**FREN 3020**

**Language Use in Context**

**Syllabus – Fall 2025**

# Instructor : Dr. Laetitia Knight

# Pronouns: she/her/hers

# Office: LANG 405 L

# Office hours: Monday  & Wednesday 9-9:50 am / or possibility of Zoom appointment

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# Course structure: This is a 3-credit course meets in person on Tuesday and Thursday from 11 am to 12:20 pm in LANG 309. Note that some of the class meetings may be replaced by online asynchronous work as needed.

# Course description : Exploration of French language usage in diverse contexts, through the study of grammatical features and language variations, the analysis of electronic discourse, and the development of basic translation skills.

# This course delves into the dynamic landscape of French language usage, providing students with a comprehensive understanding of grammatical principles, as well as foundational translation techniques.

# Additionally, the course will explore the nuances of language variation across different contexts and social groups. A special emphasis will be placed on electronic discourse analysis, equipping students with the tools to critically evaluate and navigate digital communication channels such as social media, online

# forums, and digital publications in French.

# Prerequisites: Completion of FREN 2050 (or equivalent) is required for this course.

**Course objectives:** The overarching learning objectives for this course (see below) are from the World-Readiness Standards for Learning Languages (American Council on the Teaching of Foreign Languages):

1. Learners interact and negotiate meaning in spoken, signed, written conversations to share information, reactions, feelings and opinions (Goal Area 1, Communication; Standard 1, Interpersonal Communication)
2. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics (Goal Area 1, Communication; Standard 2, Interpretative Communication)
3. Learners use the language to investigate, explain and reflect on the nature of language through comparisons of the language studied and their own. (Goal Area 4, Comparisons; Standard 1, Language Comparisons)
4. Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. (Goal Area 5, Communities; Standard 1, School and Global Communities)

This course fulfills the CLASS requirement for Communication and Digital Skills. At the end of this course, students should:

* be able to demonstrate effective communication using a digital technological platform and;
* do at least two of the following:
* Demonstrate the ability to communicate a central idea effectively using appropriate organization/structure;
* Demonstrate the ability to develop content at an advanced level using a combination of effective supporting materials;
* Demonstrate the ability to engage in verbal and nonverbal communication behaviors that are appropriate for the audience and adhere to the conventions of the medium selected (written, oral, or visual).

**Required materials**

* *Contextualized French Grammar : A Handbook,* by Stacey Katz Bourns, 2012, 1st edition. Cengage ISBN-10: 1111354146. ISBN-13: 978-1111354145.

<https://www.cengage.com/c/contextualized-french-grammar-1e-bourns/9781111354145/>

Students may opt for the spiralbound paper version of the book or the electronic copy. Students are required to bring their copy of the book to every class—if you choose the ebook, make sure you bring a laptop or tablet.

* Paper (loose pages in a folder or binder or notebook with detachable pages)
* Writing utensils (pencils, pens, etc.)

**Recommended materials**

* English Grammar for Students of French: The Study Guide for Those Learning French – 7th Edition by Jacqueline Morton, Olivia & Hill Press ISBN 9780934034425
* Online dictionary: We recommend: <https://www.wordreference.com/>

**Communication expectations:** If you have a question, please contact me via email (UNT email or through Canvas messages) and I will respond within 48 hours on weekdays (usually sooner). Please do not expect a response over the weekend or after 5 pm (CST). A forum will also be available on Canvas for general questions.

**Activities and Assessments**

|  |  |
| --- | --- |
| Attendance, Participation and In-Class Activities (including grammar point presentations) | 30% |
| Homework | 30% |
| Exams | 40% |

**Attendance, Participation and In-Class Activities:**

**Attendance & Participation**

**Class attendance is mandatory.***Research has shown that students who attend class are more likely to be successful. You should attend every class unless you have a university excused absence such as active military service, a religious holy day, or an official university function as stated in the Student Attendance and Authorized Absences Policy (*<https://policy.unt.edu/policy/06-039>*).*

Missing class meetings—or part(s) of class (repeatedly arriving late/leaving earlier)—will result in loss of points in the corresponding category. This grade will be generated through the Canvas attendance feature (Note that tardiness or leaving class early will be marked as “**late**”). Additionally, students must come to class prepared and willing to participate in order to be counted as in attendance. Students may be marked as **absent** if they are present in class BUT:

* fail/refuse to engaged with the material, instructor or classmates
* speak (too much) English in class
* do not have their material (textbook, notebook, writing instruments)
* do not pay attention (are on their phone, sleeping, distracted, etc.)
* have a negative, uncooperative attitude in class.

