**Foreign Language Learning e-Portfolio Guidelines, FREN 3031**

**What is an e-Portfolio?**

A learning e-portfolio is a collection of student work that showcases learning over time. The e-portfolio process generally includes four components:

* collect: the student collects evidence of his/her learning and progress
* select: the student selects those pieces of work that best represent progress or learning in a particular course
* reflect: the student reflects on his/her goals, strengths and weaknesses, learning processes, and/or achievement in a particular work or collection of work
* present: the student presents his/her portfolio to an authentic audience (classmates, instructor, department, employer)

The e-portfolio serves to document progress and development, to highlight learning processes and tools for ongoing development, and/or to showcase a student’s best work. An e-portfolio can be used for personal, academic, or professional purposes.

The e-portfolio is:

* multimodal: communicates its message using various media (text, images, video, audio, links, etc.)
* non-linear: can be read/navigated in a non-linear way
* integrated: pieces of evidence are interrelated and connected
* reflective: author reflects on the choice of evidence, choice of modes/media used, significance of evidence, and processes of learning

Depending on its purpose and audience, the e-portfolio may contain:

* texts and media
* various drafts of writing/composition
* projects
* evidence connecting learning with other academic or co-curricular interests
* evidence connecting learning within various components of the course
* collaborative learning
* peer and self-assessment

**Why create an e-Portfolio?**

In creating a FLLeP, you will be able to document your progress and learning as a second language speaker within this course and throughout the rest of the foreign language sequence, by collecting your work, reflecting on your development, and showcasing your learning. Your portfolio will contribute to the knowledge-building of the whole class, provide a more holistic assessment of your linguistic and cultural competence, and present a more global picture of your skills and achievements to future employers. In fact, “more than 4 in 5 employers say an electronic portfolio would be useful to them in ensuring that job applicants have the knowledge and skills they need to succeed in their company or organization” (AACU, *It Takes More than a Major: Employer Priorities for College Learning and Student Success*).

The FLLeP will allow students to:

1. make links between FL study and other academic and non-academic interests and pursuits
2. make links between (1) components of a course, (2) learning in class, at home, and online, (3) one language course and the next
3. develop an awareness of their progress, learning styles, goals in acquiring a second language, and tools for lifelong learning
4. discover, understand, and communicate what, how, when, and why they learn
5. develop digital literacy skills
6. archive their work and track their progress over time
7. engage in a critically reflective, collaborative process that augments learning as a community knowledge-building endeavor
8. publish work in a public forum and for an authentic audience
9. select multimedia artifacts that allow for a more multimodal and holistic assessment of second language development
10. construct and present an online FL learner identity

**Components:**

The components of the e-portfolio have been carefully designed to promote the attainment of the learning goals described above.

1. *Mon profil*

What do you want your audience to know about you? In this page, tell your reader something about yourself, your academic and personal interests, and your experience with foreign languages.

1. *Réflexion initiale: (see Reflection 1)*

In your initial reflection, you will describe your vision and goals for the course and specific steps and learning strategies that will lead you to attaining those goals.

1. *Journal*

You will write 3 short entries in your journal every week about the culture and language covered in class.

1. *Mon dictionnaire*

In this rubric, you will build your own dictionary with words and expressions learned in class and outside of class.

1. *Travaux d’écriture*
	1. This page will include both the first draft and final revision of your composition as well as a reflection on your process of writing and development of grammar and vocabulary in written contexts.
		1. Composition, first draft
		2. Composition, revision
		3. Composition, reflection
2. *Expression orale (Kaltura)*

In what ways has your speaking and communicative skills improved during the semester? What areas of speaking or pronunciation do you still need to work on? What can you do to improve in those areas? In this section, you will include the clips of:

* + 1. Pronunciation practice based on a selection of phonetic/pronunciation sections from various French textbooks
		2. Practice individual or pair work

Video recordings via Kaltura:

* + You will need to make sure the video file is in the Site Library (Kaltura Media Gallery) of your individual Collab site.
	+ Once your video is in your Site Library, click on “Edit Details” under the video, and click the box to make sure the clip is “World Readable.” That is necessary in order for your WP site to be able to link to the video file, but it won’t make your video searchable on the internet.
	+ Then click on “Embed Code” beneath the video in Collab. Copy the code that appears.
	+ Go into your WP portfolio site. Click to add a new post.
	+ Click on the “text” tab at the top right of the editing window. Past the “embed code” for your video into the window. Add any comments you wish regarding your video, either before or after the code.)
	+ Give the post a descriptive title.
	+ Select the “expression orale” category for the post.
	+ Publish your post. (View your video in the published post.)
1. *Projet vidéo:* grammaire interactive

With a partner, you will choose a grammatical point studied in class. You will prepare an interactive and communicative grammar lesson for the class. This is a two-step project:

* Developing a script to incorporate the grammar in context
* Recording and editing a video.

