

The University of Florida

IDS 2688 (25888)

The Story of French through Internet, AI, and Machine Translation

UF Honors Course

I. General Information

Class Meetings

Semester: Spring 2026, M,W,F | Period 3 (9:35 AM - 10:25 pm)

Instructor

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Office: Dauer 363

Office Hours: Wednesday and Fridays 5th period (11:45 am-12:35 pm), and by appointment.

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Course Description

Analyzes the story of the development of the French language as well as other languages spoken in Francophone states. Examines the evolution of the Francien dialect into the French standard language of the modern French state. Examines French varieties, linguistic variation and change, periods of linguistic history, and the empowerment of a language through standardization. Explores the Latinization of Gaul, dialectization of Gallo-Romance, selection of norms, elaboration of function, codification, acceptance, and maintenance of the powerful standard. Evaluates the story of one other language's standardization (beside French) in Francophone countries in an essay. Assesses, in a scripted video, the influence of foreign languages (like English) in French websites by means of AI and machine translation.

Pressing question: How do emerging technologies change the way we use language and interact with others?

Course Objectives

1. Identify the basic processes of language standardization in France including the implantation of Latin, its dialectalization, and the expansion of norms and functions that enabled the codification and acceptance of the new standard.
2. Using the Internet, machine translation, AI, and published sources, critically evaluate in an essay the history and development of standardization in any one language (like Basque, Gallo, Breton, Wolof, Haitian Creole, etc.) spoken in a Francophone country.
3. Create an AI-informed and Machine Translation-assisted project that analyzes foreign language influences (i.e. English, Arabic, Spanish, Kreyòl, etc.) across the Francophone Internet while identifying the most influential lexical fields for word-borrowing.
4. Document the language history and practices of a Francophone through an interview and reflect on your own.

Course Details

This Quest 2 course explores the story of the development of French in four modes: (1) by reading Lodge's (1993) external history, *French: From Dialect to Standard*; (2) by exploring issues around language standardization in Francophone countries; (3) by preparing a study on the role of foreign language word borrowings on the contemporary French Internet by means of AI technologies and Machine Translation; and (4) by interviewing a Francophone friend, neighbor, or colleague as a means of constructing her or his language history and practices while reflecting on your own.

The students analyze the transformation of French from regional Gallo-Romance language into the standard language of France. Lodge's (1993) external history of French assesses French varieties, linguistic variation and change, periods of linguistic history, and the sociolinguistic and historical processes that led to language standardization. The Roman conquest of Gaul led to the territory's gradual Latinization and the decline of Celtic languages. The invasion of Germanic speaking Franks hastened the dialectalisation of Gallo-Romance.

Students articulate sociolinguistic and historical linguistic notions regarding the selection of norms, elaboration of a language's functions, its codification through writing, political and ideological developments, social acceptance, and maintenance of the standard. Students compare the standardization of French with that of other languages in the Francophone context such as Haitian Creole, Basque, Gallo, Wolof, or Breton. Students use machine translation and AI technologies to access and summarize French sources.

Students develop a 1,000-word final Video Project that analyzes French websites with special attention to the influence of a single (selected) foreign language that is the source of word borrowings in contemporary French. Students use machine translation and AI to generate a translation and extract etymological information from the text on French websites. Students create a 1,000-word script for the project, and they read that in the Video that they create.

The students collect a fifteen-minute interview with a Francophone learner or speaker to learn about her or his language history and practices and to reflect on her or his own, writing a 1,000-word report about the interviewee and the ways the conversation made the interviewer reflect on her or his own present or future language practices.

Quest and General Education Credit Information

- Quest 2
- Social & Behavioral Sciences (S)
- International (I)

This course accomplishes the Quest and General Education objectives of the subject areas listed above. A minimum grade of C is required for Quest and General Education credit. Courses intended to satisfy Quest and General Education requirements cannot be taken S-U.

