

## F100 - Elementary French I (Online) - Course Information and Policies, Fall 2017

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**Welcome to French F100**, the first semester in the Elementary French Language and Culture sequence at Indiana University. Please read the following pages carefully; they contain essential information that will be important to you throughout the session. *All students of F100 are responsible for and are expected to comply with these policies.* Should you have any questions regarding F100, please ask me!

\*This course will be conducted in French as well as operate under a flipped model. “Flipped” means that all homework and reading on the grammar and vocabulary will be completed **before** our live online sessions, which will be dedicated to speaking and using the material you have learned.

### **I. Goals**

a. This introductory course is for students who have **no prior study of the French language**. It is designed to help students build basic communication skills in French. We emphasize all four language skills: speaking, listening, reading, and writing. By the end of the semester, students should be able to (a) interact successfully in French, (b) understand the main ideas of what they hear and read in French, and (c) express themselves clearly in simple written French. In reference to the American Council on the Teaching of Foreign Languages (ACTFL) proficiency guidelines, over the course of F100 students will move from Novice to low Intermediate level proficiency.

Novice-level speakers can communicate short messages on highly predictable, everyday topics that affect them directly. They do so primarily through the use of isolated words and phrases that have been encountered, memorized, and recalled.

Speakers at the Intermediate level are distinguished primarily by their ability to create with the language when talking about familiar topics related to their daily life. They are able to recombine learned material in order to express personal meaning. Intermediate-level speakers can ask simple questions and can handle a straightforward survival situation. They produce sentence-level language, ranging from discrete sentences to strings of sentences, typically in present time. (see: <http://actflproficiencyguidelines2012.org/>).

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b. In addition to linguistic skills, students will also gain a deeper understanding of diverse aspects of Francophone cultures (including beliefs, values, perspectives, practices and products).

The course textbook is specifically designed to help students achieve these goals. Learning a new language is an experience that is sometimes frustrating, often slow and time consuming, but always rewarding, imaginative, and fun!

## II. Class format

In order to achieve the objectives described above, classroom activities will focus on practice and reinforcement of materials covered in the textbook. The nature of F100 is highly interactive; you will speak French with your classmates and work together on various communicative activities. For successful interactions in class, make sure that you are well prepared **BEFORE** the class period. Students are expected to set aside daily study time for work with the **MyFrenchLab (MFL)** and the **Canvas (CV)** online components of the course to complete required assignments. Preparation for class includes studying the textbook (or eText) pages assigned on the syllabus and completing any and all homework (MyFrenchLab, Canvas, paper workbook, atelier revisions, etc.) for the day it is due (the date listed on the syllabus). **It is essential that students complete the assigned work before coming to class to be able to fully participate in the day's class activities.**

## III. Materials

**Textbook:** Valdman, A., C. Pons, and M. E. Scullen. *Chez Nous / Media-Enhanced 4<sup>th</sup> Edition* (Custom IU edition). You have the option to only purchase the access code for the online material (E-Text + Student Activity Manual) or the bundle "Textbook [CN] and Activity Manual [MFL] + Access code" (Pearson Prentice Hall, 2009. ISBN: 9781323051580). Your instructor will give you more details in class. **(Required)**

- **Online Workbook:** MyFrenchLab (MFL). If your book did not come with an access code, it may be purchased separately for one or two semesters. **Our course is linked directly to our Canvas page, so when you log on to do the homework, it should be through "MyLab and Mastering" tab on Canvas.** For the registration guide and instructions, please refer to Canvas.
- Jacqueline Morton, *English Grammar for Students of French, Sixth Edition*. The Olivia and Hill Press. 2009. **(Strongly recommended)**
- **Dictionary:** *Larousse Pocket Dictionary, français-anglais, English-French*. Larousse, 2009. (or a comparable dictionary)

## IV. Grading

Grades will be calculated according to the following percentages. **Grades are not curved**, and except for those special circumstances that may occasionally present themselves, there is **no extra credit** awarded in F100.

