

FR 2120 Syllabus  
 Spring 2019 (11350/102)  
 Madame Moretti

Contents

I. Teacher’s Information..... 2

II. Course Information and Policies..... 2

    Course Description: ..... 2

    Textbooks:..... 2

    Technology:..... 2

    Grading Procedure: ..... 2

        Graduate Students: ..... 2

        Participation (10%):..... 3

        Homework (10%):..... 4

        Compositions (25%): ..... 5

        Assessments (25%):..... 7

            Mastery Learning ..... 8

            Mastery Ticket ..... 9

            Mastery Project..... 10

        Oral Exam (15%):..... 10

        Final Exam (15%):..... 10

        Worksheet to calculate your grade:..... 11

III. Course Schedule ..... 12

IV. Department Information and Policies ..... 13

    Prerequisites: ..... 13

    Outcome Goals:..... 13

    Attendance:..... 13

    Academic Dishonesty: ..... 14

    Accessibility:..... 14

    Concerns about your class/classroom/grades/disputes:..... 14

V. University Services and Policies ..... 14

    Important University Dates:..... 14

    Tutoring: ..... 14

    Responsible Employee Reporting Obligation:..... 15

## I. Teacher's Information

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Office Hours: Thursdays 11:45 a.m. – 1:30 p.m. and by appointment

Course website: <https://people.ohio.edu/moretti/home.html>

## II. Course Information and Policies

### Course Description:

French 2120 will focus on an intensive review of grammar, intermediate-level conversation, readings in French, short-essay writing, and cultural material. We will cover chapters 5-9 of the book *Imaginez*.

### Textbooks:

*Imaginez*, Champeny, Vista Higher Learning, 2016 (3rd edition), Book + Supersite Plus Code (w/ WebSAM + VText). ISBN: 978-1-62680-847-8

<https://vistahigherlearning.com/store/ohiou.htm>

Textbook site: [www.vhlcentral.com](http://www.vhlcentral.com)

Recommended: A French and English dictionary.

### Technology:

Laptops, tablets, phones and the like are not allowed in class unless explicitly authorized for a specific activity by the instructor. Please bring the course text for class use. Phones must be put away in your bag during the ENTIRE class session. Failure to do so will impact your participation grade. If you are done with an activity early, take that extra time to review your grammar instead of checking the latest tweets/texts, etc.

☞ If you are caught using any technological device during an examination you will receive a zero.

### Grading Procedure:

#### Graduate Students:

Graduate students enrolled in FR 5210 or 5220 will receive CR on their transcripts if they pass the class with a 60% or higher.

Participation (10%):

Participation requires that you volunteer answers and that you "play the game" by only using French in the classroom to communicate with your instructor and classmates. Your instructor will grade your participation according to the following criteria:

<b>Student was focused and on task.</b> Student answered readily when called on and followed all directions (e.g.: paired up when required, got up and circulated in the class when asked to do so, etc.).	Always +2	Usually +1.5	Sometimes +1	Rarely +0.5
<b>Student was respectful to classmates and teacher.</b> Examples of disrespectful behavior: chatting loudly in English, talking with a classmate while the teacher is explaining something, interrupting classmates, making fun of classmates, disrupting the class, etc.	Always +2	Usually +1.5	Sometimes +1	Rarely +0.5
<b>Student remained in the target language</b> to communicate with instructor <u>and</u> classmates. Student tried to ask questions in French first when possible. Student did not use English without asking permission to do so <i>in French</i> ("Je peux poser une question en anglais?").	Always +2	Usually +1.5	Sometimes +1	Rarely +0.5
<b>Student raised his/her hand and volunteered</b> answers in French in class several times a day, every day. Note that it is much better for your grade to volunteer many times and make mistakes than to volunteer rarely in perfect French.	Always +4	Usually +3	Sometimes +2	Rarely +1
<b>Student used a phone in class.</b> Phones must be out of sight, <u>in your bag</u> , (not between your legs, in your pencil case, etc.) at all times during class.	Always -3	Often -2	Occasionally -1	Never -0