Link to information about General Education categories:

<https://undergrad.aa.ufl.edu/general-education/gen-ed-program/subject-area-objectives/>

Description of the Social and Behavioral Sciences (S) Category of General Education:

Social and behavioral science courses provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral

sciences. Students will learn to identify, describe, and explain social institutions, structures or processes. These courses emphasize the effective application of accepted problem-solving techniques. Students will apply formal and informal qualitative or quantitative analysis to analyze the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes or human behavior. Students are expected to assess and analyze ethical perspectives in individual and societal decisions.

Description of the International (I) Category of General Education:

International (N) - This designation is always in conjunction with another program area. If an International designation is being requested the syllabus must demonstrate that a majority of the course addresses International content and engagement; it should be a substantial, defining feature of the course.

International courses promote the development of students' global and intercultural awareness. Students assess the cultural, economic, geographic, historical, political, and/or social experiences and processes that characterize the contemporary world, and thereby comprehend the trends, challenges, and opportunities that affect communities around the world. Students analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate their own and other people's understanding of an increasingly connected world.

Required Readings

Lodge, R. Anthony. *French, from Dialect to Standard*. London: Routledge, 1993.

II. Graded Work

Description of Graded Work

<i>Graded Activity</i>	<i>Points</i>	<i>Percentage of Grade</i>
(a) One Machine Translation and AI-assisted analytical essay about language standardization of any language besides French that is spoken in a Francophone country (1,000 words)	300	30%
(b) One Scripted Video about English influence in the French and Francophone Internet (1,000 words)	300	30%
(c) One experiential learning interview with a Francophone speaker, student, teacher, or professor + self-reflection (1,000 words)	200	20%
(d) One Midterm	100	10%
(e) One Final Exam	100	10%
Total	1,000 points	100%

(a) Essay (1,000 words) (300 points, 30% of grade): Language Standardization in Francophone Countries

Using the Internet, machine translation, AI, and published sources, write an essay in which you critically evaluate the degree and current status of development and standardization in any one language (like Basque, Gallo, Breton, Wolof, Haitian Creole, etc.) that is spoken in a Francophone country or territory (like France, Martinique, Belgium, Haiti, Senegal, Ivory Coast, Madagascar, etc.) and compare it to the degree of standardization evinced by the French language. Provide a brief introduction to that selected language, including its history and the extent of its published works and presence in the linguistic landscape (such as public signs). The student should write the essay and not use AI to generate it. Analyze the sociolinguistic status of the language compared to French and explain whether a normative variety exists, what societal functions it does or does not have, and the extent of the language's codification. Determine the public's main attitudes about the language and how French influences those while considering the role of activists, laws, and institutions that support the language.

To learn about a language (besides French) spoken in a Francophone country where French is the official language, students are expected to read at least 3 scholarly articles/chapters and 5 articles on the open web. Three out of those 8 total articles (scholarly or open web) must be originally written in a foreign language (including, possibly, French). Students who cannot yet read in those foreign languages are expected to copy-and-paste the entire content of the article into a Machine Translation as well as AI applications in order to obtain the translated (Google Translate) and summarized (ChatGPT) information from that original article. Copies of the 3 Machine Translated and Summarized articles must be included as appendices.

In the appendices a **web link** to the original article should be provided first; below that, the **translation** is copied-and-pasted; and finally, the AI-generated **summary** (in 100 words) is provided for each translated article. The translation and AI summary need to be edited for style and readability by the student. These corrections should be displayed using **boldface**. Students are welcome to use the technologies of their choice but they are required to list in the appendices the name of the technology tool that was used.

Students are encouraged to start working on word-searches at uflib.edu and at UF Libraries' search engines such as **Linguistics and Language Behavior Abstracts (LLBA)**. Click on the A-Z List of Databases to find this and other databases:

<https://uflib-ufl-edu.lp.hscl.ufl.edu/find/databases/>

Online scholarly books, articles, and chapters can be obtained as PDFs there. Students should also submit questions and prompts to AI technologies as they develop their essays.

