

## French 150: Second-Semester French

Spring 2017 (Day, section # \_\_\_\_\_)



Instructor: _____	Office hours: _____
Email: _____	Phone: _____

### Course Information and Policies

#### Course description

This course is the second of a four-semester introduction to the French language and Francophone cultures. It is designed to help students improve their communication skills in French, and it emphasizes all four language skills: speaking, listening, reading, and writing. The course will be taught in a **hybrid format**. This is a four credit class, but there will be three face-to-face meetings a week (MWF), and you will be required to complete online assignments each week in place of a fourth meeting. Therefore, the online component of this course is **extensive**. Class time will mainly be dedicated to practicing speaking skills.

#### Course objectives

In reference to the American Council on the Teaching of Foreign Languages (ACTFL) proficiency guidelines (<http://actflproficiencyguidelines2012.org/>), over the course of F150 students will continue developing Intermediate level skills while gaining tools needed to perform at the Advanced proficiency level:

*“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. [...] 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.

*Speakers at the Advanced level* engage in conversation in a clearly participatory manner in order to communicate information on autobiographical topics, as well as topics of community, national, or international interest. The topics are handled concretely by means of narration and description in the major time frames of past, present, and future. [...] Advanced-level speakers have sufficient control of basic structures and generic vocabulary to be understood by native speakers of the language, including those unaccustomed to non-native speech.”

According to the **Indiana University World Languages and Cultures Learning Outcomes**, students who complete the World Languages and Cultures requirement will demonstrate:

1. an understanding of culture within a global and comparative context (specifically, an understanding that a particular culture is one of many diverse cultures and that alternate perceptions and behaviors may be based in cultural differences);
2. knowledge of global issues, processes, trends, and systems (such as economic and political interdependency among nations, environmental-cultural interaction, global governance bodies, and nongovernmental organizations);
3. knowledge of other cultures (including beliefs, values, perspectives, practices, and products);
4. the ability to use cultural knowledge, diverse cultural frames of reference, and alternate cultural perspectives to think critically and solve problems;
5. the ability to communicate and connect with people in other language communities in a range of settings for a variety of purposes, developing skills in each of the four modalities: speaking (productive), listening (receptive), reading (receptive), and writing (productive) [N.B. This learning outcome applies specifically to students who study a foreign language.];
6. the ability to use foreign language skills and/or knowledge of other cultures to extend access to information, experiences, and understanding.

## Textbook and course materials (sold at the IUB Bookstore and TIS)

- 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: 978-0-55-834494-8). If you bought the F100 custom edition of *Chez Nous* (ISBN: 978-0-55-834013-1) in Fall of 2009 or later, you do not need a new book.
- MyFrenchLab. If your book did not come with an access code, it may be purchased separately for one or two semesters. Note that if buying from a 3<sup>rd</sup> party vendor you must purchase “Modified and Mastering for MyFrenchLab” access code that is compatible with Canvas. **IF YOU BUY THE WRONG VERSION FROM A THIRD PARTY VENDOR, IT WILL NOT WORK AND WE HAVE NO WAY TO REIMBURSE IT!!!!!!**
- *Larousse Pocket Dictionary, français-anglais, English-French*. Larousse, 2007. ISBN: 978-2-03542-085-5. (or a comparable dictionary)
- Blue Book (also called an Examination Book). All students will take the daily quiz in a blue book. You may need to purchase more than one as the semester continues (available at campus bookstores).
- ❖ (Highly Recommended) Morton, Jacqueline. *English Grammar for Students of French, 6th edition*. If you struggle with knowledge of English Grammar, this book can give you explanations and examples in English that will help you to better understand the French grammatical explanations and examples in your *Chez Nous* text and in class. This is recommended for all levels of French classes so you can use it for multiple semesters.

## Class format

In order to achieve the course objectives, classroom activities will focus on practice and reinforcement of the material covered in the textbook. You will speak French with your classmates and will work together on various communicative activities. To succeed, make sure that you are well prepared **BEFORE** each class period. You are expected to set aside time **daily** to work on the online components of the course – MyFrenchLab (MFL) and Canvas (CV). Preparation for class includes studying the textbook pages assigned on the syllabus and completing all homework (MFL, CV, atelier revisions, etc.) for the day it is due (listed in the Course Calendar). **If you do not complete the assigned work before coming to class, you will not be able to participate fully in the day’s activities, and your grade will suffer as a result.**