La communication en classe	
<p><u>Les étudiants au professeur:</u>            Comment dit-on ____ (en français)?            Qu'est-ce que ça veut dire ____ (en anglais)?            Je peux poser une question en anglais?            Je ne comprends pas.            Je ne sais pas.            Répétez.            Épelez ____.            Prononcez ____.            S'il vous plaît.            Merci.            De rien.</p> <p><u>Un étudiant à un autre étudiant:</u>            Comment t'appelles-tu?            À tes (vos) souhaits!</p> <p><u>Le professeur aux étudiants:</u>            Un volontaire?            Essayez!</p>	<p><i>How do you say ____ (in French)?</i>  <i>What does ____ mean (in English)?</i>  <i>May I ask a question in English?</i>  <i>I do not understand.</i>  <i>I do not know.</i>  <i>Repeat.</i>  <i>Spell ____.</i>  <i>Pronounce ____.</i>  <i>Please.</i>  <i>Thank you.</i>  <i>You are welcome.</i></p> <p><i>What is your name?</i>  <i>Gesundheit! (Bless you!)</i></p> <p><i>A volunteer?</i>  <i>Try!</i></p>

## Homework (10%):

All assignments are located on the VHL site: [www.vhlcentral.com](http://www.vhlcentral.com)

- Technical requirement: <https://support.vhlcentral.com/hc/en-us/articles/213224788-VHL-Central-Technical-Requirements>
- All assignments are due on the hour prior to the start of class. For the section that meets at 11:50 a.m., homework is due at 11:00 am.
- You may submit overdue assignments for partial credit (**20%** off the total points possible per calendar day late). Anything more than four calendar days late will get no credit at all.
- The lowest five scores will be dropped.
- If an activity is made up of questions with only two possible answers (true/false, etc.), you have only one attempt to complete it. If an activity is graded by the instructor (i.e. not auto-graded), you may also have only one attempt. For all of the other activities, you have unlimited attempts up until the deadline.
- When typing text, pay attention to detail: accents must match!
- Feel free to fill out a help request (bottom of page: "Ask your instructor") if you do not understand the answer key.
- If you have technological difficulties, you must contact your instructor **before** the deadline is past.
- To check your current grades for homework, select the tabs: "Grades" then "Gradebook."

Types of assignments you will do on VHL:

1. Vocabulary exercises
2. Grammar exercises
3. Cultural readings
4. Cultural videos
5. Short films (*courts métrages*)
6. etc.

Need help?

Student guide to VHL: [https://support.vhlcentral.com/hc/en-us/article\\_attachments/360011519534/Student\\_Guide\\_3\\_08242018.pdf](https://support.vhlcentral.com/hc/en-us/article_attachments/360011519534/Student_Guide_3_08242018.pdf)

## Compositions (25%):

You are required to write four (4) formal, in-class compositions. If you are absent on one composition day, you will be offered a 5<sup>th</sup> composition during finals week to replace the one you missed. [Note that attendance is taken on composition days.]

### In-class compositions format and rules

- On those days you only need to bring a pen or pencil. You will be given:
  - the subject of your essay on a sheet of paper
  - lined paper on which to write your essay
  - (scrap paper will be available: just ask if you need some)
- You are **not** allowed to:
  - use notes you took
  - use the textbook or a dictionary
  - speak to classmates
  - ask the instructor to translate things for you
  - use a computer/cell phone or any technological tool
- You will have **55 minutes** to write your essay.
- Please **double space** your essay.
- The key to a good essay is to say what you can in French. **Do not use English words** in parentheses. Use what you know. If you do not know how to say one thing: paraphrase or just say something else! For example, if you wish to say: "I live in Athens" but you cannot think of how to say "live" in French. Try to say the same thing differently. Something like: "My apartment is in Athens" or "Athens is my home". If you cannot say it differently, just write about something else!
- Recognize that your essay in French at this level CANNOT be as sophisticated as one you would write in English. You want to say: "Her golden tresses cascade about her alabaster shoulders." You just do not know enough French to say that! Translating each word literally will be most disastrous. But you certainly can simplify the ideas to something you can say in French: "Her hair is blond and I think she is really pretty." ("*Ses cheveux sont blonds et je pense qu'elle est vraiment jolie.*")
- Make sure you answer ALL the questions given in the subject in coherent and organized paragraphs. Be careful, a list of disconnected sentences organized physically as paragraphs do not mean that they are coherently organized. If you can easily interchange any sentence in your essay, it is not organized properly.

