

Summer 2017

Elementary French I & II

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Grants Collection

University of North Georgia



UNIVERSITY SYSTEM
OF GEORGIA



Valerie Hastings & Mariana Stone

Elementary French I & II





Grants Collection

Affordable Learning Georgia Grants Collections are intended to provide faculty with the frameworks to quickly implement or revise the same materials as a Textbook Transformation Grants team, along with the aims and lessons learned from project teams during the implementation process.

Each collection contains the following materials:

- **Linked Syllabus**
 - The syllabus should provide the framework for both direct implementation of the grant team's selected and created materials and the adaptation/transformation of these materials.
- **Initial Proposal**
 - The initial proposal describes the grant project's aims in detail.
- **Final Report**
 - The final report describes the outcomes of the project and any lessons learned.



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Initial Proposal

Application Details

Manage Application: ALG Textbook Transformation Grant

Award Cycle: Round 4

Internal Submission Deadline: Monday, September 7, 2015

Application Title: 147

Submitter First Name: Valerie

Submitter Last Name: Hastings

Submitter Title: Assistant Professor

Submitter Email Address: vthastings@ung.edu

Submitter Phone Number: 706-867-2726

Submitter Campus Role: Other

Applicant First Name: Valerie

Applicant Last Name: Hastings

Applicant Email Address: vthastings@ung.edu

Applicant Phone Number: 706-867-2726

Primary Appointment Title: Assistant Professor

Institution Name(s): University of North Georgia

Team Members (Name, Title, Department, Institutions if different, and email address for each):

Dr. Valerie Hastings, Assistant Professor of French, Modern and Classical Language department, vthastings@ung.edu.

Mariana Stone, Director of Language Labs, Spanish department, mariana.stone@ung.edu.

Sponsor, (Name, Title, Department, Institution):

Dr. Brian Mann, Head of the Modern and Classical Language department.

Proposal Title: 147

Course Names, Course Numbers and Semesters Offered:

Elementary French I, 1001 (offered in the Summer, Fall, and Spring every year.)

Elementary French II, 1002 (offered in the Summer, Fall, and Spring every year.)

Final Semester of Instruction: Spring 2017

Average Number of Students per Course Section: 21

Number of Course Sections Affected by Implementation in Academic Year: 30

Total Number of Students Affected by Implementation in Academic Year: 630

List the original course materials for students (including title, whether optional or required, & cost for each item):
-Required: En avant: Beginning French (9780073386461), 2nd edition by Anderson, \$148.00
-Required: Connect Plus with LearnSmart (1259278859) Introductory French Access Card for En avant, \$130.00
Total Cost \$278.00

Proposal Categories: No-Cost-to-Students Learning Materials

Requested Amount of Funding: \$10,800

Original per Student Cost: \$278.00

Post-Proposal Projected Student Cost: \$0

Projected Per Student Savings: \$278.00

Plan for Hosting Materials: Other

Project Goals:

- 1.To lower overall costs for degree completion for students by lowering textbook costs.
- 2.Utilize authentic L2 (Second Language) materials relevant to the culture and language they are studying that align with the linguistic goals and competencies of a lower division French student in 1001 /1002.
- 3.Provide an open source free textbook that will put an emphasis on interactive ways of learning and the use of technology (an open source free textbook online with active links to online videos and articles).
- 4.Allow students to have access to course materials that are very current and can easily be updated.
- 5.Compare and contrast the effect on learning outcomes between the students using a traditional textbook and those using the open source free online textbook .

6. Assess student preferences with a survey on the group trialed with the new online learning resource.
7. Encourage a switch to new online learning resources for other faculty working with other languages as well.

Statement of Transformation:

UNG serves a large and widespread population of low-income students. The rising cost of tuition and textbooks creates financial barriers that negatively affect degree completion. Making no-cost-to students learning materials available allows college to become more affordable and accessible to our population therefore increasing retention and graduation rates.

The textbook currently required is rather expensive and some students often decide not to purchase or wait too long to acquire the material required or recommended at the cost of their success in the class. Students often fall behind by postponing the purchase of their textbook, lose their confidence and sometimes even drop of the course or withdraw from college completely.

Also, most textbook material becomes dated rather quickly and even if they are updated with each new edition justifying an increase in price, the new editions are never able to embrace all the cultural and linguistic changes in real time. The new no-cost online learning material will allow to incorporate authentic online resources from the culture studied and will permit instant updates and the malleability necessary when it comes to teaching languages and culture, especially in a lower division French course.

Access to the most current information available will allow the students to make connections between what is happening in the Francophone world currently and the material studied, keeping them informed and interested. Also, an improved and easier access to the required and recommended materials for the course will allow the students to feel more confident and improve their overall performance.