## Grading:

### **1. Preparation/Attendance/Participation: 15%**

- Daily Quizzes: 7%
- Attendance + In-class Participation: 8%

### **2. Assessments: 35%**

#### *a. Written Assessments: 25%*

- Chapter Exams (4)
- Ateliers d’écriture (2)

#### *b. Oral Assessments: 10%*

- Oral Presentations
- Oral Exam

### **3. Homework: 30%**

- MyFrenchLab (MFL): 15%
- « Online Day » (MFL + Canvas assignments): 15%

### **4. Final Exam: 15%**

### **5. Extracurricular French Activity: 5%**

### **Grading Scale:**

A+ = 97.5% – 100%; A = 92.5% – 97.4%; A- = 89.5% – 92.4%  
B+ = 87.5% – 89.4%; B = 82.5% – 87.4%; B- = 79.5% – 82.4%  
C+ = 77.5% – 79.4%; C = 72.5% – 77.4%; C- = 69.5% – 72.4%  
D+ = 67.5% – 69.4%; D = 62.5% – 67.4%; D- = 59.5% – 62.4%  
F = < 59.4%

- Grades are not curved.
- There is **no extra credit** awarded in F150.
- Late homework is not accepted.
- Excessive absences will result in a final grade penalty.

## 1. Preparation/Attendance/Participation (PAP)

Regular oral practice is essential for improving proficiency in a foreign language. You must come to class having prepared the lesson and done the assigned work *ahead of time*. You are expected to arrive on time and to remain in class until the instructor dismisses class. You are also required to **check email and Canvas at least once a day** to keep up with important announcements from your instructor.

In class, besides participating actively, you are expected to **maintain civil behavior** and refrain from eating, chewing gum, chatting with classmates, doing other homework, and other disruptive behavior. **Engaging in such activities will result in a lower participation score.** Also, please be respectful and **turn off your phone.**

*There will be no unsanctioned use of electronic devices of any kind during class (smartphones, laptops, tablets, etc.). Your instructor reserves the right to penalize your participation grade for any such usage.*

**Beginning Week 2, each class day will start with a quiz** to check the vocabulary, the grammar or any other material that will be practiced on that day. Note that the **3 lowest scores** will be dropped. **The first quiz of the semester will be on Friday January 20th.**

A maximum PAP score of 10 points can be earned per week. Attendance and participation will be *noted daily* and *graded weekly*. It is normal to feel nervous or shy when speaking a foreign language; regular participation in class will help you become more comfortable speaking French and will help you make progress as quickly as possible. Do not worry about making mistakes – it is a normal part of the learning process! We will focus more on the message you are trying to communicate than on any grammatical mistakes you make while talking.

The following are general guidelines your instructor will follow in assigning your PAP grade.

<b>8.5-10 points</b>	Used <u>only French</u> and spoke often during class. Participated actively in pair and group work. Volunteered often and in a meaningful way to class discussion. Listened attentively and responded to others. Was well prepared for class and able to respond to detailed questions about material.
<b>7-8 points</b>	Used mostly French (including during pair work). Spoke often during class. Participated actively in pair and 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.
<b>5-6.5 points</b>	Used quite a bit of English on several occasions during pair or group work and/or whole class discussion OR didn't speak often. Not very engaged in group activities. Did not volunteer during classroom discussion. Did not bring textbook (except for exam days). Was not familiar with the material for the day, and unable to respond to basic questions about it.
<b>0-4.5 points</b>	Used more English than French OR did not speak during class. Was not engaged in group activities, was distracting to others, or strayed from the topic during group activities. Chatted in English with classmates, did other homework, slept, text-messaged, read the news, or did not pay attention during class activities.

### Absences

You are expected to come to class fully prepared, and to participate actively each day. Because absences prevent you from participating in class and showing your preparation, unexcused absences will impact your final grade. You are allowed **three unexcused absences** over the course of the semester. Beyond these three absences, **you will lose 1%** of the course grade for *each* subsequent absence. If you miss an assignment, in-class writing, exam, quiz, or any other written or oral work because of an unexcused absence, these points **cannot be made up.**

#### EXCUSED ABSENCES

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 other 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**. Once your documentation is accepted, you will be allowed to make up missed work. You must obtain documentation from a doctor and from Student Disability Services if your chronic health issues prevent you from regularly attending class. **\*NB:** An IU HEALTH CENTER VERIFICATION OF VISIT does not suffice to excuse you from class.