### Sample grading rubric for in-class compositions

Students earn the points for the column where **ALL** criteria have been met.  
 If not all criteria have been met, students earn the points for the **lowest** column in which a criterion has been highlighted.  
 If no other criterion has been highlighted in another column, students earn the points for the column **to the right of** the one with highlights.

FR 2120	Exceeds Expectations	Meets Expectations		Does Not Meet Expectations
		Strong	Minimal	
	<b>20</b>	<b>17</b>	<b>14</b>	<b>10</b>
<b>Language Function</b> Language tasks the writer is able to handle in a consistent, comfortable, sustained, and spontaneous manner.	<ul style="list-style-type: none"> <li>Handles successfully many communicative tasks.</li> <li>Narrates and describes in all major time frames although not consistently.</li> </ul>	<ul style="list-style-type: none"> <li>Handles successfully a variety of communicative tasks.</li> <li>Creates with language by combining and recombining known elements; ability to express own meaning expands in quantity and quality.</li> </ul>	<ul style="list-style-type: none"> <li>Handles a few communicative tasks.</li> <li>Creates with language by combining and recombining known elements; is able to express personal meaning in a basic way.</li> </ul>	<ul style="list-style-type: none"> <li>Handles very few communicative tasks.</li> </ul>
	<b>20</b>	<b>17</b>	<b>14</b>	<b>10</b>
<b>Text Type</b> Quantity, organization of language discourse (continuum: word → phrases → sentence → connected sentences → complex sentences → paragraph → extended discourse)	<ul style="list-style-type: none"> <li>Uses connected sentences and paragraph-length discourse.</li> </ul>	<ul style="list-style-type: none"> <li>Uses mostly connected sentences and some paragraph-like discourse</li> </ul>	<ul style="list-style-type: none"> <li>Uses string of sentences with some complex sentences (dependent clauses).</li> </ul>	<ul style="list-style-type: none"> <li>Uses simple sentences and some strings of sentences.</li> </ul>
	<b>20</b>	<b>17</b>	<b>14</b>	<b>10</b>
<b>Impact</b> Clarity, organization, and depth of presentation; degree to which presentation maintains attention and interest of audience; how well the message is conveyed	<ul style="list-style-type: none"> <li>Written in a clear and organized manner.</li> <li>Essay illustrates originality, rich details, and an unexpected feature that captures interest and attention of reader.</li> <li>Conveys and extends the message: communicative goal is exceeded, with elaborate and relevant content.</li> </ul>	<ul style="list-style-type: none"> <li>Written in a clear and organized manner.</li> <li>Essay illustrates originality or features rich details to maintain reader's attention and/or interest.</li> <li>Conveys the full message: communicative goal is met, with relevant content.</li> </ul>	<ul style="list-style-type: none"> <li>Writing is occasionally unclear, disorganized or has gaps in logic.</li> <li>Some effort to maintain reader's attention.</li> <li>Conveys part of the message: communicative goal is partially met, with some related content.</li> </ul>	<ul style="list-style-type: none"> <li>May be either disorganized and/or illogical.</li> <li>Minimal to no effort to maintain reader's attention.</li> <li>Conveys a limited message: communicative goal is minimally met, with limited content.</li> </ul>
	<b>20</b>	<b>17</b>	<b>14</b>	<b>10</b>
<b>Comprehensibility</b> Who can understand this person's language?	<ul style="list-style-type: none"> <li>Is generally understood by those not accustomed to the writing of non-natives.</li> </ul>	<ul style="list-style-type: none"> <li>Is generally understood by those accustomed to the writing of non-natives.</li> </ul>	<ul style="list-style-type: none"> <li>Is understood with occasional difficulty by those accustomed to the writing of non-natives.</li> </ul>	<ul style="list-style-type: none"> <li>Most of written language may be unintelligible or understood only with additional effort.</li> </ul>
	<b>20</b>	<b>17</b>	<b>14</b>	<b>10</b>
<b>Language Control</b> Grammatical accuracy, appropriate vocabulary.	<ul style="list-style-type: none"> <li>Few errors when using practiced material, time frames and word order. A few more errors might appear as student attempts more complex language.</li> </ul>	<ul style="list-style-type: none"> <li>Some errors when using practiced material, time frames and word order. Several more errors might appear as student attempts more complex language.</li> </ul>	<ul style="list-style-type: none"> <li>Many errors in practiced material.</li> </ul>	<ul style="list-style-type: none"> <li>Too many errors.</li> </ul>