Students are encouraged to utilize search engines and Artificial Intelligence technologies; however, the output of those technologies must not be plagiarized. In terms of the 1,000-word essay, the phrasing and choice of words must be your own and cannot be copied-and-pasted verbatim from AI (even if you are required to use AI to carry out translations and summaries).

The essay should include a bibliography with books, articles, or book chapters identified with: Author. Year. Title. Publication. Location of Publication clearly included. Online sources should include links. There is no single formatting style but be consistent.

As noted, 3 articles must be translated from a foreign language with a Machine Translator and summarized in 150 words per article with AI. These are submitted in their own portal in Canvas as a single file and titled and numbered (1, 2, and 3). The goal is for students to produce a strong argument supported by published sources, the Internet, Machine Translation, and AI-technologies. See the writing rubric below. (Content, and critical thinking)

Grading:

- An abstract of 150-words is submitted for 40 points.
- The essay is submitted as a file on Canvas and graded out of 200 points.
- The essay includes an alphabetized bibliography (that does not count against the 1,000-words) for 20 points.
- The translated and summarized (150 words each) articles are submitted as a single file in a dedicated Canvas portal for 40 points.

(b) One Scripted Discussion Video (1,000 words) (300 points, 30% of grade): Foreign Language Influences on the Francophone Internet

In this scripted, PowerPoint-based, and filmed class discussion assignment, students will submit a video of themselves presenting formally on the topic of “One Foreign Language’s Influences in the Francophone Internet.” Students are to imagine that they are presenting for a television documentary or at a formal conference and therefore they should dress accordingly for their self-filmed video. Before recording the video, the student will undertake research about this topic using published research, the open Internet, as well as AI technologies.

In the script, students are expected to introduce the topic of foreign word borrowings that originate *from a single language* and are borrowed into the French language with a handful of examples as well as a brief history of the phenomenon and some of its causes. A good option for investigating foreign word borrowings in French is to select from one of these significant languages (**English, Arabic, Kreyòl, Spanish, German, Italian or Dutch**) as they are the most influential sources of word borrowings in contemporary French varieties. Students will present about the published, open Internet, and AI sources used to discover examples of foreign word borrowings in French.

During the filmed presentation, students are expected to show the audience (other students) the websites analyzed (by clicking on live links and by sharing the screen to show the class up-close) and to highlight the foreign words that were discovered in those French websites.

Using published sources as well as AI, the video script should address the lexical fields or societal domains from which the foreign words originate as well as provide one or more hypotheses about why those types of foreign words can be found on the Francophone Internet. In other words, *what* kinds of foreign words are borrowed and *why*?

Scripts should include a bibliography with books, articles, book chapters, websites, and AI technologies clearly identified (and it does not count toward the 1,000-word requirement). The student should write the script and not use AI to generate it. Published sources are presented alphabetically in this way: Author’s last name, first name. Year. Title. Publication. Location of Publication clearly. Online sources should include links. There is no single required formatting style but be consistent.

The video script is out of **90** points, the video recording is out of **90** points, and the video's PowerPoint is out of **90** points, each submitted separately. Also, since this is a class discussion assignment, and students are expected to provide constructive feedback below two classmates' video submissions. Peer-feedback is worth **30** points. (Critical Thinking, Connection, Communication).

Grading:

- The video script is submitted as a file in Canvas and graded out of **90** points.
- The video recording is submitted as multimedia file and graded out of **90** points.
- The PowerPoint used in the video is submitted in Canvas and graded out of **90** points.
- Once submitted, students provide peer feedback on two assignments out of **30** points.