Grades for F100 will be distributed among the following categories:

Rubrics	TOTAL
Participation, Attendance, Preparation - Preparation and Active Participation in Online Sessions	15%
Assessments - Chapter Tests × 4 (20%) - Listening exam (5%) - Pronunciation Exercises (5%)	30%
Homework - MyFrenchLab (20%) - Chapter audio journals (10%) - Culture discussions, Ecrivons (writing), and other assignments (10%)	40%
Final exam	15%

## V. Participation, Attendance and Preparation – 15%

### A. Participation:

Regular oral practice is essential for improving proficiency in a foreign language; thus “attending” our online sessions and participating actively on a daily basis is necessary for a student’s success in F100. You are also required **to check e-mail and Canvas at least once a day** to keep up with important announcements from your instructor

During our online meetings, in addition to participating actively, you are expected to **maintain civil behavior** and refrain from eating, chewing gum, drinking, cell phone use, and disruptive behavior (e.g., chatting, reading the paper, doing other homework, checking your cell phone). Engaging in these activities will result in a lower participation score.

**Our classes are conducted entirely in French.** For our online sessions, you are expected to come to have sufficiently prepared the day’s material in advance to enable your active participation. I will note your participation on a daily basis and average your daily scores from the week into your weekly participation grade. A maximum participation score of 10 points can be earned per week of class. The following are the general guidelines your instructor will follow in assigning your participation grade:

**9-10 points** - Used only French and spoke often during class period. Participated actively and in a meaningful way during group work. Listened attentively and responded to others. Was well prepared for class and able to respond to detailed questions about material.

**7-8 points** - Used mostly French but used English on occasion (including during partner work). Spoke somewhat often during class period. Participated actively during group work. Volunteered occasionally. Listened and responded generally to others. Was adequately prepared for class and able to respond correctly to basic questions about material.

**5-6 points** - Used quite a bit of English on several occasions during group work and/or whole class discussion OR didn’t speak often. Not very engaged during group activities. Did not volunteer during classroom discussion. Did not bring textbook or other materials to class. Was not familiar with the material for the day and unable to respond to basic questions about it.

**0-4 points** - Used more English than French OR did not speak during class. Was not engaged during group activities, was distracting to others, or strayed from the topic during group activities. Chatted in English with classmates, did homework, slept, read the news, or did not pay attention during class activities.

## VI. Homework, Culture, Writing, Video Journal, and Activities Assignments - 40%

Homework is to be completed by the **start** of our online sessions. **Late homework will not be accepted** in F100, out of fairness to all F100 students. **Note that translation programs are not permitted.** Not only do translation programs produce poor results but their use in your French class is considered cheating (see Academic Honesty Statement). Your professor and textbook are more effective resources. Consult them as much as you like!

### A. MyFrenchLab (MFL) – 20%

The MFL exercises are intended to prepare you for the day’s lesson in advance, to enable you to participate in class discussion and activities, and to reinforce your understanding and mastery of the vocabulary and structures in each chapter. You are expected to keep up with the MFL on a daily basis. Assignments are due at the start of each online session and **there will be no grace period for missed assignments** unless you have provided your instructor with documentation for an excused absence.

Because students will be new to F100, we want to be flexible as possible to those students who must wait to purchase access to MFL due to valid, documented reasons, or to those students who are transferring after the first week of classes. Consequently, we will waive the no grace period during the first week of class. **Starting Tuesday, August 29th**, all assignments not completed in advance of class will be declined.

Please note that if you cannot purchase your MFL account at the very beginning of the semester because of financial reasons (i.e. waiting for financial aid to kick in) **anyone can sign up for a free 14-day trial period**. After 14 days, these accounts will become dormant until purchased and access code is entered, but all previously completed homework will remain completed on the account once it is reopened.

How to do homework in MFL: In the MFL platform, you have an unlimited number of attempts to submit an exercise or activity for a grade. Should any answer submitted be incorrect, the program will give you hints and will point you to the grammar or vocabulary point within *Chez nous*. Be aware that the program allows you attempt the exercise an unlimited number of times before the due date, but the exercise will only provide you with the correct answer after the due date. Also note that your instructor can and will see each attempt you make (as well as the amount of time it took you to complete the activity). **For more detailed instructions, see Canvas.**

What if MyFrenchLab doesn't load properly? Like any new technology, MyFrenchLab may encounter a technical glitch from time to time. It is your responsibility to troubleshoot problems by contacting tech support. If a technological problem is preventing you from completing an assignment, you must take the following actions: Immediately take a screen shot of the problem with the error message and e-mail it to your instructor. Contact Pearson's 24-hour hotline at <https://support.pearson.com/getsupport/s/contactsupport>. Take a screenshot of the instructions that Pearson has given you and e-mail them to your instructor as well.