Transformation Action Plan:

- Dr. Valerie Hastings: 1001&1002 French courses and syllabus redesign with a new sequence and a redefinition of the materials to be mastered after each level.
- Mariana Stone: Two student surveys (an experience survey to get feedback on the perceived efficiency and ease of use of the new resource and a final assessment survey to measure the impact on learning with the new resource compared to the old one).
- Mariana Stone & Dr. Valerie Hastings: Design interactive activities (to practice reading, writing, listening and speaking in class) and create quality videos and other audio materials to be embedded into the new online resource. All materials will be available on a freely accessible textbook (with active links to videos and audio material). The text will be available for downloading in Adobe Acrobat Format and will be freely accessible under the Creative Commons Attribution- NonCommercial- ShareAlike licence. A new web site will be created with a publishing platform available online (<https://versal.com>), to supplement and host the

pdf version of the new textbook.

Quantitative & Qualitative Measures: Compare ABC rates and DFW rates for FRENCH 1001 and 1002 using the new online resource to those using a commercial textbook.
Assess students performance using the uniform final exam for 1001 and 1002 and compare to those using a commercial textbook.
Assess speaking, writing, listening and reading skills using the ACTFL proficiency guidelines and compare to those using a commercial textbook.
Measure the impact on student experience with an online Survey on D2L for students who are using the new online resource. Suggestions for improvements will be solicited.
Survey of the faculty to get their feedback on the new online resource.

Timeline:

September 2015: Partial implementation in one level 1001 class and in one level 1002 class to compare the use of the new online resource with the group using a commercial textbook.

October 2015: First experience survey and assessment survey (ten-minute meetings with the students and midterm exams).

November 2015: Make some adjustments and/or changes based on the first surveys. The results will be shared with the rest of the faculty.

December 2015: Final experience survey and final assessment survey (Final exams).

January 2016: Full implementation: All sections of French 1001 and 1002 have free access to the online resource.

March 2016: Survey of the faculty to get their feedback on the new online resource.

April 2016: Experience survey and Assessment survey. Final report submitted including qualitative and quantitative outcomes.

Budget:

University of North Georgia	Requested Funds
<i>Personnel</i>	\$10,000.00
Dr. Valerie Hastings	\$5,000.00

Mrs. Mariana Stone	\$5,000.00
<i>Contractual</i>	<i>\$800.00</i>
Travel expenses for grant recipients	\$800.00

Sustainability Plan:

The courses for French 1001 & 1002 will be offered in the spring, summer and fall of each year using the free online resource on all UNG campuses.

The faculty will review all materials available with the free online resource annually and updates and/or changes will be made as appropriate.



August 8, 2015

Dear Members of the Review Board,

On behalf of the Division of World Language and Cultures at UNG, I would like to offer this letter of enthusiastic support for Valerie Hastings' Affordable Learning Georgia Textbook Transformation grant application. Valerie is a highly capable and Assistant Professor of French at our institution, and is eager to help her students learn French more effectively through the use of online and electronic resources.

As you will see in her application, Valerie's vision is to transform the student resource base for our French 1001 and 1002 courses from the customary textbook and accompanying ancillary materials (which usually cost our students in the neighborhood of \$250 to \$300), into one that incorporates an infinite variety of resources open source materials and makes them available to our students through our language laboratories and D2L, the USG's chosen learning management system.

There are three reasons why the prospect of Valerie's receiving this grant is very exciting to me. Firstly, in addition to serving as the head administrator for our language programs, I am also an experienced instructor of French and Spanish. I understand first-hand the degree to which relevant, up-to-date, and authentic materials are important to language learning in all five of the basic skills: reading, writing, listening, speaking, and cultural literacy. The textbook industry, while having made tremendous strides in recent years in providing these kinds of materials to students in their texts and associated electronic resources, will always face difficulties in providing them in a comprehensive, timely, and cost-effective way that reflects current technologies, pedagogical approaches, and cultural trends. This project offers infinite flexibility for customizing our materials to individual instructors and programs.

Secondly, over the past ten years, based on our institutional mission of internationalizing the curriculum and its necessary support for language instruction, we have designed and built a very strong program of innovative and varyingly intensive programs in eleven languages. Being one of the nation's six senior military colleges, our mission is also to provide our cadets with instruction in the so-called "strategic," or "critical" languages, such as Arabic, Chinese, and Russian. This project, although it only focuses on French, will serve as a template for the transformation of the same courses in our other ten languages. In addition, because we are currently in the midst of transforming the way we use our language laboratories to deliver services in student tutoring, faculty support, and curriculum delivery, this project fits seamlessly into our plans.