(c) One experiential learning interview with a Francophone speaker, student, teacher, or professor + self-reflection (1,000 words) (200 points, 20% of grade)

For this assignment, students are expected to meet a Francophone member of the community (whether a student, non-student, teacher, or professor) to arrange for a 15-minute recorded interview. The goal of the interview is to ascertain the interviewee's history regarding the French language. When, where, and how did the person begin to acquire French? Since birth or at some time thereafter? What variety of French do they speak? For example, do they speak French from Paris, Marseille, or some other region in France? Do they speak Haitian or Canadian French? Does the interviewee speak West African French? How deeply has the person been exposed to French reading and writing? How much education did the interviewee receive in French versus other languages? To what extent is the interviewee reading, listening to, or watching French currently? What kinds of French sources does the interviewee utilize to access the French language? How many hours per week does the interviewee speak conversational French? What other languages does the interviewee utilize and do they impact her or his French? Finally, what changes in the French language (if any) does the speaker perceive?

After responses to these questions have been recorded, the student will write a 1,000-word report that synthesizes and explains the information gathered from the interviewee. At least 400-words of the assignment must be dedicated to self-reflection in a section called "Personal Language History." Every person's language history will be different. It might involve monolingualism, bilingualism, or multilingualism. It might include code-switching, enrollment in schools and universities, exposure exclusively in the home, or long sojourns in places where various languages are spoken and were acquired. In the self-reflection portion of the assignment, students are required to consider their own language journeys at home, school, and in public, and they should write about the ways the language(s) in their lives were acquired and maintained. Finally, the student should discuss the language(s) she or he plans to acquire and note the reason for selecting the language(s). (Critical Thinking, Connection, Communication)

Grading:

- Contacting an interviewee: 20 points
- The recorded interview uploaded as a sound or audiovisual file: 80 points.

- Analysis and synthesis of a French-speaker's interview with self-reflection: 100 points

(d) One Midterm Exam (100 points, 10% of grade)

The midterm involves true/false, multiple choice, fill in the blank, short answer, and two essay questions. The goal of the exam is to assess whether students have understood the assigned readings and have acquired the content of the lectures. (Content, Critical Thinking)

Grading:

- Short responses are 2 points each.
- Essay responses are 10 points each.

(e) One Final Exam (100 points, 10% of grade)

The final exam is not cumulative, covering content introduced after the midterm, and it involves true/false, multiple choice, fill in the blank, short answer, and two essay questions. The goal of the exam is to assess whether students have understood the assigned readings and have acquired the content of the lectures (Content, Critical Thinking)

Grading:

- Short responses are 2 points each.
- Essay responses are 10 points each.

Grading Scale & GPA equivalent:

For information on how UF assigns grade points, visit: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

A	93 – 100%	C	73 – 76.9%
A-	90 – 92.9%	C-	70 – 72.9%
B+	87 – 89.9%	D+	67 – 69.9%
B	83 – 86.9%	D	63 – 66.9%
B-	80 – 82.9%	D-	60 – 62.9%
C+	77 – 79.9%	E	<60%

- A minimum grade of C is required for general education credit.
- A minimum grade of B is required to earn Academic points towards Honors Completion Requirements. Once you have earned your final grade in this course, please upload the course information and final grade from your Unofficial Transcript into your Honors Canvas Cohort: Honors Requirements module to earn Honors Milestone / Completion credit.

General writing rubric for all assignments. Although this course does not meet WR requirements, there will be a 1,000-Word Analytical Paper, a 1,000-word video script, and a 1,000-word self-reflection report, and the following rubric will be used for assessments:

	A: 90 – 100	B: 80 – 90	C: 70 – 80	D: 60 – 70	E: < 60
Ideas (40pts)	Excels in responding to the assignment. Demonstrates sophisticated thinking. Central ideas are clearly communicated and complexity of ideas are presented. Understands and critically evaluates and cites sources. (36-40)	A solid paper, mostly responding to the assignment. Clear statement of ideas, but may have some minor issues or incomplete discussions. Shows careful reading of sources, but perhaps not as sophisticated of use of sources. (32-36)	Paper responds to the assignment but weakly. There is a central idea, but it is not sufficiently described and communicated. Often very general thoughts presented. (28-32)	Does not present a clear idea or respond full/appropriately to the assignment. Central idea is vague. (24-28)	Does not respond to the assignment. Lacks central idea. (0-24)
Organization and Coherence (30pts)	Logically structured paper for its purpose. Paper guides the reader through a progression of ideas. (27-30)	Shows a logical progression of ideas and uses fairly sophisticated transitional devices. Some logical links are absent or faulty. Each paragraph matches the central idea of the paper. (24-27)	Lists ideas or includes central ideas, but not in an organized structure. Uses transitions simply and sequentially. On their own, each paragraph responds to the central idea, but it isn't synthetically structure. Some lack of coherence in sentences. (21-24)	Random organization with no real structured coherence. Paragraphs lack structure and not all sections relate directly to central idea. (18-21)	No organization lacks coherence. (0-18)
Support (10pts)	Uses evidence appropriately and	Begins to offer reasons to support paper's key points and	Uses generalization or opinions to support its	Clichés and overgeneralizations are relied upon	Uses irrelevant details or lacks