NB: If Pearson says you must simply wait out the problem, you will not automatically be penalized, but you must have proof of their instructions. If you do not follow these steps, any work not turned in on time will not be accepted.

## **B. Discussions and Writing Activities (10%)**

You will submit responses to discussion board threads, reading and writing assignments, etc. via Canvas. **Grading rubrics and detailed directions for each assignment can be found on Canvas.**

## **C. Audio journals (10%)**

At the end of each chapter, you will record and upload a 3-4 minute "journal" entry using the chapter's vocabulary and grammar. For example, in chapter 2 of your textbook you learn the names of family members and how to describe their physical appearance and personality, so your journal entry for that week could be a description of a couple of family members. Your journals will be graded based on appropriate length, content, rich and varied vocabulary use, correct grammar, and pronunciation. Your instructor will give you detailed directions for each journal.

## **VI. Testing – 45%**

### **Chapter exams, listening skills test, and final exam**

Each chapter will be tested via an *Interro*, which will emphasize the current chapter but will contain some cumulative material. These exams are all designed to evaluate your progress in French in the areas of listening, reading, writing, speaking, and cultural knowledge. They will test mastery of both grammatical details as well as students' abilities to use and interpret the language as a whole. The final exam will be comprehensive but with special emphasis on Chapter 5, for which no chapter test is given.

### **Examen d'écoute (listening exam)**

The listening skill is developed via MFL exercises and our online sessions; however, the listening exam will specifically target comprehension of authentic, everyday conversational situations and exchanges as well as critical distinctions in meaning (e.g., gender of adjectives, singular versus plural, present versus future actions).

## VII. Tardiness and absence

It is expected that students will regularly and punctually attend ALL online sessions and that any absences will be handled responsibly. This means notifying the instructor of an absence for any reason **ahead of time**, promptly providing adequate **documentation** when required, and taking the initiative in **handing in or making up work** in a timely manner.

### Arriving late or leaving early to online sessions

Tardiness as well as early departures count against overall participation. **Three late arrivals or early departures will be counted as one absence.**

### Missing class

If you miss class, you are still responsible for all work due on that day. You should **inform your instructor** of your absence and still submit your homework via MyFrenchLab. Should you miss any **test** for a valid, documented reason, you will have exactly **24 hours** to contact the instructor and present **written, verifiable proof** of an urgent reason. Out of fairness to all students of F100, there will be **NO EXCEPTIONS** to these testing policies.

### Making up work

If your absence is **excused**, you may make up participation points, homework, or exams. Quizzes and exams should be made up within a week if possible. Participation points may not be made up for unexcused absences.

### Excusing an absence

Excusable absences include illness, tragedy, religious observance, participation on a team in university-sponsored athletic events, and performances required for a degree. Work, job interviews, weddings, conferences, rehearsals or practice, study sessions, exams for other classes, court or medical appointments, and travel may not be considered excused.

An absence will be excused only if **written, verifiable documentation** is presented to the instructor **the next class period** you attend. The documentation must be **official** in nature, must clearly and fully **explain** why the absence was necessary, and must be **signed** and **dated**. Attention: a note from the Health Center that says you were seen does not constitute acceptable documentation (anyone can stop by the Health Center and ask for a note). Rather, it must be signed by a medical practitioner, have a specific date and time listed, and must explain the circumstances.

### Religious Observance

Indiana University excuses absences for students who are observing an officially recognized religious holiday. You must submit an official form to your instructor within the first two weeks of the semester (by September 1, 2017) requesting that you be excused for the relevant religious holidays. Please note that absences are excused on the day of the religious holiday only; additional days (e.g., days to travel) are NOT excused. The official form and further information can be found at: <http://vpfaa.indiana.edu/forms/index.shtml> (scroll down to the heading "Religious Observances").

### Additional penalties

Given that participation in class activities is an essential part of learning a foreign language, **after a total of 1 unexcused absence, your course grade will be lowered by 5% for each additional unexcused absence.** For example, if you have three unexcused absences at the end of the semester, that would lower your overall final grade by 10% (2 absences beyond the 1 unexcused;  $2 \times 5 = -10\%$ ). If you had a 90%, this would be lowered to 80%.