Thirdly, Valerie is already working with other faculty members in our division to realize this project in our other languages. It is exactly this kind of collaboration that has allowed us to build such a successful and exemplary language program, and I know that our Language Lab Director, Ms. Mariana Stone, and our Dean of Arts & Letters, Dr. Christopher Jespersen, are also in full support of Valerie's efforts.

If you require any further information on this proposal or would like to speak with me or with the colleagues I mentioned in the previous paragraph, please let me know. In the meantime, I thank you for your time and consideration.

Sincerely,

D. Brian Mann, Ph.D.

Division Head of World Language & Cultures, Department Head of Modern & Classical Languages, and Professor of Modern Languages

Cumming Dahlonega Gainesville Oconee

322 Dunlap Hall | Dahlonega, Georgia 30597 | 706.864.1683 | ung.edu

The University of North Georgia is designated as The Military College of Georgia and as a State Leadership Institution.

Syllabus

Week	In Class	Read for next class (and test yourself with the exercises)	Listening (recordings on D2L)	& writing Homework
1	Intro, greetings, alphabet pp.12 &13	B.1 & B.2 (pp. 34-42)	C.1.1 + C.1.2 pp.60	C.6.2 pp. 66
Chap. 1	pp. 15-18 + le verbe "etre" p18	B.3 (pp. 42-44) B.4, B.5 (pp. 44-48)	C.1.4 + C.1.5 pp.60	C.6.1 + C.6.3
2	La classe vocab pp. 19-20	B.6 (pp. 49-51)B.7 (pp. 51-54)	C.2.1 + C.2.2 + C.2.3	C.6.4 + C.6.5 + C.6.6
Chap. 1	Les chiffres & adjectifs pp. 21-24), B.2 (pp. 103-111), D2L PRE CLASS WORK- ADJECTIFS POSSESSIFS	C.4 + C.5.1 + C.5.2	C.6.7 + C.6.8
3	Descriptions objets pp. 72-76	B.5, B.6, B.7 (pp. 111-117)	C.1.1	C.7.6 + C.7.7
Chap. 2	Adj possessifs & famille pp. 76-80	B.4 (if needed pp.99-111)	C.1.2 + C.1.4 + C.1.5	C.7.2 + C.7.3
4	Origines & descriptions pp. 81-84	Review formation questions B.8 (pp. 55-57)	C.2.1 + C.2.2 + C.2.3	C.7.8
Chap. 2	Maison pp.85-88	B.8 pp.118-119 & B.9 pp. 120-124	C.3.1 + C.3.2	C.7.4 + C.7.5
5	Age & resume Chap 2 pp. 89-94	N/A	C.4.2 + C.6	C.7.9
Chap. 2	Review for Exam 1	N/A	C.6.2 + C.6.3 (pronunciation vocab)	Study for Exam 1
6	Exam 1 (chap 1&2)	D2L PRECLASS WORK -L'heure & D2L PRECLASS WORK VERBS IN -ER	C.5.1	C.7.7
Chap. 3	Activites & heure pp. 140-143	B.4 (pp. 176-179)	C.1.1, C.1.2	C.7.8
7	Activites VERBES pp. 144-151	B.3 (pp. 169-176)	C.2.2, C.2.5	Worksheet D2L
Chap. 3	Le travail pp.152-156	B.5, B.6 (pp. 180-183)	C.3.1 + C.5.2	C.7.2 + C.7.4
8	Les loisirs pp.157-160	B.1 & B.2 (pp. 218-222)	C.4.2	C.7.3+ C.7.5 + C.7.6 + C.7.9
Chap. 4	Aller en ville pp. 198-202	B.4 (pp. 225-227)	C.1.1 + C.1.2 + C.1.4	C.9.2 + C.9.7
9	Voyage & directions pp. 202-206	B.3 (pp. 223-224)& B.6 (pp. 228-230)	C.3.1 + C.3.2 + C.6.1 + C.7.2	C.9.3
Chap.4	Saisons & voyage pp. 207-213	B.1 (pp. 269-270)	C.2.1 + C.2.2 + C.4.1 + C.5.1	C.9.4 + C.9.8
10	Travaux menagers pp. 248-254	B.2 (pp. 271-272)	C.1.1 + C.1.2	C.4.2 + C.4.3 + C.4.4
Chap. 5	Responsabilites pp. 255-260	B.3 (pp. 273-278)	C.2.1 + C.2.2 + C.2.3	C.4.5
11	Present, passe, futur pp. 261-265	B.4 & B.5 (pp. 279-281)	C.3.1 + C.3.3	C.4.6 + C.4.7 + C.4.8
Chap. 5	Review for Exam 2	N/A	Study for Exam 2	Study for Exam 2
12	Exam 2	B.1 (pp. 309-311) & B.2 (pp. 311-313)	N/A	N/A
Chap. 6	Les origines pp. 292-294	B.3 (pp. 315-318)	C.1.1 + C.1.2 + C.1.3	C.6.1
13	Voyage aux USA pp. 295-298	D2L PRECLASS WORK -Passe compose ETRE	C.2.2 + C.2.3	C.6.2 + C.6.3
Chap. 6	Date et Passe compose pp. 299-300	B.5 (pp. 321-323)	C.3.1 + C.3.3 + C.4.2	C.6.5 + C.6.6
Thanksgiving Break, NO CLASSThanksgiving Break, NO CLASSTH				
14	Comparaisons pp. 301-303	D2L PRECLASS WORK - Comparaisons	C.5.1 + C.5.4 + C.5.5	C.6.10
Chap. 6	Resume Chap 6 pp. 304-306	N/A	N/A	N/A
15		Examens oraux - make an appointment		
		Examens oraux - make an appointment		