To be excused for a **religious holiday**, you must submit a request for accommodation for religious observances to your instructor *by the end of the second week of classes*. The official form can be downloaded at <http://vpfaa.indiana.edu/forms/>

**\*\* Please do not ask your instructor to excuse an absence if you cannot provide documentation in a timely manner. \*\***

## 2. Assessments

### *Chapter exams (chapters 6-9)*

You will be tested on the vocabulary, structures, and cultural material covered in each chapter. Each of your chapter exams will also include a listening comprehension component and a reading comprehension section. Note that chapter 10 will not have its own chapter exam, but will be weighted more heavily on the cumulative final exam.

### *Writing Workshops with Revisions*

There will be two (2) in-class writing workshops (*ateliers d'écriture*) that you will complete on or for specific dates (see course calendar). These assignments are designed to allow you to express yourself in an original and creative way with the vocabulary and structures studied (primarily those in the current chapter of *Chez Nous*, but also those in previous chapters), and to develop good writing skills in French. The first draft will be written in-class. Therefore, reviewing vocabulary and structures ahead of time is crucial, since you will be allowed to use your textbook and a dictionary for only the last 10 minutes of the in-class assignment.

For these *ateliers*, you will first be given a pre-writing homework to brainstorm and look up information and vocabulary. You will then write a first draft in class, which your instructor will grade with a correction guide (under Files on Canvas). Based on your instructor's comments, you will turn in a fully revised draft. Both versions will be graded (20 points for in-class version, 10 points for corrections). The 20 points for each in-class writing assignment will be distributed as follows:

<b>Score / 5</b>	<b>Vocabulary</b> (particularly, but not limited to, vocabulary from lessons covered)	<b>Grammar / Usage</b> (particularly, but not limited to, targeted structures)	<b>Content / Communication of Ideas</b>	<b>Organization / Style</b>
5	Excellent and appropriate spelling and choice of vocabulary; variety of words used	Excellent control of grammatical structures and punctuation; very few avoidable errors	Relevant and appropriate response to task, content communicated well; appropriate length	Sentence lengths and patterns varied; tone consistent; text contains related ideas; text follows logical plan (linked coherently) with a clear sense of beginning and closure
4 - 4.5	Good spelling and choice of vocabulary; moderate variety of words	Good control of grammatical structures and punctuation; some avoidable errors	Generally good content, though topic may not be fully explored; appropriate length (or nearly so)	Sentence lengths and patterns show some variety; tone is generally consistent; most ideas are related; text usually follows a logical plan (linked coherently) with some sense of beginning and closure
3.5	Fair spelling and choice of vocabulary; minimal variety of words; simple vocabulary in relation to expected level	Fair control of grammatical structures and punctuation; many avoidable errors	Content addresses the topic, though repetitious and simplistic; not long enough	Sentence lengths and/or patterns are seldom varied; tone is inconsistent or shows lack of involvement; ideas are often unrelated; text strays from a logical plan with a weak sense of beginning or lack of closure
3	Poor spelling and choice of vocabulary; definite lack of variety of words	Excessive number of errors in grammatical structures and punctuation.	Inadequate development of ideas and content; poor ability to communicate; brevity compromises message	Sentence lengths and patterns are repetitious; tone is lifeless and shows no involvement; text follows no logical plan
0 - 2.5	Incomprehensible	Meaning blocked; text dominated by errors	No relevance to task; not enough to evaluate	No evidence of organization or style

### *Oral presentation*

You will work with a classmate (or in a group of three) to prepare a presentation on a topic in Francophone culture that your instructor will present to you later in the semester. The purpose of presentations is to put to use the various skills you will have integrated as the semester progresses.

### *Oral exam*

In the last half of the semester, your oral communication skills will be evaluated in a brief oral exam. A set of possible topics will be provided in advance to help you to prepare.

### 3. MyFrenchLab, “Online Day” and Other Homework on Canvas (CV)

#### *a. MyFrenchLab (MFL)*

You will be assigned MyFrenchLab (MFL) exercises for each day of “face-to-face” class time and a few times for the “online” day. In order to be fully prepared for class interactions you must complete **all assignments for the day they are due**. Your instructor will minimize the presentation of new material. You are therefore responsible for reading and preparing all material on your own. Class time will be spent using what you have learned outside of class.