A comment will be added to Canvas if this situation arises.

Authorized absences as listed in the UNT policies will be excused and will **not** affect students grade **as long as students contact the instructor with appropriate documentation**.

**In-Class Activities**

Class time will be the opportunity for students to put in practice what they have learned from the textbook. Similar to the “flip classroom” approach, students will be expected to read the lessons in the textbook prior to coming to class. Throughout the semester, students will be assigned certain grammar point to present to the class. Activities done in class may be collected and graded or the professor may assign completion grades to students for work completed during class time.

# Homework: Homework may be assigned on Canvas, in the textbook or in class. Completion will be checked on Canvas or in class. Activities may include completion of textbook exercises, online quizzes, compositions, online research, etc.

# Exams: Exams will cover a few chapters and will be administered in class.

**Grading Policies**

# Deadlines: Deadlines will be posted in Canvas and in the syllabus. Any changes will be communicated via Canvas announcements and new dates will be reflected in the activity/assessment deadline on Canvas. The University is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and contact the UNT Student Help Desk: [helpdesk@unt.edu](file:///H:\COURSES\helpdesk@unt.edu) or 940.565.2324 and obtain a ticket number. The instructor and the UNT Student Help Desk will work with the student to resolve any issues at the earliest possible time.

# Grade Disputes: You are required to wait 24 hours before contacting me to dispute a grade. Within that time, I expect that you will review the assignment details and reflect on the quality of the work you turned in. If you would still like to meet, email me to set up a meeting (I cannot discuss grades over email). You should come to our scheduled meeting with specific examples that demonstrate that you earned a higher grade than you received. If you miss your scheduled meeting, you forfeit your right to a grade dispute. If you do not contact me to schedule a meeting within seven days of receiving your grade, you also forfeit your right to a grade dispute.

# Succeed at UNT: UNT endeavors to offer you a high-quality education and to provide a supportive environment to help you learn and grow. As a faculty member, I am committed to helping you be successful as a student. Make sure you attend each and every class. If you experience difficulties, please come and see me in my office, I am here to help you find the support you need. To learn more about campus resources and information on how you can achieve success, go to [http://succeed.unt.edu.](http://succeed.unt.edu/)

**Students with learning disabilities:** <http://disability.unt.edu/parents-faculty-staff/taglines>

*“The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time, however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, refer to the Office of Disability Access website at* [*http://www.unt.edu/oda.*](http://www.unt.edu/oda) *You may also contact ODA by phone at (940) 565-4323.”*

**Acceptable Student Behavior:** *“Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at* [*https://policy.unt.edu/policy/07-012*](https://policy.unt.edu/policy/07-012)”

**Sexual Discrimination, harassment, & Assault:** *“UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.*

*UNT’s Dean of Students’ website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs:* [*http://deanofstudents.unt.edu/resources.*](http://deanofstudents.unt.edu/resources)

*The UNT Survivor Advocates can be reached by emailing* [*SurvivorAdvocate@unt.edu*](mailto:SurvivorAdvocate@unt.edu) *or calling 940-565-2648. The UNT Survivor Advocates connect students who have been impacted by violence to resources (counseling, health, safety, academics, legal, etc.), and act as their advocate. They can assist a student by filing protective orders, completing crime victim’s compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change (if needed), and connecting students to the many other resources that are available, both on and off campus. They are here to help*! *For more information see* <https://deanofstudents.unt.edu/sexual-misconduct/reporting-sexual-misconduct>”

**Academic misconduct:** In accordance with university policy 18.1.16, the Department of World Languages, Literatures and Cultures fully supports and enforces all policies regarding academic misconduct (cheating, plagiarism, fabrication, etc.). For detailed descriptions and information covered by this policy please go to: [http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student\_Affairs-Academic\_Integrity.pdf.](http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.pdf)

It is YOUR responsibility to understand what cheating, plagiarism and fabrication entails and to contact your instructor if you have questions about what constitutes academic misconducts. Please be certain that all the work you submit in this course is your own. Use of online translators or AI tools is prohibited and considered cheating. Seeking external help for any graded assignments is cheating. Copying whole or parts of any external resources (textbooks, books, websites or another students’ work) without proper citation is plagiarism.