FREN 1001 &1002 – Course Syllabus – outline

Text: <http://thieryval.wixsite.com/liberte1001>

<http://thieryval.wixsite.com/liberte1002>

Course Description:

Introduction to listening, speaking, reading, and writing in French and to the culture of French-speaking regions. This course meets three (3) hours per week in the classroom and requires at least one (1) additional hour per week of online and/or language laboratory instruction.

Department Mission:

The Mission of the Department of Modern and Classical languages is to develop in all interested students the ability to communicate across national and cultural borders through linguistic proficiency and global awareness of other peoples and societies.

Course Objectives (taken from the American Council on the Teaching of Foreign Languages Guidelines):

Speaking:

Manage successfully a number of uncomplicated communicative tasks at the Doctor's, eating out or using technology. Converse on predictable topics necessary for survival in the target language culture, such as hotel stays, running errands or dealing with automobiles.

Listening:

Understand some short, learned utterances, particularly where context strongly supports understanding and speech is clearly audible. Comprehend some words and phrases from simple questions, statements, high-frequency commands and courtesy formulae using past, present and future time frames.

Reading:

Have sufficient control of the writing system to interpret written language in areas of practical need. Where vocabulary has been learned, can read for instructional and directional purposes, standardized messages, phrases, or expressions, such as items on menus, schedules, timetables, maps and signs. May be able to derive meaning from material at a slightly higher level where context and/or visuals are supportive.

Writing:

Without a dictionary or book, be able to write simple, fixed expressions and limited memorized material in the area of 1 ½ to 2 pages using some logical recombination. Supply information on simple forms and documents. Write name, numbers, dates, own nationality and other simple autobiographical information, as well as some phrases and simple lists.

Culture:

Students demonstrate an understanding of the relationship between practices, products and perspectives of the cultures studied. Culture will be studied through several *observation culturelle* segments spread out in the textbook. These segments will give insight to different cultural aspects of the French and Francophone world (healthcare system, food, etc.).

Methods of instruction:

Proficiency-based instruction, including a combination of established foreign-language acquisition

methodologies, such as the communicative approach, grammar-translation, audio-lingual activities, direct method, and total physical response.

Assignments:

All lectures, readings, discussions, assignments, and examinations are mostly in French. All oral and written work will be evaluated according to a grammatical and syntactical correctness, expressive fluency, as well as lexical and/or phonetic accuracy.

Class participation:

Daily oral participation in class is expected. This portion of the grade is based on (1) the frequency of the student's responses in class; (2) the correctness and fluency of the student's spoken French: grammar, syntax, vocabulary, pronunciation; (3) the student's willingness to work with other students during general class activities and group-work; (4) the progressive accumulated mastery of grammar and vocabulary of successive units. **I expect you to prepare the basic grammar and vocabulary lessons at home, usually before we cover them in class. By doing so, you will make it possible for us to spend a larger portion of class time speaking and practicing French and resolving problems.** I expect you to keep abreast of the upcoming material in the textbook then to come to class with any questions you might have. Bring your textbook with you every day. On some of the more difficult grammar items, I will make introductory explanations in class before asking you to study the material at home, but your advance preparation will make understanding these concepts much easier. If you do not prepare in advance, it is unlikely that you will be able to keep up with the pace. Any time you are having trouble, of course, you should see me and/or the tutor in the lab **as soon as possible**.