Exemple: <https://prezi.com/9a8bprdkoahe/the-uva-hybrid-challenge-2013/>

1. *Réagir en français:*

Commenting online. Throughout the semester, you will react to articles or links your instructor will post on the class WP. The reactions should appear on the class WP as ‘comments’.

1. *Présentations de votre e-Portfolio:*

At the end of the semester, you will present your final work to your peers and reflect on what you learned as a class from each other.

1. *Réflexion finale: (see Reflection 2)*

In your final reflective essay, you will reflect on what you learned during the semester, from engagement with your peers in class and online, and on your learning processes and ongoing linguistic and cultural development. What are the strengths and weaknesses of your portfolio? What worked and what didn’t work? Discuss your choice of documents and selection of media to present your learning. What connections do you see between your learning and your other personal and academic interests? How will you apply what you learned in this course?

Tips and advice from a French student on e-portfolio:

<https://www.youtube.com/watch?v=Uirq-UHZeaw&feature=youtu.be>

**E-Portfolio Tool**

You will create your FLL e-portfolio using WordPress embedded in Collab, using the online training tutorials here: [http://tinyurl.com/tutorial-student](https://cms.mail.virginia.edu/Redirect/tinyurl.com/tutorial-student%22%20%5Ct%20%22_blank). For any technical issues or questions, e-portfolio consultants will be available for office hours to help you. Do not contact your instructor with technical questions about WordPress.

**\*\*\* Once you’ve created your WP portfolio site, please post the URL of your WP site as a comment on the “Bienvenue” page of your class WordPress blog so that your instructor will have access to it.** \*\*\*

*The URL will be in this format:* <http://pages.shanti.virginia.edu/yoursiteaddress/>

If you have trouble finding the URL, this may be useful:

[https://wiki.shanti.virginia.edu/display/KB/How+to+Find+Your+WordPress+Site](http://pages.shanti.virginia.edu/yoursiteaddress/)

 **Overview - FREN 3031: Finding your voice in French**

3031 consists of an intensive grammar review in the context of a writing workshop.

**Writing assignments**

10-15 pages, typically divided among 4 to 5 papers (250-500 words each) with an initial and final draft of each. There will be strong emphasis on self-editing and reflection. Some instructors emphasize peer editing strongly as well.

**Prerequisite**

Completion of FREN 2020 or 2320 or exemption from FREN 2020 by the Placement Test; or a score of 3 on the AP French language exam; or a score of at least 660 on the SAT. 3031 is required as preparation for all higher-numbered FREN courses.

**Coordination among sections:** Each section of 3031 is taught independently, with the following exceptions:

• all sections use, as their main textbooks,

Rochat, Denise, *Contrastes: Grammaire du français courant* (Upper Saddle River, NJ: Pearson Education, Inc., 2005) ISBN 0131101234

Available at [Amazon](http://www.amazon.com/Collins-Unabridged-Dictionary-Harpercollins-Dictionaries/dp/0061338176/ref%3Dsr_1_1?s=digital-text&ie=UTF8&qid=1314125111&sr=1-1) for less than the bookstore.

• some instructors also use, as their workbooks,

--Rochat & Bloom, *Workbook to Accompany Contrastes* (Upper Saddle River, NJ: Pearson Education, Inc., 2005) ISBN 0131101242

--Online grammar videos and activities: <https://pages.shanti.virginia.edu/FREN3031-collective/>

• all sections adhere to the following grading scale:

99-100 A+ 88-89 B+ 78-79 C+ 68-69 D+

93-98 A 83-87 B 73-77 C 63-67 D

90-92 A- 80-82 B- 70-72 C- 60-62 D-

 0-59 F

**Notation**

 • Assiduité au cours, préparation, participation **15%**

 • Compositions et réflexion **40%**

 • Devoirs à rendre ; quiz **15%**

 • Examen final   **10%**

 • Projet final **10%**

* E-portfolio **10%**

**Règlements/conseils**

1. Pour réussir, cet atelier demande la participation et l'engagement de tous. Le travail régulier, la préparation, et la présence sont indispensables.