## IX. Academic Honesty

Academic Integrity: As a student at IU, you are expected to adhere to the standards and policies detailed in the Code of Student Rights, Responsibilities, and Conduct ([studentcode.iu.edu](http://studentcode.iu.edu)). When you submit an assignment with your name on it, you are signifying that the work contained therein is yours, unless otherwise cited or referenced. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged. If you are unsure about the expectations for completing an assignment or taking a test or exam, be sure to seek clarification beforehand. All suspected violations of the Code will be handled according to University policies. Sanctions for academic misconduct may include a failing grade on the assignment, reduction in your final course grade, a failing grade in the course, among other possibilities, and must include a report to the Dean of Students, who may impose additional disciplinary sanctions.

All F100 students are required to sign the Academic Honesty Statement before submitting any written work. Any work that is submitted if the Academic Honesty Statement has not been received will be given a grade of zero. Additionally, we encourage you to understand your rights and responsibilities as a student at Indiana University.

**Note: Translation programs are not permitted in our French classes, and their use is considered cheating.** Your professor and textbook are more effective resources. Consult them as much as you like!

### Approved writing resources

For your written homework assignments, you have all of your resources available to you. You must, however, know how to properly use them. In addition to your instructor and your textbook, the following are acceptable online resources that you may find useful for your writing:

- WordReference – <http://www.wordreference.com/> – online English-French dictionary
- AboutFrench – <http://french.about.com/> – French grammar explanations
- Tex’s French Grammar – <https://www.laits.utexas.edu/tex/> – open-source French grammar lessons

When looking up words in dictionaries, many words have homonyms or different shades of meaning that can be confused. You can help make sure that the word you end up with is in fact the correct translation by making sure it is the same part of speech that you are looking for and cross-checking it by looking up the new French word to make sure it has the correct English translation.

Remember, however, that what we are asking you to do is to use what we have taught you, so you should already have all the tools and vocab necessary to complete your assignments using your *Chez Nous* textbook.

### ACADEMIC HONESTY AND INTEGRITY

**All work in F100**, whether written or oral, submitted on paper or online, **must be strictly your own**. Cheating and plagiarism will be dealt with according to Indiana University's guidelines for academic misconduct (details at <http://www.iu.edu/~code>).

### **IMPORTANT NOTE ON ACADEMIC INTEGRITY, PLAGIARISM AND ORIGINALITY OF WRITTEN WORK in F100**

Translation programs, native speaker friends/family/acquaintances or tutors are not permitted to write or correct your written work in F100! **What is the difference between translation software and a dictionary?**

**A dictionary** allows you to look up an individual word or expression (for example SIMPLE NOUNS: “pillowcase; computer science; sunrise; aardvark; oil painting; stomach ache”; VERBS: to get over something; to study abroad; to build; to eat; to step on”; ADJECTIVES: “broken; colorful; delicious; funny”; PREPOSITIONS AND CONNECTORS furthermore; toward; because of; due to; besides” etc.

**Translation software** is any tool, including Google, that allows you to submit a portion of a sentence, whole sentence, paragraph or entire composition to be translated from one language to another. Typing “*How do you say ‘The student who was next to me on the bus’ in French?*” into the Google search bar (or AboutFrench.com, or any other software, search engine or website that has translation capabilities) is unethical, for example, since it constitutes a complex

noun-phrase. **Use of any kind of translation tool beyond single words is not permitted, is considered cheating and constitutes plagiarism.** Why is translation software not allowed? Because one of the goals of studying a foreign language is to learn how a given language, and language(s), work in general, and how to put the language together yourself to make meaning. A word of caution: sentences and paragraphs produced using translation software are easy for your teacher to spot. They typically contain very advanced, overly sophisticated structures far beyond the level of an F100 student's abilities. Any sign that your written productions have, in part or in whole, been written in English and run through an automatic translation generator will be treated as academic misconduct. If you cannot explain a structure, or identify the tense you used and explain why you used it, the writing will not be considered to be your own. If your teacher has concerns about the originality of your work, you will also be asked to produce writing on a similar topic in controlled office conditions, and the quality of that writing will be compared with the quality of the original assignment. If the proctored writing exercise is of significantly lower quality, your instructor is required by the university to submit an academic misconduct report to the Office of Student Ethics.

(See <https://studentaffairs.indiana.edu/office-student-ethics/misconduct-charges/index.shtml> for more information).

**-Bottom line: DON'T DO IT!** Cheating and getting a misconduct report on your academic record is not worth it!  
-When in doubt, or if you need help with your writing, set up an appointment to meet with your instructor.