How to do homework in MyFrenchLab: In the MFL platform, you have an unlimited number of attempts to submit an exercise or activity for a grade. This is to encourage you to use it as a tool to check your comprehension after you have studied the lesson. 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*. **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 email 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 email 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. “Online Day” (MFL+Canvas)*

Each week, you will be required to complete a series of activities that will assess your listening, reading and writing skills. These activities will mostly be assigned and submitted through **Canvas**, and must be turned in by **11:59 pm on Sundays at the latest (unless otherwise specified** - all due date exceptions are **highlighted in red** in the course calendar). All **Exam Review Packets will be due at 5pm the day before the exam**. This will allow instructors to post the answer keys to the review (under Files in Canvas) and allow students time to correct any mistakes or misunderstandings while studying for the exam. +

- . SAM Activities: There will be one writing assignment from each chapter, which you should prepare and submit on CV.
- . Discussion Board: For each lesson, you will be asked to read and answer questions from the “*Vie et Culture*” sections in the textbook.
- . Culture: Various “*Venez chez nous!*” activities (“*lisons*”, “*observons*”) will be assigned for each chapter.
- . Revision Packets: You will need to complete a “revision packet” in order to prepare/review for the exam.

**NB: All homework is due for a class day is due at the start of class. All homework due online is precise to the minute. No late homework will be accepted for an unexcused absence even for partial credit, with NO exceptions.**

If there is a technological problem with Canvas that does not allow you to upload an assignment, you may email your assignment to your instructor before the deadline. Any work turned in after the deadline will not be accepted.

If you know in advance that you will be absent from class, you may turn in your homework ahead of time for credit. If you miss class due to an *excused* absence, you can receive credit for homework completed and submitted **on the day of your return**. An excused absence also allows you to make up a quiz once your supporting documentation is accepted by your instructor.

Because some students may be new to French classes at Indiana University, we want to be as flexible as possible to those who are transferring after the first week of classes. Consequently, all online homework scheduled for Week 1 may be submitted **before** the first class of Week 2 (by Wednesday, **January 18th**). However, **starting Wednesday, January 18th** 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 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.

**Translation programs are not permitted in our French classes, and their use is considered cheating.**



## Approved writing resources

For your writing 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

BonPatron – [bonpatron.com](http://bonpatron.com) – basic writing editor (correcteur de grammaire et d’orthographe)

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 F150**, 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 F150**

Translation programs, native speaker friends/family/acquaintances or tutors are not permitted to write or correct your written work in F150! **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 F150 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. Last semester 7.4% of F150 students were found in violation of these codes of 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.

## 4. Final exam

The final exam will be held on **Monday, May 1st, from 12:30-2:30 p.m. Location TBA**. This exam is cumulative; it covers material from the entire semester. You are responsible for making sure that you do not have another final exam that conflicts with the date and time of the F150 final exam. If you need to schedule a make-up final exam, you must contact your instructor **by Monday of week 3**. You will need to provide documentation that proves you cannot attend the regularly scheduled exam in order to take the make-up final exam.

## **5. Participation in an extracurricular French activity**

The French program offers many opportunities to expand your knowledge and skills outside the classroom. These include French films (IU Cinema or French Club Film Series), occasional French Club activities, and potentially special events around campus. **You will be required to participate in one extracurricular French activity** sometime during the semester, and write a short essay describing and reflecting on your experience. This assignment will allow you to apply what you learned about the French language and culture in class to a real life situation. A schedule of activities can be found under Files/French Club on Canvas. *Do not wait until the last minute to find an activity.*

### **Suggestions for optimal language learning**

- ✓ Attend the biweekly French Table (schedule will be announced soon) and other French cultural events in Bloomington.
- ✓ See French films shown on campus, watch TV and DVDs in French, and listen to French radio on the Internet.
- ✓ Read magazines or newspapers in French (paper or Web versions).

### **Course supervisor**

Your instructor is your first source of information. Should you have questions that your instructor cannot answer, you may contact the F150 course supervisor:

Amber Panwitz, Department of French and Italian, Global and International Studies Building, 3152, email: [amberpanwitz@indiana.edu](mailto:amberpanwitz@indiana.edu), phone: 855-7538.

## **Thinking about Studying Abroad in France?**

Check out our website at: <http://frit.indiana.edu/undergraduate/french/overseas.shtml>



