 <i>Ce n'est pas évident</i> 15.2 <i>Qu'on soit plus tolérant !</i>
13	16 Avr.	17 Avr. 15.3 <i>Vouloir, c'est pouvoir</i>	18 Avr.	19 Avr. Quiz 6 (Le subjonctif) Prepare for oral quiz
14	23 Avr.	24 Avr. Oral Quiz #2 (Group 1)	25 Avr.	26 Avr. Oral Quiz #2 (Group 2)
15	30 Avr. Ch15 WBLM, Grammar due 11:59 pm	1 May Complete Class Evaluations Review for Final Exam	2 May	3 May Extra Credit Quiz Extra Credit HW due Review for Final Exam
	7 May	8 May FINAL EXAM 5:30-8:00 pm	9 May No class	10 May No class

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 instructor assigns readings to be read at home and before class in English (UTA Academic Honesty Policy, Honor Code).
- In class and in a communicative student oriented language learning environment, brainstorming sessions provide the target language vocabulary needed to discuss the issues in English and in French
- 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 other 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?
- 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 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. 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 can make a B in the course. If not, he might earn a C, but more likely a D, which will prevent him from taking 2314 in the spring. He needs both for his major. He HAS to get an A on this test or risk getting a D in the course and prevent his overall GPA from falling 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. 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 about what to do. If Jane asked 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 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 Sandy thinks her paper wouldn't sound as good if she wrote them herself. Besides, back home where she grew up, things like this were common practice. So Sandy uses text from three different sites to compose the body of her paper. She writes the introduction and the transitions between the texts and hands in the paper in the next day when it is due. A week later, her instructor calls her in for an appointment to talk about the paper. The instructor is disappointed asks Sandy to explain herself. Sandy explains her reasoning to her instructor. The instructor 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 200-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 language class in which they learn to use online translating software, so it must be okay. 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 an online translation engine. 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?