**All F100 students are required to sign the Academic Honesty Statement before submitting any written work.** Any work that is submitted if the Academic Honesty Statement has not been received will be given a grade of zero. Additionally, we encourage you to understand your rights and responsibilities as a student at Indiana University.

## X. Incompletes

A final course grade of I (Incomplete) may only be assigned for reasons of illness or family emergency during the last four weeks of the semester. An incomplete is NOT issued for chronic missed work over the course of the semester. A student must be passing in order to be considered for an incomplete, and at least 60% of the coursework must be completed. **All incompletes must be approved by the F100 course supervisor and must comply with policies issued from the College of Arts and Science.**

## XI. Disability Services

We work closely with the Office of Disability Services for Students to provide accommodations to students with learning and/or physical disabilities. If you are seeking accommodations, please obtain the information letter from OFSS in Franklin Hall 096, or call 812-855-7578. (URL: <https://studentaffairs.indiana.edu/disability-services-students/index.shtml>) and then make an appointment to see your instructor to work out a plan for the semester. In order for us to make appropriate and adequate accommodations, we request that you notify your instructor and provide the necessary documentation **by the end of the first week of classes** before the first grades are due. Remember, we can only make accommodations once we have this memo. Nothing can be done retroactively.



## SYLLABUS F100 – Fall 2017 – ONLINE COURSE

Homework is due on the day it is assigned. For example, for Tuesday, August 29th, you are to read assigned pages between 13-39 in *Chez Nous*, and complete assigned Chapitre préliminaire exercises between 21-34 and Chapter 1 exercises 1-16 in MyFrenchLab (MFL) **BEFORE** coming to class. There are also other homework assignments whose descriptions are available on Canvas, so carefully check the Assignments or Syllabus tab to make sure you do not miss any homework!

This syllabus is subject to change. Check e-mail and Canvas regularly for updates.



Semaine	ÉTUDIER (before class each Tues.)	MFL (before class each Tues.)	MARDI (Class Meeting)	AUTRES DEVOIRS (CANVAS) See Canvas for due dates throughout each week
1	(Exceptionally due after in-person class by Friday the 25 <sup>th</sup> of August) <b>Lire :</b> p. 3-4 p. 7-8 p. 9-10  <b>Sign and upload:</b> Statement of Academic Honesty (signed)	(Exceptionally due by Monday August 28th) <b>Faire :</b> MFL P : 1-11; 15.	<b>22 août</b>  Chapitre préliminaire, leçon 1  Introduction au cours	
2	<b>Chapitre préliminaire, leçon 2</b> <b>Lire :</b> p. 13-14 p. 20-21  <b>Chapitre 1, leçon 1</b> <b>Lire :</b> p. 31-32 p. 36 <b>Lire :</b> p. 34-35 p. 37-39	<b>Faire :</b> MFL P: 21, 22; 29, 30, 31, 33, 34  <b>Faire :</b> MFL 1: 1, 2, 3, 4, 7, 8  <b>Faire :</b> MFL 1: 5, 6, 9, 10, 11, 12, 16	<b>29 août</b>  <b>1. Chapitre préliminaire, leçon 2</b>  <b>2. Chapitre 1, leçon 1</b>	1. Discussion 1 2. Sons et lettres – L’alphabet et les accents 3. Sons et lettres – les modes articulatoires du français : la tension et le rythme  <b>Journal : Video introductions</b>

