
DDFC virtual event • Thursday February 25th • 4-5pm CST



Academic Integrity by Design



Dr. Jessica Miller
Professor of French

This workshop will explore the reasons why students cheat and how to address the issue both proactively and reactively, especially in today's virtual learning contexts.

Together, we will discuss ways to promote academic integrity through equitable instructional course design and the development of a safe learning environment that encourages risk-taking.

Stories and material (e.g., templates, prompts) will be shared to help foster student-teacher relationships based on mutual trust and respect, increase transparency, and give everyone access to a rewarding and effective learning community.

University of Wisconsin
Eau Claire

EDI Support & Our Heritage

LAND RECOGNITION STATEMENT:

We acknowledge that the University of Wisconsin-Eau Claire occupies the sacred and ancestral lands of Indigenous Peoples. We honor the land of the Ojibwe and Dakota Nations.





Content

- Why students cheat
- Proactive measures
- Reactive measures
- Course design
- Learning environment

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Why students cheat

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My unscientific personal experience



Especially at the Intermediate Low level

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Why do students cheat ?

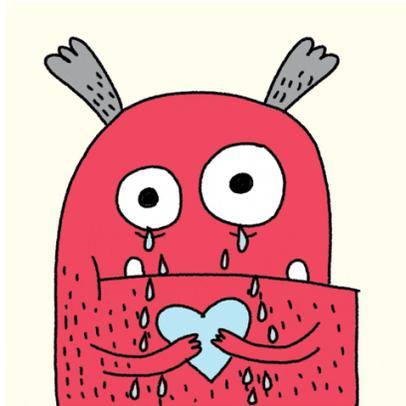
- Easy access
- Fatigue
- Ignorance
- Pressure to perform
- Stress

Learning a language is hard : looking for shortcuts is appealing.

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Why does it hurt so much ?



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How do students cheat ?

Put a stamp mark next to two the most frequent ways.

Asking a friend

Looking up an answer (i.e., conjugation, spelling)

Plagiarism

Online translator

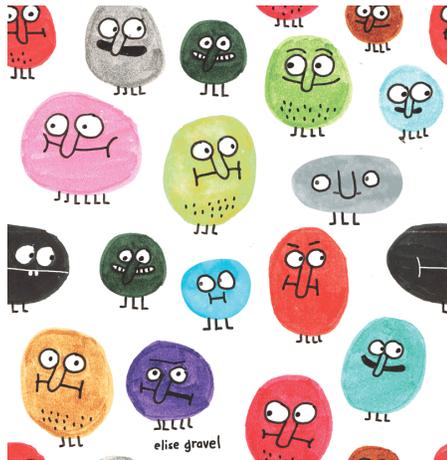
Spellcheck (e.g., Word or Bon Patron)

Other

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Each student comes with a different perspective



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Proactive measures

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Clarity

Example of Master Syllabus on Canvas with policies and “contract”
(published on Commons under [Syllabus UWEC French](#))

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▼ Syllabus: course information & policies		Terminer un élément ✓ + ⋮
⋮	📄 French at UW-Eau Claire	✓ ⋮
⋮	📄 About Dr. Jessica S. Miller	✓ ⋮
⋮	📄 Contact information	✓ ⋮
⋮	📄 Teaching style	✓ ⋮
⋮	📄 Student hours	✓ ⋮
⋮	📄 Communication tips	✓ ⋮
⋮	📄 Assessments	✓ ⋮
⋮	📄 Grades	✓ ⋮
⋮	📄 Measuring success	✓ ⋮
⋮	📄 Attendance	✓ ⋮
⋮	📄 Homework	✓ ⋮
⋮	📄 Canvas	✓ ⋮
⋮	📄 Collaborate Ultra	✓ ⋮
⋮	📄 Community policies	✓ ⋮

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  Statement of academic integrity 1 Sep 2020 0 pts Envoyer	 
  Pre-semester survey 1 Sep 2020 0 pts Voir	 



Statement of academic integrity

Question 1

The language used in all assessments is entirely my own. I will not consult other people in preparing them. I will not ask others to proofread work that will be graded. I will not copy from other sources unless they are in quotes and properly cited.

Yes, I understand.

I need clarification and will ask my question below.



Question 2

In my classes, you never need to worry about making mistakes: they are essential for learning and are expected in your submissions. Mistakes made when you give your best effort are beneficial to your progress. Taking shortcuts through translators in order to submit mistake-free work will not help you learn and will harm our trust and ultimately our learning community.

1. You may use MS Word or [Bon Patron](#) to type your answers and choose to make appropriate changes based on the spellcheck suggestions. Those should be learning tools to use only after giving your best effort. Please include a comment at the end of your submission indicating **which tool you used**.
2. You may look up no more than one word per submission in a dictionary or translator, although this is discouraged. It is only justified if the word is specific, not paraphrasable, and key to communicating your main idea. If that is the case, **highlight it in yellow**.

-
- Yes, I understand.
-
- I need clarification and will ask my question below.

uwec.edu**Question 3**

I understand that my teacher does not consent to having notes or recordings from her class shared with people who are not currently enrolled in this course. Therefore I will not upload material to the internet, including commercial note-selling websites who solicit course material acting as if they are working in coordination with colleges and universities.