**Student Perceptions of Teaching (SPOT):** Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The short SPOT survey will be made available later in the semester and you will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" ([no-reply@iasystem.org](mailto:no-reply@iasystem.org)) with the survey link. Please look for the email in your UNT email inbox. Simply click on the link and complete your survey. Once you complete the survey you will receive a confirmation email that the survey has been submitted. For additional information, please visit the spot website at [www.spot.unt.edu](http://www.spot.unt.edu/) or email [spot@unt.edu.](mailto:spot@unt.edu)

**Important dates and withdrawal/drop information**

<https://registrar.unt.edu/registration/fall-academic-calendar.html>

# WEEKLY SCHEDULE \*

**BEFORE CLASS:** Students must read over the lesson portion of the unit (pages listed in the table below) before coming to class, to familiarize themselves with the topic. Throughout the semester, students will also be assigned specific grammar concepts to present to the class. Following the "flip classroom" approach, students are expected to have studied the material prior to class so they can put the knowledge into practice during class time. The purpose of this approach is to reduce professor-led lecture and put an emphasis on student-centered learning and active engagement in the classroom

**IN CLASS:** Students should ask questions about the grammar points, listen to the explanation, complete all the exercises assigned by the professor. Reminder: students must come to class with their book and materials to write with.

**AFTER CLASS:** Students can complete homework as listed in Canvas or announced in class.

**NOTE: All pages listed below must be read PRIOR to that day's class. Other assignments will be posted on Canvas. Please be mindful of deadlines.**

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| **Week** | **Chapter** | **Days** | **Assigned readings** |
| Week 1  Aug 19-21 | *Introduction*  Chapter 1 | Tues. | *read syllabus and course policy on Canvas* |
| Thurs. | read pp. 1-12 (basic concepts) |
| Week 2  Aug 26-28 | Chapter 2  Chapter 3 | Tues. | read pp. 17-26 (articles and determiners) |
| Thurs. | read pp. 33-43 (nouns and adjectives) |
| Week 3  Sept 2-4 | *Practice* **Exam 1** | Tues. | *Practice activities* |
| Thurs. | **Examen 1 (chapters 1, 2 and 3)** |
| Week 4  Sept. 9-11 | Chapter 4 (*Chapter 11)* | Tues. | read pp. 49-58 (present) |
| Thurs. | *read pp. 235-237 (verb to know)* + pp. 58-60 (imperative) |
| Week 5  Sept. 16-18 | Chapter 5 | Tues. | read pp. 65-71 (past tenses: passe compose) |
| Thurs. | *Practice activities* |
| Week 6  Sept. 23-25 | Chapter 5 | Tues. | read pp. 72-79 (imparfait et plus-que-parfait) |
| Thurs. | read pp. 80-82 (expressing the past) + *practice activities* |
| Week 7  Sept. 30-Oct. 2 | **Exam 2**  Chapter 6 | Tues. | **Exam 2 (chapters 4 and 5 + some of chapter 11)** |
| Thurs. | read pp. 87-92 (future) |
| Week 8  Oct. 7-9 | Chapter 6 | Tues. | read pp. 92-96 (conditional) |
| Thurs. | read pp. 97-101 + *practice activities* |
| Week 9  Oct. 14-16 | Chapter 7 | Tues. | read pp. 107-116 (subjunctive) |
| Thurs. | read pp. 117-127 |
| Week 10  Oct. 21-23 | **Exam 3**  Chapter 10 | Tues. | **Exam 3 (chapters 6 and 7)** |
| Thurs. | read pp. 171-184 (pronouns) |
| Week 11  Oct. 28-30 | Chapter 9 | Tues. | read pp. 184-189 + 198-199 + *practice activities* |
| Thurs. | read pp. 155-166 (relative clauses) |
| Week 12  Nov. 4-6 | Chapter 8 | Tues. | *Practice activities* |
| Thurs. | read pp. 133-149 (interrogatives) |
| Week 13  Nov. 11-13 | **Exam 4** | Tues. | *Practice activities* |
| Thurs. | **Exam 4 (chapters 8, 9 and 10)** |
| Week 14  Nov. 18-20 | Chapter 11 | Tues. | read pp. 221-222 (negation) + *practice activities* |
| Thurs. | read pp. 216-219 (comparaisons) |
| Thanksgiving break | | | |
| Week 15  Dec. 2-4 | Practice | Tues. | *Practice activities* |
| Thurs. | *Practice activities* |
| Finals Week  Dec. 7-13 | | **Final project due Tuesday December 9** | |

*\* The instructor reserves the right to change this schedule. students will be notified of any modifications via Canvas.*