2. Assiduité: au-delà de 3 absences, je déduis 1 point de votre note finale pour chaque absence, **quelle que soit la raison**.

3. Participation: Tout le monde a 70 (C-) au départ. Vous pouvez faire remonter cette note en participant activement (en cours et sur notre WP) et avec une bonne préparation. Vous pouvez la faire descendre en manquant de préparation ou de respect. Si vous faites tout votre travail et vous assistez à tous les cours sans rien dire, la note restera la même.

4. **Les travaux écrits ne sont pas acceptés en retard**. Si vous ne pouvez pas assister au cours, vous pouvez rendre votre travail **à l'avance** ou **l'envoyer par courriel**.

5. Règle pour les examens: les examens ne peuvent pas être rattrapés.

6. Honnêteté: Vous pouvez collaborer de la manière suivante. Pour les devoirs, vous pouvez travailler avec un partenaire qui est dans le cours et discuter de vos réponses dans la mesure où vous êtes tous les deux engagés dans le processus et une personne ne fournit pas simplement les réponses à l'autre. Vous pouvez demander de l'aide à un tuteur ou un étudiant plus avancé si cette personne vous aide à trouver des réponses vous-mêmes à vos questions, sans vous fournir simplement les réponses.

Pour les écrits, vous pouvez collaborer ou poser des questions à d'autres étudiants, mais vos assistants peuvent dire simplement "vous avez un problème ici". Vous ne pouvez pas leur demander "comment dit-on XX?" et vous ne pouvez pas leur demander de lire une composition et de corriger les erreurs. Il est évident que vous ne pouvez pas copier le travail d'un autre. Emprunter plus de cinq mots alignés de n'importe quelle source dans n'importe quelle langue sans citation est un plagiat, ce qui est une forme de vol. **Il faut me faire savoir, à l'écrit, toute assistance dont vous bénéficiez sur votre travail.** Voyez la [politique du département](http://www.virginia.edu/french/honor.htm) pour plus de détails.

**7. N'oubliez pas les dates importantes suivantes:**

**LAST DAY TO ADD: September 8th**  **LAST DAY TO DROP: September 9th**  **LAST DAY TO WITHDRAW: October 20th**

8. Pour contacter le professeur :

**Courriel**: chr2u@virginia.edu. Je suis disponible pour répondre à toutes vos questions, et je ferai de mon mieux pour vous aider. ATTENTION: je lis mon courriel plusieurs fois par jour, mais si vous m'écrivez trop tard le soir, vous n'aurez pas de réponse avant le lendemain.

**Heures de bureau et sur rendez-vous**:

Mardi et jeudi de 11h à 12h

Bureau : New Cabell 371

Vous pouvez toujours passer me voir pendant mes heures de bureau ou me demander un rendez-vous à un autre moment si ces heures ne vous conviennent pas. Je ferai de mon mieux de vous voir rapidement.

 **La grammaire du cours**

1. Verbs

* present tense, spell change, uses of present
* Imperative, formation and use (brief review)
* Passé composé, formation and use (review)
* Imparfait, formation and use (review)
* distinguish between pc/impf
* future (brief review, use with quand, lorsque, si, etc)
* conditional (brief review, use for polite requests and in si sentences)
* subjunctive ,
* infinitive, past infinitive, and its uses
* **present participle (usually teach w/infinitive)**
* **passive voice and its alternatives**
* **passé simple, recognize formation & usage**
* **depuis, pendant, il y a**

2. Articles

* definite, indefinite, partitive
* negation with articles
* omission of the article
* quantities and substances

3. Pronouns

* direct/indirect object pronouns, y, en
* pronoun placement, multiple pronouns, pronouns w/**laisser, faire, envoyer**+ infinitive
* **disjunctive pronouns**
* demonstrative pronouns

4. Questions

* direct questions with yes/no or information answers
* quel/lequel (review)
* qui/que/quoi (with prepositions—à quoi, de qui, etc)
* inversion with noun subject (review)

5. L’appartenance

* belonging with body parts
* ‘génitif’

6. Negation (review the more complex issues; ne…rien, ne…personne, rien…ne, etc)

**7. Discours direct, discours indirect**

8. Pronoms relatifs

* qui/que/dont/où
* prepositions + lequel
* ce qui, ce que, ce dont
* celui avec lequel, celle qui, ceux dont…

9. Time expressions (since, for, ago, etc.): there is a **grammar tutorial**

10. Comparatives and superlatives

* quick review for adjectives
* quick review for adverbs
* distinction between aussi and autant, mieux and meilleur