-
- Yes, I understand.
-
- I need clarification and will ask my question below.

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Question 4

I understand that dishonesty will negatively impact my growth. I also understand that misconduct will result in a 0 on the assessment, and a grade F in the course if it is repeated, in conjunction with disciplinary procedures and penalties.

- Yes, I understand.
- I need clarification and will ask my question below.

Question 5

Indicate questions you might still have or comments that you feel are useful or relevant.

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»»» Transparency in Learning and Teaching (TiLT)

Example of Presentational Assessment Prompt on Canvas

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APPLICATION INDÉPENDANTE (50 minutes)

Purpose

Develop a simple questionnaire.

Task

Answer the two prompts below in French. For the first one, read the cultural text at the end of this page. For the second one, read and watch my model to see an example. For both, answer in your own words: do not copy from the text, do not copy from other sources (e.g., websites), and do not copy my words.

1. Lisez les informations touristiques sur la Nouvelle Calédonie. Ensuite, imaginez que vous êtes là-bas. (a) Écrivez une carte postale en faisant référence aux informations que vous avez lues. Incluez (b) une comparaison avec le Midwest. (c) Finissez avec deux questions qui contiennent des adjectifs interrogatifs différents. Soulignez vos deux questions.

Quantité : 4 phrases complètes + 2 questions = au moins 6 phrases complètes

2. Dans un document vidéo ou audio personnel créatif, posez 2 questions ouvertes sur les préférences en vacances. Donnez votre réponse personnelle détaillée après chaque question. Utilisez et soulignez deux adjectifs interrogatifs différents.

Quantité : 2 questions + 2 réponses avec 2 phrases dans chaque = au moins 6 phrases complètes

Criteria

Consult the Online Presentational Assessment rubric in [this page with all the course scoring rubrics](#).

See the [steps to success and submission guidelines](#) for advice on how to turn in your best work for asynchronous online classwork.

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Steps to success & submission guidelines for online asynchronous classwork

Steps to success

First you need to complete the grammar lesson and activities that are part of your prep work (50 mn). Then, here is how I suggest you divide your online class time (50 mn):

1. Read the cultural text below at least three times. First focus on the global message, second look for possible answers to the prompt, third check you understood some details. (10 mn)
2. Write your personal answer to part 1 in your own words and proofread. (10 mn)
3. Watch my model video and read my script. Study how I used the grammar structures. (5 mn)
4. Write your personal answer to part 1 in your own words and proofread. (10 mn)
5. Cross off silent consonants and write down any helpful pronunciation notes. (5 mn)
6. Practice reading your script aloud at least 3 times. (5 mn)
7. Record and listen. Record again until you are happy with the quality. (5mn)

Submission guidelines

1. Copy and label your answers (part 1, part 2) into the submission box: do not attach a file.
2. Underline this week's target grammar structures.
3. Embed your audio/video file: do not attach a file.
4. Check that your submission is complete and follows my guidelines, then click submit.

Using outside help

Online class is graded on completion and following instructions. It is meant for you to practice and grow.

In my classes, you never need to worry about making mistakes: they are essential for learning and are expected in your submissions. Mistakes made when you give your best effort are beneficial to your progress. Taking shortcuts through translators in order to submit mistake-free work is detrimental.

1. You may use MS Word or [Bon Patron](#) to type your answers and choose to make appropriate changes based on the spellcheck suggestions. Those should be learning tools to use only after giving your best effort. Please include a comment at the end of your submission indicating **which tool you used**.
2. You may look up **no more than one word** per submission in a dictionary or translator, although this is discouraged. It is only justified if the word is specific, not paraphrasable, and key to communicating your main idea. If that is the case, **highlight it in yellow**.

Academic integrity

The language used in all assessments must be entirely your own. You must not consult other people in preparing them. You must not ask others to proofread work that will be graded. You must not copy from other sources unless they are in quotes and properly cited. You must not use online translation programs unless explicitly allowed. You can use any course material, your notes, and a print dictionary to complete assessments. Misconduct will result in a 0 on the assessment, and a grade F in the course if it is repeated, in conjunction with disciplinary procedures and penalties. You have signed the statement of academic integrity electronically at the beginning of the semester to indicate your commitment to learning.

Reactive measures

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Communicate with patience and empathy





Communication strategies

- Ask questions
- Highlight red flags
- Offer to meet (in person or virtually)

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Addressing the issue

Dear...,

I noticed a few structures in your last assignment that are not typically used by language learners until more advanced levels (*examples*). I would like to understand how you completed this assignment as well as discuss personalized strategies to help you grow at the right level. Could you come to see me during student hours this week?

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Follow up

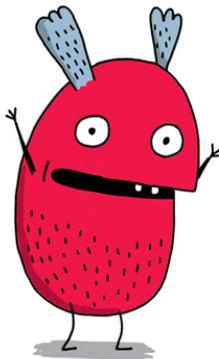
Dear...,

Thank you for a helpful meeting. I appreciate your honesty. You may submit a new assignment that will reflect your own language abilities before our next class at no penalty or move on, as the lowest grade of the semester will be dropped according to my policy. I trust that from now on you will make choices that contribute to your language growth. I am looking forward to seeing all you can do with French and giving you meaningful feedback on your journey as a language learner.