Attendance:

Each unexcused absence constitutes a 0 for that day's participation. **The fifth unexcused absence automatically lowers the student's attendance grade by 10%. Each subsequent unexcused absence will lower the attendance grade by 10%. Late arrival to class, and each early departure from class will count as one half of one absence. There will be no make-up exams or quizzes given after such exam or quiz is administered in class.** If you know in advance that you will be absent on the day of a quiz or exam, make arrangements with me to take that quiz or exam before it is administered to the class. All late assignments will receive an automatic grade of F (zero). If you miss class on the day that an assignment is due, make arrangements to have someone bring the assignment to my office/class, or send it to me as an email attachment on the day that it is due.

Satisfactory test average:

Your lowest quiz grade will be dropped in your final grade average. **There will be no makeups after the quiz/exam has been given in class:** if you must miss class on the day of a quiz, that will be the one quiz-grade to be dropped. If you know in advance that you will miss the day of an exam/quiz, speak to me ahead of time so that you can make arrangements to take the exam/quiz early. **NOTE:** « The final exam is a scheduled part of the class. When a student registers for a class, he or she is registering for the scheduled final examination as well. Therefore, it is the student's responsibility to be available to take the examination at the times scheduled » (UNG final exam policy)

The language Lab work:

Because listening and responding to the speech patterns of native speakers is so important, you are required to for a minimum of **50 minutes per week** (not per lesson). There will be six projects that you

must complete in the lab. These projects range from audio and video recordings to PowerPoint presentation, and may be individual or partner activities. All lab assignment instructions are in the Dropbox of said assignment. **You must follow the directions given to you to upload your project.** For partner activities, you can work with someone from another class, but they must be in the same level as you. Whatever assignment you are working on, you are required to spend a minimum of **50 minutes per week** (not per lesson) in the lab. As in the case of regular homework, no credit is given for lab assignments turned in after the due date or not properly submitted.

Devoirs:

You will be given weekly assignments to complete in the *Liberté* lab manual. These Lab assignments are different from the Lab Projects you will be working on alone or with a partner. You will need to download the audio files available for each chapter on D2L to complete the assignments. **Homework will be collected once a week on Friday.** Students who do not turn in an assignment for any reason risk failing the course.

Grading and percentages:

Participation/attendance	10%
Quizzes (6)	20%
Exams (3)	40%
Lab work	15%
Compositions (2)	5%
Homework	10%

Students with disabilities:

University of North Georgia is committed to equal access to its programs, services, and activities, and welcomes otherwise qualified students with disabilities. Students who require accommodations and services must register with Disability Services and submit supporting documentation. Disability Services provides accommodation memos for eligible students to give to their instructors. Students are responsible for making arrangements with instructors, and must give reasonable prior notice of the need for accommodation.

Contact Information for Disability Services:

§ Gainesville Campus: Carolyn Swindle, Assistant Director, carolyn.swindle@ung.edu, Dunlap Mathis Building, Room 107, 678-717-3855 § Dahlonega Campus: Alicia Sarvis, coordinator, alicia.sarvis@ung.edu, Stewart Student Success Center, Room 313, 706-867-2782

Academic Integrity Policy:

Student Code of Conduct: Please review the Student Code of Conduct located on the Dean of Students website. Unlawful duplication of copyrighted materials by a user may result in disciplinary action by the university under the Student Code of Conduct (Non-Academic Infractions-- Prohibitions, Theft), and/or possible criminal action by the owner of the copyright.

Disruptive Behavior Policy:

Students who exhibit behaviors that are considered to obstruct or disrupt the class or its learning activities are subject to sanctions under the Board of Regents Policy on Disruptive Behavior. Behaviors which may be considered inappropriate in the classroom includes, but is not limited to, sleeping, coming in late, talking out of turn, inappropriate use of laptops or mobile devices, verbal behavior that is

disrespectful of other students or the faculty member, or other behaviors that may be disruptive. Students who exhibit such behavior may be temporarily dismissed from the class by the instructor and will be subject to disciplinary procedures outlined in the Student Handbook.

Class Evaluations:

Class evaluations at UNG are conducted online. Evaluation of the class is considered a component of the course and students will not be permitted to access their course grade until the evaluation has been completed. The evaluations will be accessible beginning one week prior to Final Exam week.

Academic Exchange:

Universities welcome diversity, free speech, and the free exchange of ideas. Discussion should be held in an environment characterized by openness, tolerance of differences, and civility. The values of an intellectual community are trust, honesty, free inquiry, open debate, respect for diversity, and respect for others' convictions. Further, the intellectual community always seeks to foster the virtues and characteristics of intelligence, curiosity, discipline, creativity, integrity, clear expression, and the desire to learn from others. It is these that must guide our work and exchanges in this class. These principles are delineated further in the ACE Statement on Academic Rights and Responsibilities. If these values and principles are breached, students have the right and responsibility to discuss their concerns with the course instructor and, as needed, the department head. Usually, the concerns are addressed at this level, but sometimes the department head may refer students to another resource. In the event that either the student or the instructor is not satisfied after discussion with each other, he/she may take his/her concerns in writing to the Associate Provost for Academic Administration.