	effectively. (9-10)	often using a variety of evidence/sources. Makes connections between ideas and evidence, but doesn't fully use evidence effectively. (8-9)	points. Uses examples, but they aren't directly connected or relevant. Personal experience and assumptions are common. (7-8)	with little reference to resources or evidence. Personal narrative dominates informed narrative. (6-7)	supporting evidence. (0-6)
Style (10pts)	Chooses words with precision and uses specificity. Sentences are clearly structured and carefully focused, not rambling. (9-10)	Uses words accurately and effectively but not necessarily with precision. Sentences are clear, structured, and focused, though some may be awkward or incomplete. (8-9)	Uses vague and general words. May use some inappropriate language. Sentences are structured correctly, but perhaps unfocused, repetitive or confusing. (7-8)	Vague, abstract, and personal in content. Several awkward sentences. Sentence structure is simple and doesn't facilitate understanding. (6-7)	Awkward sentences throughout. Misuse of words. Inappropriate language. (0-6)
Mechanics (10pts)	Entirely free of spelling, punctuation, and grammatical errors. (9-10)	Contains a small amount of errors that challenge the reader, but don't interfere with understanding. (8-9)	Several mechanical errors that interfere with meaning, but don't impede overall understanding. (7-8)	Many mechanical errors that challenge meaning. Hard to understand connections. (6-7)	Many mechanical errors making it impossible to understand. (0-6)

III. Annotated Weekly Schedule

Week	Required Reading from Lodge 1993 and Lodge <i>et al</i> (1997): <i>Please read the entire Chapter before the week begins</i>
1 Jan 12-16	Read "Variation, Change and Standards" in Lodge 1993, pp. 1-28 , to understand how language standardization established linguistic unity in a context of variation and change. The role of language standardization in nation and empire building receives attention.