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Results



ELISE GRAVEL

- Students generally are honest
- Relationships improve

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Equitable instructional course design

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Structures can level the playing field

1. HyFlex model ★★★
2. Proficiency-oriented ★★★☆
3. Flipped learning ★★★☆
4. Multiple low-stake assessments ★★★☆
5. Transparency ★☆☆☆
6. Accessibility ★☆☆☆

☆☆☆ Initial time investment required

① HyFlex model

- Class can be taught and accessed in any modality.
- Students who need more time or miss class benefit.
- Models are always available (model answers, tutorials, etc.).



Easy access to instructions, guidelines and policies

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② Proficiency-oriented classes

- Communication matters more than grammatical accuracy.
- Errors are valuable learning tools.
- Risk-taking is necessary and valued.



Information retrieval as a means, not an end

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3 Flipped learning

- Learners explore new materials at home.
- Learners actively apply their knowledge in class.
- Class time is used collaboratively with classmates and teachers.



Increasing intrinsic motivation

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4 Multiple low-stake assessments

- Prompts should elicit creative personal answers.
- At least 1 assessment is dropped from total grade.
- Can be graded on proficiency, on completion, or not graded.



Reducing test anxiety and developing good study habits

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5 Transparency

- TiLT framework (Purpose, Task, Criteria)
- Models (cite your sources, show model student copies)
- Consistent rubrics



Consistency reduces confusion and helps learners focus on task

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6 Accessibility

- Universal Design for Learning (UDL) principles help everyone.
- Open Educational Resources (OER)
- Learners can interact with material/assessments in multiple ways.



Diverse learning needs and goals

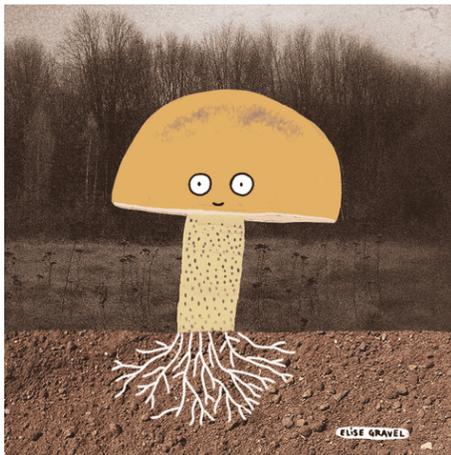
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Learning environment

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Safe learning environment



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Knowing each other

- Give a pre-semester survey, and reply.
- Ask for regular feedback, and reply.
- Build in individual conferences in class schedule.



Class time is precious, but it does not always have to be new language content.

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Now that you know more about me and this class, please introduce yourself and share anything you might find useful for me to know. Answers to this questionnaire are confidential: I will be the only one reading them.

If there is question you prefer not to answer, simply skip it. You may answer this survey in any format of your choosing: type your answers, handwrite them and upload a picture, or even submit an audio or video recording.

I prefer to be addressed as Madame in class, as well as in communications outside of class. Using Professor Miller or Dr. Miller works for me as well, and my pronouns are *she/her* in English and *elle/la* in French. How do you prefer to be addressed?

What are you excited about and scared about regarding this class?

Is there something you would like me to know about you or your life situation that would help me understand and support you in this class?

After reading the introduction to this course, what questions do you still have about it?

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Awareness

- Discuss second language acquisition.
- Have students self-assess.
- Repeat the value of risk-taking.



Self assessment rubrics help students understand your definition of success and how they will meet expectations.

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Description of learning habits and grade correlations

	Exceed (A)	Meet (B)	Approach (C)	Do not meet (D)
Attendance	I attend every class and I arrive a few minutes early.	I attend every class.	I attend most classes.	I attend some class.
Feedback	I seek, view, use, and refer back to the comments that my instructor leaves for me.	I view and use the comments that my instructor leaves for me.	I view the comments that my instructor leaves for me.	I sometimes view the comments that my instructor leaves for me.
Homework	I do all the preparatory work before class in depth.	I do all the preparatory work before class, but I focus on getting it done more than on doing it in depth.	I do some of the preparatory work before class.	I sometimes do the preparatory work before class.

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Classwork	I am actively engaged and on task during class.	I am engaged and on task during class, with reminders.	I am usually engaged during class, though I can be distracted or I try to multitask.	I often am an observer rather than a participant during class. I engage only when I am forced by others.
Questions	I ask questions to clarify concepts and understand my mistakes.	I ask questions to clarify concepts.	I can't think of anything to ask.	I ask unnecessary questions: answers can be found elsewhere (syllabus, instructions, homework that I didn't do).