## Assessments (25%):

You are required to complete four (4) assessments (*Interrogations*). All students have an opportunity for a second-chance assessment via mastery learning. [Note that attendance is taken on assessment days.]

### How to adequately prepare for the assessments:

- Be 100% focused in class! Take advantage of any lull for memorizing verbs and vocabulary rather than chatting in English with your partner or checking your phone.
- Do all the work assigned conscientiously and on time.
- **Memorize on a daily basis.** No cramming!
- If you have problems ask questions, meet with me or go see a tutor RIGHT AWAY.
- Re(do) activities (not) assigned on VHL.
- Do the extra exercises I posted on my webpage.

### Typical Format and Rules:

- ☞ For the test you only need to bring a pencil or a pen. If using a pen, please use blue or black ink (not red, pink, green or anything pale).
- ☞ Write legibly. If I cannot read your answer, it will be marked wrong.
- ☞ Note that all instructions on the exams will be written in French.
- ☞ Each assessment lasts **30 minutes**. Make sure to manage your time well. **I cannot give you extra time.**
- ☞ Each assessment is a couple of pages long and tests your knowledge of the grammar points listed on the syllabus.
  - True/False, multiple choice, fill-in-the-blank, conjugation, pick the correct translation, etc.
  - Always choose the MOST probable answer. For example, if you have to decide which verb is correct for "I \_\_\_\_\_ in an office. I like my job" (work, live, eat). The MOST probable answer is "work", of course.

Mastery Learning

**Mastery Learning**

Mastery learning is an instructional strategy for increasing student knowledge of course content. It includes an opportunity for the students to demonstrate new learning on a second-chance assessment.

Guidelines:

- All students have one (1) mastery learning opportunity on each assessment (*interrogation*) regardless of their grade on the original assessment.
- Mastery assessments are offered only for *interrogations*.
- In order to be eligible for mastery learning, the students must first submit a completed mastery ticket within one week of the original assessment date (see example of timeline in chart below).
- Students must then create a mastery project (see details below) within two weeks of the original assessment date.
- Once the mastery project has been cleared, the students will be granted a second-chance mastery assessment (within 3 weeks of the original assessment date).
- The mastery assessment will test all of the material that was tested originally.
- Your teacher will keep the better grade.