Course Grades:

Grades: A, B, C, D, F, W, WF, MW Incomplete grades (I) - This grade indicates that a student was doing satisfactory work but, for non-academic reasons beyond her/his control, was unable to meet the full requirements of the course. For undergraduate programs, if an I is not satisfactorily removed after one semester (excluding summer), the symbol of I will be changed to the grade of F by the appropriate official. MW – Withdrawal for military exigencies.

Course Calendar 1002

	In Class	Read for next class	Homework
Week 1 Chap. 7	Review Present, FP, PC	B.1 (pp. 371-373)	
	pp. 348-351	B.1 (pp. 373-377)	C.1 + C.5.6
	pp. 352-355	B.2 (pp. 377-379)	C.2 + C.5.3, 7
Week 2 Chap. 7	Martin Luther King Day , NO CLASS		
	pp. 356-358	B.2, B.3 (pp. 379-385)	C.3
	pp. 359-362	B.4 (pp. 385-388)	C.4
Week 3 Chap. 8	pp. 363-364	B.5, B.6 (pp. 389-392)	C.5.1, 5, 8
	p. 365-366	B.1 (pp. 415-417)	C.5.9, 10
	pp. 402-403	B.1 (pp. 417-419)	C.1.1,2
Week 4 Chap. 8	pp. 403-405	B.2 (pp. 419-423)	C.1.3, 4, 5
	pp. 406-408	B.3(pp. 423-425)	C.2
	pp.408-409	B.4 (pp. 425-428)	C.3
Week 5	pp. 410-411	N/A	C.4
	Presentation in class	N/A	Prepare Practice Exam
	Review for Exam 1	N/A	Study for Exam 1
Week 6 Chap. 9	Exam 1	B.1 (pp. 450-451)	
	pp. 438-439	B.2 (pp. 452-454)	C.1 + C.5.2
	pp. 440-441	B.3 (pp. 455-457)	C.2 + C.5.3
Week 7 Chap. 9	pp.441-442	B.4 (pp. 458-461)	C.3 + C.5.4, 5
	pp.443-445	B.5 (pp. 461-462)	C.4 + C.5.1, 3, 7, 8
	pp.446-448	B.1 (pp. 488-490)	
Week 8 Chap. 10	pp. 474-476	B.2 (pp. 491-493)	C.4.1 + C.5.2
	pp. 477-480	B.2 (pp. 493-495)	C.4.2, 3 + C.5.6
	pp. 481-484	B.3 (pp. 495-497)	C.2.2 + C.5.7
Week 9 Chap. 10	pp. 484-487	B.4, B.5 (pp. 497-502)	C.1.1 + C.3 + C.5.3, 4
	In class writing exercise	N/A	C.2.1, 2 + C.5.1, 5
	In class composition	N/A	Prepare Practice Exam

Week 10	Review for Exam 2	N/A	Review for Exam
	Exam 2	B.1 (pp. 5525-527)	
Chap. 11	pp. 512-514	B.1 (pp. 527-530)	C.1.1, 2 + C.5.2, 3
	pp. 514-516	B.2 (pp. 530-534)	C.1.3, 4 + C.5.4
Week 11	pp. 516-517	B.3 (pp. 535-539)	C.2 + C.5.5, 6
	pp. 518-520	B.3, B.4 (pp. 539-543)	C.3 + C.5.1, 7
Week 12	p. 521-522	B.1 (pp. 565-567)	C.4 + C.5.8, 9, 10
	pp. 554-555	B.2 (pp. 567-571)	
Chap. 12	pp. 556 + review PC v. Imp	B.3 (pp. 572-574)	
	pp. 557-559	B.4 (575-577)	
	pp. 559-560	B.4 (pp. 577-579)	
Chap. 12	In class composition	B.5 (pp. 579-581)	
Week 14	pp. 561-563	B.5 (pp. 582-583)	
	pp. 563-564	B.6 (p.584)	Prepare for presentation
Chap. 12	In class presentation		
Week 15	Unfinished material and general review for the final exam all week		

Final Report

Affordable Learning Georgia Textbook Transformation Grants

Final Report

Round 4, Proposal 147

**Dr. Valerie Hastings, University of North Georgia,
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Institution Name(s): University of North Georgia (UNG)