2 Jan 21 + 23	January 25 MLK Jr. Day Holiday Read “The Latinization of Gaul” Lodge 1993, pp. 29-53 , to understand how the Roman Empire invaded, occupied, and linguistically transformed ancient Gaul.
3 Jan 26-30	Big reading week! Read “The Dialectalization of Gallo-Romance,” Lodge 1993, pp. 54-69 , to understand how the collapse of the Roman Empire in Gaul and the invasion of Germanic peoples led to increased variability in the Latin of Gaul. Read “The Dialectalization of Gallo-Romance,” Lodge 1993, pp. 70-84 , to understand how new Germanic invaders (the Franks) transformed the Latin spoken in Gaul, laying the foundation for the emergence of several new Gallo-Romance languages
4 Feb 2- 6	. Read “The Selection of Norms,” Lodge 1993, pp. 85-100 , to understand the process of replacing Latin models with Gallo-Romance ones. Due (c.1): Contacting an interviewee: Name submitted to Canvas
5 Feb 9- 13	Read “The Selection of Norms,” Lodge 1993, pp. 101-117 , to understand how spelling and writing norms were established for the vernacular Gallo-Romance languages. Haitian Creole is analyzed for the purpose of comparison.
6 Feb 16-20	Read “The Elaboration of Function,” Lodge 1993, pp. 118-137 , to understand how the French language came to be viewed as a “High” language of prestige. The “Low” prestige language of the Francophone state of Haiti, Haitian Creole, is analyzed for comparison.
7 Feb 23-27	Read “The Elaboration of Function,” Lodge 1993, pp. 137-152 , to understand how a new type of stratification and diglossia emerged between the emerging prestige language of French and the other (less prestigious) Gallo-Romance languages of France. Stratification and diglossia between French and Haitian Creole in Haiti are analyzed for comparison. Due (d): Midterm Exam
8 March 2-6	Read “Codification,” Lodge 1993, pp. 153-170 , to understand how rules, norms, grammar manuals, and publications contributed to the formalization and expansion of French as the standard language of France and its colonies. Haitian Creole is examined for comparison. Due (a.1): 150-word abstract
9 March 9-13	Read “Codification,” Lodge 1993, pp. 171-186 , to understand how “good French” and the “ideology of the standard” was linked to the geographical and social factors associated with the royal court in Paris. In contrast, standard Haitian Creole is based on a rural norm; how did farmers’ speech become standard in that Francophone state? SPRING BREAK: MARCH 14-22
10 March 23-27	Read “Acceptance,” Lodge 1993, pp. 188-205 , to understand the processes that led to the general acceptance of Parisian French as the standard language of France and the decline of regional languages, including Basque and Breton. The impact of French in colonies like Saint-Domingue (Haiti) and Québec receives attention.
11 March 30 +	Read “Acceptance,” Lodge 1993, pp. 205-229 , to understand how the French Revolution in the 1790s transformed a multilingual situation into a monolingual one.

April 1-3	Discussion includes attention to the impact of standard French on the continent of Africa. Due (c.2): 1,000-word analysis of a French speaker's language history with reflections on your own language history.
12 April 6-10	Read "Maintenance of the Standard," Lodge 1993, pp. 230-245, to understand how standard French is maintained in the context of sociolinguistic pressures that influence its form such as international migration, especially from the Caribbean and Africa, as well as regional and popular (<i>verlan</i>) linguistic pressures. Debates are examined about French versus Haitian Creole language standardization in Haiti. Due (b): 1,000-word script, PowerPoint, and Video presentation on Foreign Language Influences on the Francophone Internet
13 April 13-17	Read "Maintenance of the Standard," Lodge 1993, pp. 246-260, to understand how various speech contexts influence standard French such as occupation, style, or register, domain of use (technology and professions), or modes of communication (oral versus written). Debates about "majority" versus "minority" language status in Francophone states like Haiti are examined to understand the significance of demographics in language policy. Due (a): 1,000-word essay on Language Standardization in Francophone Countries
14 April 20-21	Monday April 20: In-class Final Exam Review Due on Wednesday April 22 (e): In-class pen-and-paper Final Exam

IV. Student Learning Outcomes (SLOs)

At the end of this course, students will be expected to have achieved the [Quest](#) and [General Education](#) learning outcomes as follows:

Content: Identify, describe, and explain the cross-disciplinary dimensions of a pressing societal issue or challenge as represented by the social sciences and/or biophysical sciences incorporated into the course. (Quest 2, S).

- Identify the basic processes of language standardization in France including the implantation of Latin, its dialectalization, and the expansion of norms and functions that enabled the codification and acceptance of the new standard. Assessments: Exams, Assignments.
- Apply concepts in language standardization to analyze and describe the state of standardization in any language beside French that is also spoken in a Francophone country. Assessment: (a) essay
- Using the Internet and AI, analyze foreign word borrowing to assess the influence of any one language on contemporary French. Assessment: script, PowerPoint, video, and peer-feedback submissions.

Critical Thinking: Critically analyze quantitative or qualitative data appropriate for informing an approach, policy, or praxis that addresses some dimension of an important societal issue or challenge. (Quest 2, S).