Example of timeline:

Monday, January 28	Wednesday, January 30	Friday, February 1 <sup>st</sup> <b>Interrogation 1 (leçon 5)</b>
Monday, February 4	Wednesday, February 6	Friday, February 8
Monday, February 11	Wednesday, February 13	Friday, February 15
Monday, February 18	Monday, February 20	Friday, February 22



Mastery Ticket

Mastery Ticket

Student name: \_\_\_\_\_

Date: \_\_\_\_\_

Assessment: *Interrogation* \_\_\_\_\_

Score: \_\_\_\_\_%

How I prepared for the original assessment:

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Why I did not do as well as I wanted on the assessment: (Check all that apply)

- Did not study enough
- Used my time poorly
- Did not follow instructions
- Did not pay attention in class
- Did not read the grammar sections in the book before material was presented in class
- Did not complete my homework
- Crammed instead of memorizing on a daily basis
- Should have taken notes or taken better notes
- Should have asked questions
- Other: \_\_\_\_\_

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On this assessment, I did not understand the following concept(s):

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How I will I prepare for the re-learning:

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To be filled out by teacher:

Mastery project due date: \_\_\_\_\_

Mastery assessment is scheduled for: \_\_\_\_\_

## Mastery Project

Before being allowed to complete a mastery assessment, the students will need to follow the timeline set forth and demonstrate their new learning through a re-learning mastery project.

Step 1: Students will meet with the instructor (or a tutor or a peer) to discuss the grammar points that were not acquired. Students may also opt to do further readings on their own on the relevant grammar points.

Step 2: Students will write a complete presentation, in their own words, of the grammar point(s) in English. This must be accompanied by several examples in French. Additionally, the project must include at least one exercise in French, created by the student, with an answer key for the grammar points that were not acquired the first time around. Students may write the report by hand, type it in a word document or design it as a powerpoint.

Step 3: If the teacher is satisfied that the students have demonstrated their acquisition of the material, they will be given a date for the mastery assessment.

### Oral Exam (15%):

The oral exam will be given on the days indicated on the class schedule. Each student will be assigned a specific day for his/her exam. The oral exam will consist of a conversation about pictures with a partner. Detailed procedure will be posted here: <https://people.ohio.edu/moretti/home.html>

### Final Exam (15%):

All FR 2110-2120 sections follow the Combined Sections Examination Schedule. If you have a conflict with another final exam, you will be granted an alternate exam date if required by the O.U. policy stated in the Schedule of Classes. In case of an emergency hospitalization please confer with your instructor. Note that weddings, birthday parties, divorces, vacations, plane tickets, your sibling's graduation, job interviews, internship interviews, routine medical appointments, etc. are NOT valid reasons to request an alternate date for the final exam.

Worksheet to calculate your grade:

This is a worksheet to help you calculate your grade at any time during the term. If you need help with the math, feel free to consult with your instructor.

Interrogation 1:	/100	or Mastery assessment 1:	/100	(25%)	/25
Interrogation 2:	/100	or Mastery assessment 2:	/100		
Interrogation 3:	/100	or Mastery assessment 3:	/100		
Interrogation 4:	/100	or Mastery assessment 4:	/100		
Composition 1:		/100		(25%)	/25
Composition 2:		/100			
Composition 3:		/100			
Composition 4:		/100			
<i>(If absent on one composition day) Composition 5:</i>		/100			
Homework:		/100		(10%)	/10
Participation:		/100		(10%)	/10
Oral Exam:		/100		(15%)	/15
Final Exam:		/100		(15%)	/15
Pre-Total:					/100
Penalty for excessive Absences/Lateness:					-
Total:					/100

Attendance:

1-3 absences	4 absences	5 absences	6 absences	7 absences	8 absences	9 absences	10 absences
no penalty	-1%	-2%	-3%	-4%	-5%	-6%	F in the course

3 late arrivals/early departures/excessive bathroom breaks = 1 absence

Final Grade Determination:

100-93	92-90	89-87	86-83	82-80	79-77	76-73	72-70	69-67	66-63	62-60	59-0
A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F

### III. Course Schedule

☞ This schedule is subject to change.