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Course Name(s) and Course Numbers: Elementary French I, 1001 and Elementary French II, 1002

Semester Project Began: Fall 2015

Semester(s) of Implementation: Spring 2016

Average Number of Students Per Course Section: 20

Number of Course Sections Affected by Implementation: 42

Total Number of Students Affected by Implementation: 734

1. NARRATIVE

Transformation Experience

Our experience overall has been very positive. We found a free textbook for use with no copyrights, which served as a frame to establish a sequence and some of the content for our outline (see documents attached for a two days a week course or a three days a week course). <http://www.lightandmatter.com/french/>

In order to supplement the textbook with more images, videos, songs and activities, we created two websites, one for the 1001 course and one for the 1002 course. We were able to insert the textbook one chapter at a time for easier access and add any missing points or activities. Our two freely accessible websites are organized by chapters with active links to the Internet and/or power points or documents to

supplement. All images inserted are free of rights as specified on the webpages: “All images posted on this web site are from Pixabay and are released free of copyrights under Creative Commons CC0. You may download, modify, distribute, and use them royalty-free for anything even in commercial applications. Attribution is not required”.

Our online platform allows the students to access their textbook and any necessary document from anywhere, on their tablet, phone or computer. They can also access a pdf of the free textbook from the webpage and print it if they prefer to have a paper copy to write on.

<http://thieryval.wixsite.com/liberte1001>

<http://thieryval.wixsite.com/liberte1002>

The challenges we encountered were mostly related to the homework component. Most traditional textbooks offer an online homework platform (my lab, centro etc...) where online activities are available for the students. An online key is typically available to purchase along with the textbook. The main advantage with these online homework systems is that the students get instant feedback and corrections. It has been a challenge to create materials to replace the homework platform for sale with the traditional textbooks. We were able to offer recordings to test our students listening skills but their answers are registered on paper and later returned to the teacher for corrections. This system does not provide instant feedback and students have been missing that component from the old traditional packages offered before the new no-cost online textbook.

Transformative Impacts on Our Instruction

This grant has encouraged our institution to consider giving up expensive textbooks and packages in other sections in our department and also in other department as well. The Spanish Department is also creating its own free textbook for all elementary 1001 students, which represents a large part of languages learners. Additionally, it has allowed for more flexibility in terms of teaching. Many instructors are considering stepping away from their textbook and not just teach by the book.

Transformative Impacts on Students and Their Performance

This transformation had a positive impact on our students' performance (see the details in section 3b). They were able to access their textbook as soon as the semester started while before the transformation, some students were unable to do so for financial and other various reasons which slowed down their progress right from the beginning.

Also the new no-cost online textbooks also allowed us to update the material and include very current authentic cultural sources (such as videos or songs), which kept the students more informed and engaged. Overall, the improved and easier access to the required and recommended materials allowed the students to feel more confident and improve their class performance.

Lessons Learned

Our lesson is that next time, we need to have a better system to be able to compete with the very elaborate and expensive online platforms created to accompany traditional textbooks.

2. QUOTES

Overall, students were satisfied with their new no cost textbook (see students' surveys). When ask the question: "What is missing in your opinion in this free textbook?" these were some of their answers.

"Nothing. You got it all covered."

"Use text analysis to search and categorize responses; see frequently-used words and phrases. To use Text Analysis, upgrade to a paid plan."

"Sometimes the way that grammar is explained (placement or usage) is confusing (ex. order of me, te, se, etc in front of lui, leur -- conditionnel is confusing also) or introducing similar topics too close together, making them hard to learn (imparfait & futur simple). otherwise, it's very clear & organised for the most part."

"Nothing, I just prefer hard cover textbooks. I love that the textbook is free though. I think it should remain free."

"Maybe add solution sets in the back, although those are already online through d2l"

"I prefer the written book only because it's easiest to fill out the homework and turn in the pages later."

"Nothing; it's pretty great!!! (:"

"More conversational French vocabulary :)"

"Better organization, but it did help me much better through 1002"

"Clearer page by page, no lettered sections index."

"Nothing. This textbook is great."

Most students were thankful for the no-cost materials but a few expressed some concerns. Some preferred a traditional textbook because it seemed better organized. They expressed their preference for grammar to be in one section and the vocabulary also listed in a separate area with translations, so we organized each

chapters in Section A (suggested activities for the classroom), section B for grammar only, a vocabulary section with links to 'quizlet' activities to practice and a final section for songs and cultural videos. We also provided the students with a pdf version of the textbook to allow them to write inside and highlight.