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Note-taking	I take thorough and organized notes when I do my homework and during class.	I take notes when I do my homework and during class.	I take a few notes here and there.	I don't usually take notes.
Academic integrity	My work is always a reflection of my own abilities. I never look up a translation.	My work is usually a reflection of my own abilities. I sometimes look up a translation (e.g., one word per day).	My work is mostly a reflection of my own abilities. I often look up a translation (e.g., two or three words per day).	My work is not a reflection of my own abilities. I rely on translations (e.g., I look up 4+ words per day, or 1+ phrases)

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How, concretely, will you make improvements in the areas selected above. Write down measurable goals, not anything too ambitious or not feasible with the limited time you have. Next month, you will self-evaluate to see if you've met your goals.

We are now a month in the semester. If you have questions or comments related to this class and your success in this class, please write them here. For instance, what are some adjustments that can be made in this class (by the instructor or classmates, or even the University) to help you succeed?

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Feedback

- Give corrective feedback privately or anonymously.
- Give feedback in different modes.
- Leave positive feedback too.
- Place positive value on imperfect language.



Limit and choose your feedback

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Conclusion

- No one-size-fits-all solution
- Design can help guide effective teaching and learning
- Developing intrinsic motivation is key
- Next step: ungrading?

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MERCI !

- UWEC Center for Excellence in Teaching and Learning
- Avonlea Hanson (UWEC Instructional Design Consultant)
- Martina Lindseth (UWEC German)
- GIFs by Elise Gravel

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Pre-semester survey

⚠ Ceci est un aperçu de la version publiée du questionnaire

Début: 1 Mars à 14:42

Instructions du questionnaire

Now that you know more about me and this class, please introduce yourself and share anything you might find useful for me to know. Answers to this questionnaire are confidential: I will be the only one reading them.

If there is question you prefer not to answer, simply skip it. You may answer this survey in any format of your choosing: type your answers, handwrite them and upload a picture, or even submit an audio or video recording.

Question 1

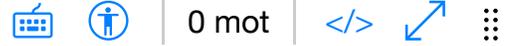
1 points

I prefer to be addressed as Madame in class, as well as in communications outside of class. Using Professor Miller or Dr. Miller works for me as well, and my pronouns are *she/her* in English and *elle/la* in French. How do you prefer to be addressed?

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Question 2

1 points

We will be using Collaborate Ultra for our videoconference tool this semester. While turning your camera on will be optional, linking your account to an avatar will help me and your classmates know who we are working with in this virtual environment. Please take a moment to select an image that will represent you in Collaborate Ultra. You may choose a photo of you, or one of a favorite animal, a logo, or any visual that you feel can be associated to you in our virtual classroom.

Charger

Choisir un fichier

Question 3

1 points

What are you excited about and scared about regarding this class?

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Question 4

1 points

Is there something you would like me to know about you or your life situation that would help me understand and support you in this class?

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Question 5

1 points

We will meet remotely during class time until COVID-related precautions are lifted. What concerns about connectivity, watching streaming videos, joining a synchronous session, or learning online do you have?

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Question 6

1 points

After reading the introduction to this course, what questions do you still have about it?

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p



0 mot



Questionnaire enregistré à 14:42

Envoyer le questionnaire

Statement of academic integrity

⚠ Ceci est un aperçu de la version publiée du questionnaire

Début: 1 Mars à 14:43

Instructions du questionnaire

Please review the policy on academic honesty to understand the negative impact of engaging in plagiarism and using online translators so you can avoid unintentional cheating. In addition, I want to bring awareness that commercial note-selling companies have recently targeted students who sold their instructors' intellectual property.

Question 1

1 points

The language used in all assessments is entirely my own. I will not consult other people in preparing them. I will not ask others to proofread work that will be graded. I will not copy from other sources unless they are in quotes and properly cited.

- Yes, I understand.
- I need clarification and will ask my question below.

Question 2

1 points

In my classes, you never need to worry about making mistakes: they are essential for learning and are expected in your submissions. Mistakes made when you give your best effort are beneficial to your progress. Taking shortcuts through translators in order to submit mistake-free work will not help you learn and will harm our trust and ultimately our learning community.

1. You may use MS Word or [Bon Patron](https://bonpatron.com/) [\(https://bonpatron.com/\)](https://bonpatron.com/) to type your answers and choose to make appropriate changes based on the spellcheck suggestions. Those should be learning tools to use only after giving your best

effort. Please include a comment at the end of your submission indicating which tool you used.

2. You may look up no more than one word per submission in a dictionary or translator, although this is discouraged. It is only justified if the word is specific, not paraphrasable, and key to communicating your main idea. If that is the case, highlight it in yellow.

Yes, I understand.

I need clarification and will ask my question below.

Question 3

1 points

I understand that my teacher does not consent to having notes or recordings from her class shared with people who are not currently enrolled in this course. Therefore I will not upload material to the internet, including commercial note-selling websites who solicit course material acting as if they are working in coordination with colleges and universities.

Yes, I understand.

I need clarification and will ask my question below.

Question 4

1 points

I understand that dishonesty will negatively impact my growth. I also understand that misconduct will result in a 0 on the assessment, and a grade F in the course if it is repeated, in conjunction with disciplinary procedures and penalties.

Yes, I understand.

I need clarification and will ask my question below.

Question 5

1 points

Indicate questions you might still have or comments that you feel are useful or relevant.