**Course Calendar. \*Subject to change. Please check e-mail and Canvas regularly for updates.**

	<b>LUNDI</b>	<b>MERCREDI</b>	<b>VENDREDI</b>	<b>DIMANCHE “EN LIGNE”</b>
1	<p><b>9 janvier</b></p> <p><i>Introduction</i></p> <p>6.1. La vie en ville</p> <ul style="list-style-type: none"> <li>o décrire ton appartement</li> </ul> <p><i>Présentation du cours</i></p>	<p><b>11 janvier</b></p> <p>6.1. La vie en ville</p> <ul style="list-style-type: none"> <li>o décrire et situer ton immeuble</li> <li>o à quel étage?</li> <li>o verbes en <i>-ir</i> comme <i>choisir</i></li> <li>o les pronoms d’objet direct <i>le, la, l’, les</i> (function)</li> </ul> <p><b>Étudier</b> : CN (<i>Chez Nous</i>) p. 221-2, 224, 226-7, 256-7</p> <p><b>Devoirs</b> : MFL (<i>MyFrenchLab</i>) : (6-)1, 3, 8, 9, 12</p>	<p><b>13 janvier</b></p> <p>6.1. La vie en ville</p> <ul style="list-style-type: none"> <li>o la consonne <i>l</i></li> <li>o les pronoms d’objet direct <i>le, la, l’, les</i> (placement)</li> </ul> <p><b>Étudier</b> : CN p. 223, 225, 228-9, 256-7</p> <p>MFL : (6-)4, 5, 10, 11, 13, 14</p>	<p><b>mardi 17 janvier – 11:59pm (at the latest)</b></p> <p>. MFL (6-)16, 17, 35</p> <p>. <b>Discussion Board</b> : <u>Vie et Culture</u>, <i>Où habitent les Français ? À quel étage ?</i> Lire CN p. 223 et répondre aux questions sur CV.</p>
2	<p><b>16 janvier</b></p> <p><b>Martin Luther King, Jr. Day (pas de cours)</b></p>	<p><b>18 janvier</b></p> <p>6.2. Je suis chez moi</p> <ul style="list-style-type: none"> <li>o les meubles</li> <li>o les pronoms d’objet indirect <i>lui</i> et <i>leur</i></li> <li>o la consonne <i>r</i></li> </ul> <p><b>Étudier</b> : CN p. 232, 235-6, 256-7</p> <p><b>Devoirs</b> : Print, read, sign, turn in the F150 Pledge of Honor – (CV) Complete Syllabus Quiz – (CV) MFL : (6-)15, 20, 21, 26, 29</p>	<p><b>20 janvier</b></p> <p>6.2. Je suis chez moi</p> <ul style="list-style-type: none"> <li>o décrire un appartement ou un meuble</li> <li>o les verbes de transfert</li> <li>o les nombres à partir de <i>mille</i></li> </ul> <p><b>Étudier</b> : CN p. 232, 236-7, 238-9</p> <p><b>Devoirs</b> : MFL : (6-)22, 23, 27, 31, 32</p> <p><b>Attention</b> : <i>premier quiz du jour !</i></p>	<p><b>22 janvier – 11:59pm (at the latest)</b></p> <p>. <b>Student Activities Manual (SAM)</b>: (6-)18, 19.</p> <p>. <b>Discussion Board</b> : <u>Vie et Culture</u>, <i>Le quartier</i>. Lire CN p. 233 et répondre aux questions sur CV.</p>
3	<p><b>23 janvier</b></p> <p>6.3. La vie à la campagne</p> <ul style="list-style-type: none"> <li>o la nature et la vie à la campagne</li> <li>o l’imparfait: faire des suggestions</li> </ul> <p><b>Étudier</b> : CN p. 241, 244, 257</p> <p><b>Devoirs</b> : MFL : (6-)33, 38, 39, 42, 43, 60</p>	<p><b>25 janvier</b></p> <p>6.3. La vie à la campagne</p> <ul style="list-style-type: none"> <li>o des activités habituelles au passé</li> <li>o l’imparfait: description au passé</li> </ul> <p><b>Étudier</b> : CN p. 245-6, 257</p> <p><b>Devoirs</b> : MFL : (6-)40, 41, 45, 46, 47, 48, 57</p>	<p><b>27 janvier</b></p> <p><b>Atelier d’écriture I</b></p> <p><b>Devoirs</b> : Document « Avant d’écrire I » (CV)</p> <p><b>Bring this to class!</b></p>	<p><b>29 janvier – 11:59pm (at the latest)</b></p> <p>. Compléter le <b>Revision Packet chap.6 (CV)</b></p> <p><b>By 5 pm at the latest</b></p> <p>. <b>Culture</b> : <i>À la découverte de la France, les régions</i> CN, lire « <i>la naissance de la France</i> » et faire la partie « <i>lisons</i> » p. 249 – 251</p>