Week 1	Jan. 14 Jan. 16 Jan. 18	Introduction / <i>Vocabulaire: "Crises et horizons I"</i> <i>Vocabulaire: "Crises et horizons II"</i> 5.1: Partitives
Week 2	<del>Jan. 21</del> Jan. 23 Jan. 25	= MLK (No class) 5.4: Object pronouns 5.2: The pronouns <i>y</i> and <i>en</i>
Week 3	Jan. 28 Jan. 30 Feb. 1	5.3: Order of pronouns <del>Activités diverses: University is closed: class cancelled</del> Activités diverses / <b>Interrogation 1 (leçon 5)</b>
Week 4	Feb. 4 Feb. 6 Feb. 8	<i>Vocabulaire: "En famille"</i> 6.1 (I): <i>The subjunctive</i> 6.1 (II): <i>The subjunctive: impersonal expressions; will, opinion, and emotion</i>
Week 5	Feb. 11 Feb. 13 Feb. 15	Activités diverses <b>Composition 1</b> 6.2 (I): <i>Relative pronouns (qui, que, où)</i>
Week 6	Feb. 18 Feb. 20 Feb. 22	6.2 (II): <i>Relative pronouns (dont)</i> 6.3: <i>Irregular -re verbs</i> Activités diverses
Week 7	Feb. 25 Feb. 27 Mar. 1	Activités diverses / <b>Interrogation 2 (leçon 6)</b> <i>Vocabulaire: "Le progrès et la recherche"</i> 7.1: <i>The comparative and superlative of adjectives and adverbs</i>
Week 8	Mar. 4 Mar. 6 Mar. 8	7.2: <i>The futur simple</i> 7.3 (I): <i>The subjunctive with expressions of doubt</i> <b>Composition 2</b>
	Mar. 11-15	<i>Spring Break (No class)</i>
Week 9	Mar. 18 Mar. 20 Mar. 22	7.3 (II): <i>The subjunctive with conjunctions</i> Activités diverses Activités diverses / <b>Interrogation 3 (leçon 7)</b>
Week 10	Mar. 25 Mar. 27 Mar. 29	<i>Vocabulaire: "Les passe-temps"</i> 8.2: <i>Prepositions with geographical names</i> 8.1: <i>Après + past infinitive</i>
Week 11	Apr. 1 Apr. 3 Apr. 5	<b>Composition 3</b> 8.3: <i>The conditionnel</i> Activités diverses
Week 12	Apr. 8 Apr. 10 Apr. 12	Activités diverses / <b>Interrogation 4 (leçon 8)</b> <i>Vocabulaire: "Le travail et les finances"</i> 9.3: <i>Irregular -oir verbs</i>
Week 13	Apr. 15 Apr. 17 Apr. 19	9.4: <i>Savoir vs. Connaître</i> Activités diverses <b>Composition 4</b>
Week 14	Apr. 22 Apr. 24 Apr. 26	Activités diverses <b>Examen Oral</b> <b>Examen Oral</b>
Finals' week		<b>Composition 5 (date and room TBA)</b> <b>Final exam (leçons 5-9): Wednesday, May 1, at 4:40 p.m (Gordy 210)</b>

## IV. Department Information and Policies

### Prerequisites:

A grade of C- or better in French 2110 at Ohio University, or the equivalent. Students must complete French language courses in sequence: if you've already taken and passed a French class at a higher level than 2120, you may not enroll in 2120 this semester.

### Outcome Goals:

The successful student...

- demonstrates knowledge of various characteristics of the French and/or Francophone world as they relate to history, politics, everyday life, kinship, etc.
- develops and applies reading strategies to interpret various types of uncomplicated, authentic written texts.
- engages in authentic oral communicative exchanges to provide, obtain, and interpret information.
- writes short, simple compositions, descriptions, or requests for information with attention to grammatical structures and sentence structures.

### Attendance:

Under the learner-centered framework of the Department of Modern Languages courses, your attendance is of utmost importance. Certain circumstances may arise that prevent you from attending class, therefore, you are allowed **three (3) 55-minute absences**. These three absences are not "free" but should be used to account for events such as colds, routine medical appointments, away games for athletes, religious observances, court appearances, weddings, funerals, car problems, job interviews, etc.