Non enregistré

Envoyer le questionnaire

Steps to success & submission guidelines for online asynchronous classwork

Steps to success

First you need to complete the grammar lesson and activities that are part of your prep work (50 mn). Then, here is how I suggest you divide your online class time (50 mn):

1. Read the cultural text below at least three times. First focus on the global message, second look for possible answers to the prompt, third check you understood some details. (10 mn)
2. Write your personal answer to part 1 in your own words and proofread. (10 mn)
3. Watch my model video and read my script. Study how I used the grammar structures. (5 mn)
4. Write your personal answer to part 1 in your own words and proofread. (10 mn)
5. Cross off silent consonants and write down any helpful pronunciation notes. (5 mn)
6. Practice reading your script aloud at least 3 times. (5 mn)
7. Record and listen. Record again until you are happy with the quality. (5mn)

Submission guidelines

1. Copy and label your answers (part 1, part 2) into the submission box: do not attach a file.
2. Underline this week's target grammar structures.
3. Embed your audio/video file: do not attach a file.
4. Check that your submission is complete and follows my guidelines, then click submit.

Using outside help

Online class is graded on completion and following instructions. It is meant for you to practice and grow.

In my classes, you never need to worry about making mistakes: they are essential for learning and are expected in your submissions. Mistakes made when you give your best effort are beneficial to your progress. Taking shortcuts through translators in order to submit mistake-free work is detrimental.

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2. You may look up no more than one word per submission in a dictionary or translator, although this is discouraged. It is only justified if the word is specific, not paraphrasable, and key to communicating your main idea. If that is the case, highlight it in yellow.

Academic integrity

The language used in all assessments must be entirely your own. You must not consult other people in preparing them. You must not ask others to proofread work that will be graded. You must not copy from other sources unless they are in quotes and properly cited. You must not use online translation programs unless explicitly allowed. You can use any course material, your notes, and a print dictionary to complete assessments. Misconduct will result in a 0 on the assessment, and a grade F in the course if it is repeated, in conjunction with disciplinary procedures and penalties. You have signed the statement of academic integrity electronically at the beginning of the semester to indicate your commitment to learning.

Steps to success & submission guidelines for interpretive assessments

Steps to success

Here is how I suggest you divide your homework time to prepare (50 minutes):

1. Review this week's vocabulary with your notes from the class about the video. (15 mn)
2. Watch this week's video below at least three times, once with captions on, once without, and a third time with to catch a few more details. Pause and rewind as you see fit. (10 mn)
3. Write your answers in English to the questions. Do not translate from the video. Instead, rephrase in your own words. Then watch the video one more time to make sure they match the main idea and some details presented in the video. (20 mn)
4. Proofread you answers, make adjustments, and submit. (5 mn)

Submission guidelines

When your answers are ready, do the following before class:

1. Check English spelling and grammar mistakes and decide how to correct them.
2. Proofread again for clarity.
3. Label and organize your answers so that I know what questions you are answering.
4. Check that your submission is complete and follows my guidelines.
5. Attach the file or copy/paste in the submission box.
6. Click submit.

Using outside help

The use of dictionaries and translators to understand any part of video is prohibited.

1. You may use MS Word to type your answers in English and choose to make appropriate changes based on the spellcheck suggestions.
2. You may do online research to obtain details on an aspect of your own culture that you would like to describe. Please include a comment at the end of your submission indicating what you researched and your sources. Paraphrase those sources in your own words: do not quote. This work should reflect your own thought process.

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Steps to success & submission guidelines for presentational assessments

Steps to success

Thorough review of my feedback and repeated reading practice are essential. Here is how I suggest you divide your homework time to prepare (50 minutes):

1. Review all the feedback you've received so far, and especially last Tuesday's. (10 mn)
2. Rewrite your script by hand after correcting the mistakes I pointed out. (10 mn)
3. Review pronunciation lessons and feedback received so far. (10 mn)
4. Cross off silent consonants and write down any helpful pronunciation notes. (10 mn)
5. Practice reading your script aloud at least 3 times. (5 mn)
6. Record yourself reading your script and listen to it. Record again after making adjustments and listen one more time. (5 mn)

Submission guidelines

When you have made the final changes to your improved script and audio/video file, do the following before class:

1. Copy and label your answers (part 1, part 2) into the submission box: do not attach a file.
2. Underline this week's target grammar structures.
3. Embed your audio/video file: do not attach a file.
4. Copy/paste my feedback from this week's online class and address every single comment: describe the changes you made and why.
5. Check that your submission is complete and follows my guidelines, then click submit.

Using outside help

No outside help is allowed in this assignment. You may use my feedback, course material, and your notes.

Academic integrity

The language used in all assessments must be entirely your own. You must not consult other people in preparing them. You must not ask others to proofread work that will be graded. You must not copy from other sources unless they are in quotes and properly cited. You must not use online translation programs unless explicitly allowed. You can use any course material, your notes, and a print dictionary to complete assessments. Misconduct will result in a 0 on the assessment, and a grade F in the course if it is repeated, in conjunction with disciplinary procedures and penalties. You have signed the statement of academic integrity electronically at the beginning of the semester to indicate your commitment to learning.