- Analyze the degree of language standardization in any language besides French spoken within the borders of a Francophone country by means of the Internet, machine translation, AI, and published sources. Assessment: (a) Essay.
- Create a script, PowerPoint, video, and peer-feedback that analyzes and classifies contemporary foreign word borrowings into French from any one language (like English, Arabic, Kreyòl, Spanish, German, Italian or Dutch). Assessment: (b) script, PowerPoint, video, and peer-feedback submissions.
- Articulate and analyze the personal history of a French learner or speaker while breaking down your own experience with languages now or in a planned future. Assessment: (c) One experiential learning interview.

Communication: Develop and present, in terms accessible to an educated public, clear and effective responses to proposed approaches, policies, or practices that address important societal issues or challenges. (Quest 2, S)

- Develop and present a discussion video about the influence of any one foreign language on contemporary French, including a 1,000-word script and PowerPoint to accompany your professional, filmed presentation. Assessment: (b) script, PowerPoint, video, and peer-feedback submissions.
- Meet and interview a Francophone student, non-student, teacher or professor to learn about her or his language history and to reflect on your own language history. Assessment: (c) experiential learning interview.

Connection: Students connect course content with meaningful critical reflection on their intellectual, personal, and professional development at UF and beyond.

- Utilize AI and Machine Translation technologies on applications outside of French linguistics. Assessments: Essay's Machine Translated and AI-summarized appendices, PowerPoint and video about foreign language influences in French.
- Discuss and record the language history of a Francophone learner or speaker and critically reflect on your own language history with a mind to expanding your portfolio of languages. Assessment: (c) experiential learning interview.
- Apply fundamental knowledge about French historical linguistics and sociolinguistics to make judgements about the processes and status of language standardization in a selected language spoken in a Francophone country. Assessments: Exams, Assignments, Essay, Script/PowerPoint/Video

V. Quest Learning Experiences

1. Details of Experiential Learning Component

The Experiential Learning Interview assignment requires that the student seek out a Francophone learner or speaker, either student, non-student, teacher or professor over the age of 18 (born in any country and having any background). The student is expected to reach out to a member of our French-learning or French-speaking community to request a short, 15-minute, recorded interview that focuses on that person's French language history. The work requires seeking connections in the community, immersive listening, and careful analysis based on the recording of the interview. Transcription, analysis, interpretation, and synthesis of the interview are analytical tasks, requiring that the student carefully catalog and annotate her or his recording while considering the language experiences of the interviewee.

2. Details of Self-Reflection Component

After the Experiential Learning Interview is complete, uploaded to Canvas, and the relevant parts transcribed and analyzed, the student is expected to analyze the language history of the interviewee while self-reflecting on her or his own language history or histories, depending on the number of the languages known. The student will answer these questions:

- What is the interviewee's French language history?
- How did he or she acquire and maintain French in a non-French speaking setting
- What is your language history?
- What are your plans to expand your repertoire of known languages?
- How can the study of French, for example, expand your personal and professional horizons?

VI. Required Policies

Late submissions

Late submissions are penalized 10% if submitted before by the last day of classes. Late work cannot be submitted after the last day of class. Late work can be excused with an appropriate note from a care giver or medical provider.

Attendance Policy

Students can miss two classes with no penalty. After two absences, each unexcused absence has a proportional impact on the grade. In other words, if our class meets 40 times and a given student has 5 unexcused absences, the attendance score will be calculated at 37/40 (not 35/40) = 92.5%. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting

<https://disability.ufl.edu/students/get-started/>. It is important for students to share their

accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

UF Evaluations Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluer.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>

University Honesty Policy

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Counseling and Wellness Center

Contact information for the Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

The Writing Studio

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/> or in 2215 Turlington Hall for one-on-one consultations and workshops.

Honors Program contact information:

- Honors Program, Honors Village Complex #4, 352-392-1519
- Quick questions for an Honors advisor? Email advisor@honors.ufl.edu
- Need an Honors advising appointment? Schedule via Microsoft Bookings: <https://bit.ly/UFHonorsAdvising>
- Honors Program Event Calendar: <https://www.honors.ufl.edu/news--events/calendar-of-events/>