4	<p><b>30 janvier</b></p> <p><b>Examen du chapitre 6</b></p> <p><i>Revision Packet chap.6 (CV)</i> <b>due 29 janvier – 5pm</b></p>	<p><b>1 février</b></p> <p>7.1. Les jeunes et la vie</p> <ul style="list-style-type: none"> <li>○ parler de la famille et des racines (1<sup>re</sup> partie)</li> <li>○ décrire une personne (1<sup>re</sup> partie)</li> <li>○ les verbes <i>écrire, lire</i> et <i>dire</i></li> </ul> <p><b>Étudier :</b> CN p. 259-260, 263, 296 <b>Devoirs :</b> MFL : (7-)1, 2, 5, 6, 7; lire « La famille à la carte », CN p. 260</p>	<p><b>3 février</b></p> <p>7.1. Les jeunes et la vie</p> <ul style="list-style-type: none"> <li>○ parler de la famille et des racines (2<sup>e</sup> partie)</li> <li>○ décrire une personne (2<sup>e</sup> partie)</li> <li>○ l'imparfait et le passé composé: description vs. narration</li> </ul> <p><b>Étudier :</b> CN p. 259-60, 264-5, 296 <b>Devoirs :</b> MFL (7-) 4, 8, 9, 11, 12</p>	<p><b>5 février – 11:59pm (at the latest)</b></p> <p><b>. Révisions du passé composé:</b> <u>Étudier</u> CN p.196-197, 206-207 + <u>Faire MFL</u> (5-)5, 8, 26, 28, 44</p> <p><b>. Discussion Board :</b> <u>Vie et Culture</u>, <i>La famille à la carte. La diversité ethnique en France.</i> Lire CN p. 260-1 et répondre aux questions sur CV.</p>
5	<p><b>6 février</b></p> <p>7.2. Les grands évènements de la vie</p> <ul style="list-style-type: none"> <li>○ les évènements de la vie</li> <li>○ la semi-voyelle /j/</li> <li>○ les pronoms d'objet <i>me, te, nous</i> et <i>vous</i></li> </ul> <p><b>Étudier :</b> CN p. 268, 271, 274 296-7 <b>Devoirs:</b> MFL : (7-)10, 18, 19, 21, 27, 28</p>	<p><b>8 février</b></p> <p>7.2. Les grands évènements de la vie</p> <ul style="list-style-type: none"> <li>○ des vœux</li> <li>○ l'imparfait et le passé composé: d'autres contrastes</li> </ul> <p><b>Étudier :</b> CN p. 270, 272, 296 <b>Devoirs :</b> MFL (7-)17, 23, 24, 29, 30</p>	<p><b>10 février</b></p> <p>7.3. Les émotions</p> <ul style="list-style-type: none"> <li>○ exprimer les sentiments</li> <li>○ perdre son sang-froid : quelques expressions utiles</li> <li>○ les verbes pronominaux idiomatiques (1<sup>re</sup> partie)</li> </ul> <p><b>Étudier :</b> CN p. 277-8, 281, 297 <b>Devoirs :</b> MFL (7-)35, 36, 41, 50</p>	<p><b>12 février – 11:59pm (at the latest)</b></p> <p><b>. Student Activities Manual (SAM):</b> (7-)15, 16.</p> <p><b>. MFL</b> (7-)14, 25, 26, 32</p> <p><b>. Discussion Board :</b> <u>Vie et Culture</u>, <i>Les fêtes religieuses et officielles.</i> Lire CN p. 269 et répondre aux questions sur CV. + MFL (7-)20, 56, 58</p>
6	<p><b>13 février</b></p> <p>7.3. Les émotions</p> <ul style="list-style-type: none"> <li>○ les verbes pronominaux idiomatiques (2<sup>e</sup> partie)</li> <li>○ les semi-voyelles /w/ et /ɥ/</li> <li>○ les verbes <i>voir</i> et <i>croire</i> et la conjonction <i>que</i></li> </ul> <p><b>Étudier :</b> CN p. 280, 281-2, 283-4, 297 <b>Devoirs :</b> MFL (7-)38, 39, 42, 44, 45, 46</p>	<p><b>15 février</b></p> <p><b>Examen du chapitre 7</b></p> <p><i>Revision Packet chap.7 (CV)</i> <b>due mardi 14 février - 5pm</b></p>	<p><b>17 février</b></p> <p>8.1. Il fait quel temps?</p> <ul style="list-style-type: none"> <li>○ les saisons et le temps</li> <li>○ les questions avec <i>quel</i> et <i>lequel</i></li> </ul> <p><b>Étudier :</b> CN p. 299, 302, 305-6, 336 <b>Devoirs :</b> MFL (8-)1, 2, 8, 9, 10, 11</p>	<p><b>19 février – 11:59pm (at the latest)</b></p> <p><b>.Culture, « Lisons! » :</b> Lire le texte « <i>Je suis Cadien</i> » p.285-7 dans CN et répondre aux questions (CV).</p>