Steps to success & submission guidelines for interpersonal assessments

Steps to success

Thorough review of my feedback so far is essential. Here is how I suggest you divide your homework time to prepare (50 minutes):

1. Review all the feedback you've received so far, and especially for pronunciation. (10 mn)
2. Review at least one pronunciation lesson of your choice. (10 mn)
3. Think of 3 questions on the topic, and say them aloud. (10 mn)
4. Log in to FlipGrid below and record one question that has not yet been asked in your group, then listen to it. Record if you are not happy with it. It doesn't have to be perfect. (5 mn)
5. We will finish the second part (response to a classmate) in class.

Submission guidelines

There is no submission box this week as we are using the FlipGrid tool embedded right here below. When you have finalized the original and specific question you would like to ask a classmate, do the following before class:

1. Log into the FlipGrid tool using your UW-Eau Claire ID and password by selecting "Join with Microsoft".
2. Locate the classmates in your group and listen to their question if they have posted it before you.
3. Click "Record a Response" and ask your question: you must not read from a script. This is a semi-spontaneous activity, i.e., you can prepare a little it, but it should be mostly unscripted.
4. Check that your submission is how you want it and save it to FlipGrid.

Using outside help

No outside help is allowed in this assignment.

In a real-life setting, you need to be able to produce language on the spot. This activity is meant to help you practice doing that. Hesitations and mistakes are expected. Only communication errors below the target proficiency level will result in loss of points (e.g., skills that should be acquired by now). Risk-taking that may result in errors will earn points (e.g, paraphrasing, adding complexity and quantity) because it will contribute to language growth.

Academic integrity

The language used in all assessments must be entirely your own. You must not consult other people in preparing them. You must not ask others to proofread work that will be graded. You must not copy from other sources unless they are in quotes and properly cited. You must not use online translation programs unless explicitly allowed. You can use any course material, your notes, and a print dictionary to complete assessments.

Misconduct will result in a 0 on the assessment, and a grade F in the course if it is repeated, in conjunction with disciplinary procedures and penalties. You have signed the statement of academic integrity electronically at the beginning of the semester to indicate your commitment to learning.

Rubrics (FREN 201)

Online Presentational Assessment Rubric

	Exceeds (4)	Meets (3)	Approaches (2)	Does not meet (1)
Level of completion	Instructions were carefully followed.	Instructions were somewhat followed. (e.g., work is complete, but target structures are not underlined; translated word is not highlighted; recording is not embedded)	Instructions were not followed, or components are missing. (e.g., target structures are not used; there is insufficient quantity; work is off topic)	Work is turned in on time but is severely lacking in both quantity and quality.

The online assignments are meant to provide you with opportunities to use French at your own pace. You learn about French-speaking cultures with a text, and you share your home culture and important parts of your life. Make it fun for you! For technology help contact the [LTS helpdesk](#).

(<https://www.uwec.edu/learning-technology-services/services/lts-help-desk/>)

715-836-5711 - helpdesk@uwec.edu (mailto:helpdesk@uwec.edu) - VLL 1106

Interpretive Assessment Rubric

	Exceeds (4)	Meets (3)	Approaches (2)	Does not meet (1)
Details	Most important details are included, synthesized clearly, and are accurate.	Some important details are included, synthesized somewhat clearly, and are accurate.	Details are included but many are not important, are not synthesized clearly, and/or are inaccurate.	Details are inaccurate and/or unclear, and/or are missing.
Cultural comparison	Elements of home and target cultures are compared and contrasted in a meaningful manner.	Elements of home and target cultures are compared and contrasted in a simplistic manner.	Elements of home and target cultures are compared and contrasted in a stereotypical manner.	Elements of home and target cultures are not compared and contrasted.

Presentational Assessment Rubric

	Exceeds (4)	Meets (3)	Approaches (2)	Does not meet (1)
Structural control	Basic structures are under control and there is sufficient quantity to provide evidence.	Basic structures are in development and/or there is too little quantity to provide evidence of more.	Basic structures are emerging and/or there is too little quantity to provide evidence of more.	Basic structures are emerging and there is too little quantity to provide evidence of more.
Comprehensibility	Speaker is understood by listeners accustomed to non-native speech.	Some misunderstandings occur despite effort by the listener.	Frequent misunderstandings occur despite effort by the listener.	Speaker is often not understood.

Interpersonal Assessment Rubric

	Exceeds (4)	Meets (3)	Approaches (2)	Does not meet (1)
Communication	Information is communicated with precision and there is sufficient quantity to provide evidence.	Information is communicated with some precision and/or there is too little quantity to provide evidence of more.	Information is communicated with some imprecision and/or there is too little quantity to provide evidence of more, but speaker keeps trying.	Speaker does not communicate much information and/or gives up.
Text type	There are strings of sentences with emerging complexity; basic questions are solid.	There are strings of sentences but no complexity; some questions have problems or are too formulaic.	There are mostly individual sentences; many questions have problems or are too formulaic.	There are many incomplete sentences; there are almost no questions.