3	<p><b>Chapitre 1, leçon 2</b></p> <p><b>Lire :</b> p. 42-43 p. 45 p. 46-47</p> <p><b>Lire :</b> p. 42-43 p. 48-49</p> <p><b>Chapitre 1, leçon 3</b></p> <p><b>Lire :</b> p. 51, 53 p. 54-56</p> <p><b>Lire :</b> p. 51, 53 p. 57</p>	<p><b>Faire :</b> MFL 1: 13,14; 22,23; 25; 27.</p> <p><b>Faire :</b> MFL 1: 19, 20, 21; 26; 31.</p> <p><b>Faire :</b> MFL 1: 29, 30; 32, 33, 34; 37; 41,42.</p> <p><b>Faire :</b> MFL 1: 38; 40; 47, 48, 50.</p>	<p><b>5 septembre</b></p> <p><b>1. Chapitre 1, leçon 2</b></p> <p><b>2. Chapitre 1, leçon 3</b></p>	<p>1. Quiz: Ma France – Les langues (A)</p> <p>2. Lisons! “La famille au Québec”</p> <p>3. Sons et lettres – la prononciation des chiffres</p>
4	<p><b>Culture:</b></p> <p>La famille dans le monde francophone</p>		<p><b>12 septembre</b></p> <p><b>INTERRO 1</b> <b>CHAPITRES</b> <b>P + 1</b></p>	<p><b>1. Journal 1 (Video)</b> <b>2. Ecrivons ! 1</b></p>
5	<p><b>Chapitre 2, leçon 1</b></p> <p><b>Lire :</b> p. 69-70 p. 75-76</p> <p><b>Lire :</b> p. 69-70 p. 72 p. 75-76</p> <p><b>Chapitre 2, leçon 2</b></p> <p><b>Lire :</b> p. 80-81 p. 84-85</p> <p><b>Lire :</b> p. 80-81 p. 86- 87 p. 83</p>	<p><b>Faire :</b> MFL 2: 1, 2, 3; 12; 13.</p> <p><b>Faire :</b> MFL 2: 4, 5; 7; 9; 11; 14.</p> <p><b>Faire :</b> MFL 2: 8, 19, 20; 25; 27.</p> <p><b>Faire :</b> MFL 2: 22, 23, 24; 26; 28, 29; 32.</p>	<p><b>19 septembre</b></p> <p><b>1. Chapitre 2, leçon 1</b></p> <p><b>2. Chapitre 2, leçon 2</b></p>	<p>1. Discussion 2</p> <p>2. Sons et lettres – La détente des consonnes finales</p> <p>3. Sons et lettres – l’enchaînement et la liaison</p>

6	<p><b>Chapitre 2, leçon 3</b></p> <p><b>Lire :</b> p. 89 p. 92-93 p. 95</p> <p><b>Lire :</b> p. 92-93</p> <p><b>Chapitre 3, leçon 1</b></p> <p><b>Lire :</b> p. 107 p. 112-113</p> <p><b>Lire :</b> p. 107 p. 110 p. 110-111</p>	<p><b>Faire :</b> MFL 2: 21; 31; 38; 40; 47, 48, 49.</p> <p><b>Faire :</b> MFL 2: 39; 41, 42, 50, 52.</p> <p><b>Faire :</b> MFL 3: 1-2; 11, 12, 13.</p> <p><b>Faire :</b> MFL 3: 3; 5-9; 16.</p>	<p><b>26 septembre</b></p> <p><b>1. Chapitre 2, leçon 3</b></p> <p><b>2. Chapitre 3, leçon 1</b></p>	<p>1. Discussion 3</p> <p>2. Sons et lettres – les voyelles /e/ et /ɛ/</p>
7	<p><b>Culture:</b></p> <p>Vive le sport!</p>		<p><b>3 octobre</b></p> <p><b>INTERRO 2</b> <b>Chapitre 2</b></p>	<p><b>1. Journal 2 (Video)</b> <b>2. Ecrivons ! 2</b></p>
8	<p><b>Chapitre 3, leçon 2</b></p> <p><b>Lire :</b> p. 116 p. 119</p> <p><b>Lire :</b> p. 118 p. 121-122</p> <p><b>Chapitre 3, leçon 3</b></p> <p><b>Lire :</b> p. 124-125 p. 127</p> <p><b>Lire :</b> p. 124-125 p. 128-129</p>	<p><b>Faire :</b> MFL 3: 10; 19, 21; 25, 26; 28.</p> <p><b>Faire :</b> MFL 3: 22, 23; 27; 29, 31, 34.</p> <p><b>Faire :</b> MFL 3: 37, 39; 41; 43, 44.</p> <p><b>Faire :</b> MFL 3: 48, 50</p>	<p><b>10 octobre</b></p> <p><b>1. Chapitre 3, leçon 2</b></p> <p><b>2. Chapitre 3, leçon 3</b></p>	<p>1. Quiz: Ma France - Le travail (B)</p> <p>2. Sons et lettres – les voyelles /o/ et /ɔ/</p>