7	<p><b>20 février</b></p> <p>8.1. Il fait quel temps?</p> <ul style="list-style-type: none"> <li>o parler de la température</li> <li>o la prononciation de la lettre <i>e</i></li> <li>o les expressions de nécessité</li> </ul> <p><b>Étudier :</b> CN p. 299, 300, 304-5, 307, 336  <b>Devoirs:</b> MFL (8-)3, 4, 12, 13, 14, 15</p>	<p><b>22 février</b></p> <p>8.2. On part en vacances</p> <ul style="list-style-type: none"> <li>o les vacances et des activités (1<sup>re</sup> partie)</li> <li>o les verbes <i>connaître</i> et <i>savoir</i></li> </ul> <p><b>Étudier :</b> CN p. 311, 317-18, 336  <b>Devoirs:</b> MFL : (8-)20, 28, 30, 31</p>	<p><b>24 février</b></p> <p>8.2. On part en vacances</p> <ul style="list-style-type: none"> <li>o les vacances et des activités (2<sup>e</sup> partie)</li> <li>o les questions avec les pronoms interrogatifs <i>qui, que, quoi</i></li> </ul> <p><b>Étudier :</b> CN p. 312, 314-15, 336-7  <b>Devoirs :</b> MFL (8-)17, 21, 22, 24, 25, 26</p>	<p><b>26 février – 11:59 pm (at the latest)</b></p> <p>. <b>Student Activities Manual (SAM):</b> (8-)34, 35.</p> <p>. <b>Discussion Board :</b> <u>Vie et Culture</u>, <i>Les vacances des Français</i>. Lire CN p. 314-5 et répondre aux questions sur CV.</p>
8	<p><b>27 février</b></p> <p>8.3. Je vous invite</p> <ul style="list-style-type: none"> <li>o des distractions</li> <li>o le <i>h</i> aspiré et le <i>h</i> muet</li> <li>o les expressions indéfinies et négatives</li> </ul> <p><b>Étudier :</b> CN p. 321, 324-5, 327-8, 337  <b>Devoirs :</b> MFL : (8-)6, 7, 36, 40, 46, 47, 48, 49</p>	<p><b>1 mars</b></p> <p>8.3. Je vous invite</p> <ul style="list-style-type: none"> <li>o inviter quelqu'un</li> <li>o accepter et refuser des invitations (1<sup>re</sup> partie)</li> <li>o la modalité : les verbes <i>devoir</i>, <i>pouvoir</i> et <i>vouloir</i></li> </ul> <p><b>Étudier :</b> CN p. 321-2, 325-6, 337  <b>Devoirs:</b> MFL (8-)37, 42, 43, 44, 45</p>	<p><b>3 mars</b></p> <p>8.3. Je vous invite</p> <ul style="list-style-type: none"> <li>o accepter et refuser des invitations (2<sup>e</sup> partie)</li> <li>o le conditionnel et les phrases avec <i>si</i></li> </ul> <p><b>Étudier :</b> CN p. 321-2; Module complémentaire : le conditionnel (CV)  <b>Devoirs :</b> MFL (8-)38 (11-)42, 43, 44</p>	<p><b>5 mars – 11:59pm (at the latest)</b></p> <p>. <b>Compléter le <i>Revision Packet chap.8</i> sur CV by 5 pm at the latest</b></p> <p>. <b>MFL</b> (8-)50, 51, 54, 55</p> <p>. <b>Culture :</b> La France d'Outre-Mer  a. CN, lire « la France d'outre-mer » p.330  b. lire « Guadeloupe : Guide du voyageur » (CN) p. 331-333 et répondre aux questions sur le texte (CV)</p>
9	<p><b>6 mars</b></p> <p><b>Examen du chapitre 8</b></p> <p><b><i>Revision Packet chap.8 (CV)</i> due 5 mars – 5pm</b></p>	<p><b>8 mars</b></p> <p><b>Présentation des sujets de présentations orales</b></p> <p>9.1. Projets de voyage</p> <ul style="list-style-type: none"> <li>o faire un voyage</li> <li>o le futur</li> </ul> <p><b>Étudier :</b> CN p. 339, 343-4, 378  <b>Devoirs :</b> MFL (9-)4, 5, 8, 9, 10</p>	<p><b>10 mars</b></p> <p>9.1. Projets de voyage</p> <ul style="list-style-type: none"> <li>o les moyens de transport</li> <li>o la liaison obligatoire</li> <li>o le pronom <i>y</i></li> </ul> <p><b>Étudier :</b> CN p. 340, 342-3, 346, 378  <b>Devoirs :</b> MFL (9-)1, 2, 12, 14, 15;  <b>Plan préliminaire (groupe) pour les présentations orales à rendre</b></p>	<p><b>lundi 20 mars – Before Class starts!!</b></p> <p>. <b>Student Activities Manual (SAM):</b> (9-)11</p> <p>. <b>Discussion Board :</b> <u>Vie et Culture</u>, <i>Voyager en train en France</i>. Lire CN p. 341 et répondre aux questions sur CV.</p> <p><b>Auto-W deadline, Sunday, March 12th</b></p>