Week 4 Progress Report

ⓘ Ceci est un aperçu de la version publiée du questionnaire

Début: 1 Mars à 14:43

Instructions du questionnaire

This survey helps you:

- better understand the grading system in this class
- reflect on your progress in this class
- understand what factors contribute to language learning
- think of concrete measures for maintaining or increasing your proficiency growth
- give me feedback based on your specific needs

Please take as much time as you need for a meaningful reflection.

Question 1

1 points

Open a new tab and navigate to our home page to find the page titled "Grades" in the syllabus section above the Week 1 section. Locate your total of POINTS in the Canvas gradebook ("Notes" in French) and your LETTER grade in this course. Write your points AND matching letter grade below.

Question 2

1 points

Certain learning habits are good predictors of academic performance. Review the table below to understand those behaviors and how they may relate to overall grades. Then, give yourself a grade for each category based on your consistent behavior in

class so far by using the letters shown in the table (A, B, C, D) to understand what

you are doing well, what could be improved, and how.

Description of learning habits and grade correlations

	Exceed (A)	Meet (B)	Approach (C)	Do not meet
Attendance	I attend every class and I arrive a few minutes early.	I attend every class.	I attend most classes.	I attend some class.
Feedback	I seek, view, use, and refer back to the comments that my instructor leaves for me.	I view and use the comments that my instructor leaves for me.	I view the comments that my instructor leaves for me.	I sometimes view the comments my instructor leaves for me.
Homework	I do all the preparatory work before class in depth.	I do all the preparatory work before class, but I focus on getting it done more than on doing it in depth.	I do some of the preparatory work before class.	I sometimes do preparatory work before class.
Classwork	I am actively engaged and on task during class.	I am engaged and on task during class, with reminders.	I am usually engaged during class, though I can be distracted or I try to multitask.	I often am an observer rather than a participant during class. I engage only when I am forced by others.
Questions	I ask questions to clarify concepts and understand my mistakes.	I ask questions to clarify concepts.	I can't think of anything to ask.	I ask unnecessary questions: answers can be found elsewhere (syllabus, instructions,

				homework that didn't do).
Note-taking	I take thorough and organized notes when I do my homework and during class.	I take notes when I do my homework and during class.	I take a few notes here and there.	I don't usually notes.
Academic integrity	My work is always a reflection of my own abilities. I never look up a translation.	My work is usually a reflection of my own abilities. I sometimes look up a translation (e.g., one word per day).	My work is mostly a reflection of my own abilities. I often look up a translation (e.g., two or three words per day).	My work is not reflection of my own abilities. I on translations (e.g., I look up words per day, 1+ phrases)

Attendance

Feedback

Homework

Classwork

Questions

Note-taking

Academic integrity

Question 3**1 points**

Based on your response above, what would you like to improve? Check all options that apply.

- Attendance
- Feedback
- Homework
- Classwork
- Questions
- Note-taking
- Academic integrity

Question 4**1 points**

How, concretely, will you make improvements in the areas selected above. Write down measurable goals, not anything too ambitious or not feasible with the limited time you have. Next month, you will self-evaluate to see if you've met your goals.

Question 5**1 points**

We are now a month in the semester. If you have questions or comments related to this class and your success in this class, please write them here. For instance, what are some adjustments that can be made in this class (by the instructor or classmates, or even the University) to help you succeed?

Question 6

1 points

OPTIONAL

Officially declaring a French program (certificate, minor, major) helps you manage your academic career because:

- you receive my monthly advising e-mail with reminders and updates
- your degree audit will show how many credits remain to reach your goal

In addition, it helps the French program. Having an accurate number of students helps the French section adapt offerings in the short and long terms so that there are enough courses available for everyone. Also, it shows the university administration that students are interested in studying French, and that it is a program that should be supported.

If you haven't declared a French program, please review [the differences between the Certificate, Minor, and Major programs](https://people.uwec.edu/MILLERJS/advising/french.html) (<https://people.uwec.edu/MILLERJS/advising/french.html>) or talk to Dr. Jessica Miller.

If you want to declare a French program now, please make your selection. Dr. Jessica Miller will take care of the administrative steps and CC you in the process. You can change your mind at any time by letting her know.

If you are interested in declaring a program in French Teaching, please discuss this in person with Dr. Miller.

-
- I am not currently interested in declaring a French program.
-
- I have already declared a French program.
-
- I would like to declare a Certificate in French proficiency (FREN 315, FREN 325 + 1 elective)
-
- I would like to declare a Minor in French (FREN 315, FREN 325 + 4 electives)
-
- I would like to declare a Major in French (FREN 315, FREN 325 + 8 electives)

Non enregistré

Envoyer le questionnaire

Week 8 Progress Report

⚠ Ceci est un aperçu de la version publiée du questionnaire

Début: 1 Mars à 14:43

Instructions du questionnaire

This survey helps you:

- better understand the grading system in this class
- reflect on your progress in this class
- understand what factors contribute to language learning
- think of concrete measures for maintaining or increasing your proficiency growth
- give me feedback based on your specific needs

Please take as much time as you need for a meaningful reflection.