3. QUANTITATIVE AND QUALITATIVE MEASURES

3A. OVERALL MEASUREMENTS

The total number of students affected in this project is 734

In order to gather students' perceptions of and experiences with no-cost materials, we created a link for a survey directly available on their D2L pages. Students were asked the following questions:

- How likely is it that you would recommend LIBERTE to another student?
- How would you rate the content of your textbook?
- How organized is this new free textbook?
- Has this free online textbook helped you and if yes choose how?
- Which feature(s) of this free online textbook helped you?
- Which one do you prefer? (This free online and pdf textbook or The traditional hard cover textbook and online homework)

Results from this survey are found in the "Supporting Data & Related Documents" file and explained in detailed in section 3b.

Overall, students were positively affected by the change to the no-cost materials. Our survey shows that 83.33% of the students prefer the no-cost materials while 16.67% would rather use the traditional hard cover textbook and online homework.

To the question "How likely is it that you would recommend LIBERTE to another student?" 11% were detractors, 36% were passives, 52% were promoters.

Detractors (0-6)	Passives (7-8)	Promoters (9-10)
11%	36%	52%
12	38	55

Student Learning Outcomes and Grades

Was the overall comparative impact on student performance in terms of learning outcomes and grades in the semester(s) of implementation over previous semesters positive, neutral, or negative?

Choose One:

- Positive: Higher performance outcomes measured over previous semester(s)
- Neutral: Same performance outcomes over previous semester(s)
- Negative: Lower performance outcomes over previous semester(s)

Drop/Fail/Withdraw Rate:

_____% of students, out of a total ____ students affected, dropped/failed/withdrew from the course in the final semester of implementation. (We don't have access to this information yet since our department assistant is currently out of the country, I only have the years 2015 and 2016 for all classes on all campuses)

Choose One:

- Positive: This is a lower percentage of students with D/F/W than previous semester(s)
- Neutral: This is the same percentage of students with D/F/W than previous semester(s)
- Negative: This is a higher percentage of students with D/F/W than previous semester(s)

3b. NARRATIVE

Drop, Fail, Withdraw (DFW) Delta Rates

We do not have access to any drop data and the data we asked for, in terms of number of withdraws and F contains some sensitive personal students information that cannot be shared, neither removed from the Excel sheet, as it is all in one cell. We have therefore looked at the data and added all F and W for the year 2015 and 2016. We also have had a change in the faculty in the Fall 2016 which could also explain the higher number of Withdraws. In the Spring 2015, 16 students withdrew from their course and 1 got an F as a final grade. In the Fall 2015, 7 students withdrew from their course and 7 got an F as a final grade. In the Spring 2016, 5 students withdrew from their course and 5 got an F as a final grade. And in the Fall 2016, 12 students withdrew from their course and 4 got an F as a final grade.

As shown in the "Supporting Data & Related Documents", our survey shows that more than half the students (52%) would recommend the no-cost textbook to other students while 36% are passives. Only 11% of the students would not recommend the no-cost textbook to others.

Also 99.14% rate the no-cost textbook between "somewhat good" and "extremely good". 97.39% found it "somewhat organized" and "extremely organized".

The new no-cost textbook has helped the students mostly financially (58.26%), but also it has improved the students' performance because it is accessible from anywhere (24.35%). More specifically, students found that the pdf available on the websites were the best feature (27.19%), as well as the videos/audio materials (16.67%) and the supplemental games for the vocabulary (16.64%).

Overall 83.33% of the students would prefer to keep the online no-cost textbook.

Co-Factors

We are not aware of any unique co-factors, for better or worse, that arose during the semester and thereby might have influenced the outcomes except for the change in faculty mentioned above.

4. SUSTAINABILITY PLAN

Our two online versions of the no-cost materials are freely accessible to the public. The website will be updated and maintained every semester by Dr. Hastings.

5. FUTURE PLANS

The level 2 classes (2001 and 2002) would also benefit from an online no-cost textbook. This time, it would be interesting to develop a sequence that is built around movies. Of course copyrights would have to be cleared.

Also a solution for homework, as stated before, has to be found. It is often mentioned by the students who are interested in instant feedback, therefore we have to create web activities that autocorrect themselves. The question is what platform to use since the current templates offered under "wix" (which is what we use for the current websites) does not fit the types of exercises that would be beneficial for learning a foreign language.

We have presented papers at the FLAG conference this year in Atlanta and intend to do the same next year to encourage other instructors to consider a no-cost textbook in their classrooms. We are also thinking of writing a freely accessible textbook to replace the free one we are currently using with a more communicative and interactive approach.

6. DESCRIPTION OF PHOTOGRAPH

(left to right) Dr. Valerie Hastings, subject matter expert, instructor of record; Mariana Stone, agent graphic, designer.