9	<p><b>Culture:</b> Étudier et travailler en pays francophone</p>		<p><b>17 octobre</b>  INTERRO CHAPITRE 3</p>	<p><b>1. Journal 3 (Video)</b> <b>2. Ecrivons ! 3</b></p>
10	<p><b>Chapitre 4, leçon 1</b></p> <p><b>Lire :</b> p. 143 p. 146-147</p> <p><b>Lire :</b> p. 144 p. 146 p. 149</p> <p><b>Chapitre 4, leçon 2</b></p> <p><b>Lire :</b> p.153 p.154 p.156-157</p> <p><b>Lire :</b> p.153 p.158-159</p>	<p><b>Faire:</b> MFL 4: 1; 3; 7, 8, 9.</p> <p><b>Faire :</b> MFL 4: 2; 4, 5, 6; 12, 13, 14.</p> <p><b>Faire :</b> MFL 4:17; 20, 21; 24, 25, 26.</p> <p><b>Faire :</b> MFL 4: 22; 28, 29, 30, 31.</p>	<p><b>24 octobre</b></p> <p><b>1. Chapitre 4, leçon 1</b></p> <p><b>2. Chapitre 4, leçon 2</b></p>	<p>1. Quiz : Ma France – Le travail (A)</p> <p>2. Discussion 4</p> <p>3. Sons et lettres – la voyelle /y/</p>
11	<p><b>Chapitre 4, leçon 3</b></p> <p><b>Lire :</b> p. 162-163 p. 166-167</p> <p><b>Lire :</b> p. 162-163 p. 165-166 p. 168-169</p> <p><b>Chapitre 5, leçon 1</b></p> <p><b>Lire :</b> p. 182 p. 185 p. 186-187</p> <p><b>Lire :</b> p. 182 p. 188-189</p>	<p><b>Faire :</b> MFL 4: 36, 37, 38, 39, 40; 43; 45.</p> <p><b>Faire :</b> MFL 4: 41, 42; 44; 46, 48, 49.</p> <p><b>Faire :</b> MFL 5: 1, 2, 3; 5, 6; 12, 14.</p> <p><b>Faire :</b> MFL 5: 7, 8, 9, 10; 17.</p>	<p><b>31 octobre</b></p> <p><b>1. Chapitre 4, leçon 3</b></p> <p><b>2. Chapitre 5, leçon 1</b></p>	<p>1. Quiz : Ma France – Les repas (A)</p> <p>2. Sons et lettres – Les voyelles /ø/ et /œ/</p> <p>2. Sons et lettres – Les voyelles nasales</p>

12	<p><b>Culture:</b></p> <p>La vie de tous les jours travers le monde francophone</p>		<p><b>7 novembre</b></p> <p><b>INTERRO CHAPITRE 4</b></p>	<p><b>1. Journal 4 (Video)</b> <b>2. Écrivons ! 4</b></p>
13	<p><b>Chapitre 5, leçon 2</b></p> <p><b>Lire :</b> p. 191 p. 195 p. 196-197 p. 201</p> <p><b>Lire :</b> p. 192 p. 198-199</p> <p><b>Chapitre 5, leçon 3</b></p> <p><b>Lire :</b> p. 202 p. 203 p. 204 p. 206-209</p>	<p><b>Faire :</b> MFL 5: 11; 21, 22; 24, 25, 26, 27, 28.</p> <p><b>Faire :</b> MFL 5: 20; 29, 30, 31; 35.</p> <p><b>Faire :</b> MFL 5: 33; 38-40; 46- 49.</p> <p><b>Faire :</b> MFL 5: 42, 43, 44, 45</p>	<p><b>14 novembre</b></p> <p><b>1. Chapitre 5, leçon 2</b></p> <p><b>2. Chapitre 5, leçon 3</b></p>	<p>1. Discussion 5</p> <p>2. Quiz: Ma France – Bon marché (A)</p> <p>3. Sons et lettres – Les voyelles nasales et les voyelles orales plus consonne nasale</p>
14	<p>Vacances de Thanksgiving 21 novembre</p>			
15	<p><b>Culture:</b></p> <p>Traditions gastronomiques</p>		<p><b>28 novembre</b></p> <p><b>EXAMEN D'ÉCOUTE</b></p>	<p><b>1. Journal 5 (Video)</b> <b>2. Ecrivons ! 5</b></p>
16			<p><b>5 décembre</b></p> <p>Révisions générales</p>	

17	<b>Lundi 11 décembre :</b> <b>EXAMEN FINAL</b> 10:15 AM -12:15 PM Location: TBA	
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