Beginning with the fourth absence (and for each subsequent absence), 1% will be deducted from your final grade calculation. **A student who has accumulated 10 or more absences will automatically receive an "F" for the class.** Use the 3 days wisely. Note that attendance is taken on regular exam days too. Note also that 3 late arrivals equal one full absence. Excessive bathroom breaks and early departure from class will not be tolerated.

For instance, if you earn a 71% (C-) in the class but have 5 absences (penalty of 2 percentage points), you will receive a 69% (D+) in the course.

Note: The attendance policy does not distinguish "excused" from "unexcused" absences; all absences count toward the maximum. Ten (10) absences is an automatic F. In case of extended absence due to severe illness, hospitalization or disability, please consult with your instructor.

1-3 absences	4 absences	5 absences	6 absences	7 absences	8 absences	9 absences	10 absences
no penalty	-1%	-2%	-3%	-4%	-5%	-6%	<b>F</b> in the course

## Academic Dishonesty:

The Ohio University Student Code of Conduct prohibits all forms of academic dishonesty. These include – but are not limited to – cheating; plagiarism; forgery; furnishing false information to the University; and alteration or misuse of University documents, records, or identification. In addition, assignments that are totally/partially taken from an external source such as published information (book, web page, etc.), produced by a translation program or by another person will receive NO credit. All forms of dishonesty will be reported to the coordinator of the program. Possible consequences include a grade of zero on the assignment, course failure, and/or referral to judiciaries.

## Accessibility:

Students with disabilities must provide the instructor with written notification of their disability via Student Accessibility Services and make an appointment with her to discuss accommodations ASAP. Accommodations requiring special logistics (such as a quiet room for taking an exam) can only take effect two weeks after all appropriate documentation is provided to the coordinator. It is the student's responsibility to provide the adequate documentation at least two weeks beforehand. Please note that accommodations cannot be given retroactively.

## Concerns about your class/classroom/grades/disputes:

Concerns should be first discussed with your instructor (please ask for a special appointment if you cannot meet his/her office hours); if the need arises, you should then contact the coordinator of Second-Year French, Dr. Coski, [coski@ohio.edu](mailto:coski@ohio.edu). When emailing either your instructor or the coordinator, please fill in the "subject" line with the reason and ask for an appointment. If you have questions about grades, ask your instructor (grades are NOT to be discussed either during class time or via e-mail, make an appointment), if you want to dispute a grade after you have asked and discussed it with your instructor, it should be done in writing.

## V. University Services and Policies

### Important University Dates:

- January 18, Friday: Last day to add a spring class without instructor's approval
- January 25, Friday: Last day to register for spring semester
- March 29, Friday: Last day to withdraw from (drop) an individual class
- April 26, Friday: Last day to withdraw (drop all classes) from the University for spring semester

### Tutoring:

Tutoring Services offers one-hour appointments in almost any subject for a fee. Peer Tutoring through Tutoring Services is free for students who are registered with Student Accessibility Services, the Office of Multicultural Student Access and Retention, College Adjustment Program, Commuters and Veterans, and Athletics. Most appointments are held in the Academic Advancement Center, Alden 101. To schedule an appointment, with Tutoring Services, visit [www.ohio.edu/tutoring](http://www.ohio.edu/tutoring) and log in to Tutor Trac. Please keep in mind that tutoring is not a guaranteed service, so book appointments early.

## Responsible Employee Reporting Obligation:

All Ohio faculty and staff share in the responsibility to create a safe learning environment for all students and for the campus as a whole. As members of the campus community, all faculty and staff (other than those designated as confidential reporters) are designated as *responsible employees* and therefore have the duty to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination. If a student would prefer to share information about sexual harassment, sexual violence or discrimination with a confidential employee who does not have this reporting responsibility, a list of those individuals can be found at <https://www.ohio.edu/equity-civil-rights/Resources.cfm>.