Question 1

1 points

Open a new tab and navigate to our home page to find the page titled "Grades" in the syllabus section above the Week 1 section. Locate your total of POINTS in the Canvas gradebook ("Notes" in French) and your LETTER grade in this course. Write your points AND matching letter grade below.

Question 2

1 points

Self-assess again, and then compare today's self-assessment with last month's.

Description of learning habits and grade correlations

	Exceed (A)	Meet (B)	Approach (C)	Do not meet

Attendance	I attend every class and I arrive a few minutes early.	I attend every class.	I attend most classes.	I attend some class.
Feedback	I seek, view, use, and refer back to the comments that my instructor leaves for me.	I view and use the comments that my instructor leaves for me.	I view the comments that my instructor leaves for me.	I sometimes view the comments my instructor leaves for me.
Homework	I do all the preparatory work before class in depth.	I do all the preparatory work before class, but I focus on getting it done more than on doing it in depth.	I do some of the preparatory work before class.	I sometimes do preparatory work before class.
Classwork	I am actively engaged and on task during class.	I am engaged and on task during class, with reminders.	I am usually engaged during class, though I can be distracted or I try to multitask.	I often am an observer rather than a participant during class. I engage only when I am forced by others.
Questions	I ask questions to clarify concepts and understand my mistakes.	I ask questions to clarify concepts.	I can't think of anything to ask.	I ask unnecessary questions: answers can be found elsewhere (syllabus, instructions, homework that I didn't do).
Note-taking	I take thorough and organized	I take notes when I do my	I take a few notes here and there.	I don't usually take notes.

	notes when I do my homework and during class.	homework and during class.		
Academic integrity	My work is always a reflection of my own abilities. I never look up a translation.	My work is usually a reflection of my own abilities. I sometimes look up a translation (e.g., one word per day).	My work is mostly a reflection of my own abilities. I often look up a translation (e.g., two or three words per day).	My work is not reflection of my own abilities. I on translations (e.g., I look up words per day, 1+ phrases)

Attendance

Feedback

Homework

Classwork

Questions

Note-taking

Academic integrity

Question 3

1 points

Look at your answers from last month's progress report by opening your gradebook ("Notes" in French) in a new tab and navigating to that assignment (week 4).

Compared with last month, did you:

1. improve the learning habit(s) that you were targeting?
2. If so, what worked for you? If not, what got in the way?

Question 4

1 points

What is one goal you would like to work on this coming month? Write down one measurable and realistic goal (not anything too ambitious or not feasible with the limited time you have). It could be maintaining the same objective you stated last month, or the same goal but with a different strategy to reach it, or something completely new. Next month, you will self-evaluate to see if you've met your goals.

Question 5

1 points

We are now in the middle of the semester. If you have questions or comments related to this class and your success in this class, please write them here. While at this point we cannot make big adjustments, I am open to tweaking certain things and making accommodations based on individual circumstances as long as they are fair to everyone.

Non enregistré

Envoyer le questionnaire

Week 12 Progress Report

⚠ Ceci est un aperçu de la version publiée du questionnaire

Début: 1 Mars à 14:44

Instructions du questionnaire

This survey helps you:

- better understand the grading system in this class
- reflect on your progress in this class
- consider which outcomes and mode of communication you need to prioritize
- give me feedback based on your specific needs

Please take as much time as you need for a meaningful reflection.

Question 1

1 points

Open a new tab and navigate to our home page to find the page titled "Grades" in the syllabus section above the Week 1 section. Locate your total of POINTS in the Canvas gradebook ("Notes" in French) and your LETTER grade in this course. Write your points AND matching letter grade below.

Question 2

1 points

Look at your answers from last month's progress report by opening your gradebook ("Notes" in French) in a new tab and navigating to that assignment (week 8). Compared with last month, did you:

1. improve the learning habit(s) that you were targeting?
2. If so, what worked for you? If not, what got in the way?

Question 3

1 points

Open a new tab and navigate to our home page to find the page titled "Course description & major outcomes. Look at the course-specific outcomes. Select those that you are still practicing and/or can do with help (i.e., by turning on subtitles, or by using a dictionary, or by consulting an outside source). It's ok if you select several: we are not done with the semester. It's ok if you select none too, if you feel outcomes for this class have been met. Remember that everyone in this class has a different background and different factors contributing to proficiency growth.

Here is a guide to make sure you understand what each mode of communication refers to. Descriptors specific to your class are available in the syllabus.

1. Interpretive Communication = understanding videos and texts
2. Interpersonal Communication = spontaneous language
3. Presentational Communication = language created with preparation
4. Intercultural Communication = comparing/contrasting between your own and another culture

Interpretive Communication

Interpersonal Communication

Presentational Communication

Intercultural Communication

Question 4

1 points

Our next and last module is only 2 weeks-long, as opposed to 3 for previous modules, which means time for impactful changes is limited. Based on your answers so far,

your study habits, and your schedule limitations, what is one measurable and reasonable goal that you would like to focus on in the next two weeks?

Question 5

1 points

We are now at the end of the semester. If you still have questions or comments related to this class and your success in this class, please write them here. I am always open to making accommodations based on individual circumstances as long as they are fair to everyone.

Non enregistré

Envoyer le questionnaire