**Congé de printemps : Amusez-vous !**

10	<p><b>20 mars</b></p> <p>9.2. Destinations</p> <ul style="list-style-type: none"> <li>o les continents et les pays</li> <li>o les prépositions avec des noms de lieux</li> </ul> <p><b>Étudier :</b> CN p. 350-1, 354-5, 378  <b>Devoirs :</b> MFL (9-) 17, 20, 27, 28, 29</p>	<p><b>22 mars</b></p> <p>9.2. Destinations</p> <ul style="list-style-type: none"> <li>o les adjectifs de nationalité</li> <li>o le verbe <i>venir</i></li> <li>o la liaison avec <i>t, n, et r</i></li> </ul> <p><b>Étudier :</b> CN p. 351, 353-4, 356, 378  <b>Devoirs :</b> MFL (9-) 21, 23, 30, 31, 33, 35</p>	<p><b>24 mars</b></p> <p>9.3. Faisons du tourisme!</p> <ul style="list-style-type: none"> <li>o le logement et les visites</li> <li>o des sites historiques et culturels</li> <li>o se renseigner, indiquer le chemin</li> <li>o les pronoms relatifs <i>où, qui, que</i></li> </ul> <p><b>Étudier :</b> CN p. 360-62, 363, 365, 366-7, 378-9  <b>Devoirs :</b> (9-) 38, 39, 40, 42, 43, 45, 46, 51, 57</p>	<p><b>26 mars – 5pm (at the latest)</b>  <b>. Revision Packet chap.9 (CV)</b></p> <p><b>mardi – 26 mars – 11h59pm (at the latest)</b>  <b>. Plan et présentation ppt pour les présentations orales finalisés à rendre (groupe)</b></p>
11	<p><b>27 mars</b></p> <p><b>Examen du chapitre 9</b></p> <p><b>Revision Packet chap.9 (CV)</b>  due 26 mars – 5pm</p>	<p><b>29 mars</b></p> <p><b>Présentations orales</b></p> <p><b>Plan et présentation ppt pour les présentations orales finalisés à rendre (groupe)</b>  due mardi 28 mars – 11:59pm</p>	<p><b>31 mars</b></p> <p><b>Présentations orales</b></p>	<p><b>lundi 3 avril – à rendre en classe</b></p> <p>Document « Avant d’écrire II » (CV)</p>
12	<p><b>3 avril</b></p> <p><b>Atelier d’écriture II</b></p> <p><b>Devoirs :</b> Document « Avant d’écrire II » (CV)</p>	<p><b>5 avril</b></p> <p>10.1. La santé</p> <ul style="list-style-type: none"> <li>o le corps humain</li> <li>o des maux et des handicaps</li> <li>o le subjonctif des verbes réguliers avec les expressions de nécessité</li> </ul> <p><b>Étudier :</b> CN p 381-2, 385-6, 416  <b>Devoirs :</b> MFL : (10-)1, 2, 7, 8, 9</p>	<p><b>7 avril</b></p> <p>10.1. La santé</p> <ul style="list-style-type: none"> <li>o rester en forme; choses à éviter</li> <li>o les consonnes <i>s</i> et <i>z</i></li> <li>o le subjonctif des verbes irréguliers</li> </ul> <p><b>Étudier :</b> CN p. 382-3, 384, 387, 416  <b>Devoirs :</b> MFL : (10-)3, 4, 10, 11, 12, 13</p>	<p><b>9 avril – 11:59pm (at the latest)</b></p> <p><b>. MFL (10-)5, 23, 34</b></p> <p><b>. Discussion Board :</b> <u>Vie et Culture</u>, <i>La médecine en France + le stress</i>  Lire CN p. 383 et répondre aux questions sur CV.</p>

13	<p><b>10 avril</b></p> <p>10.2. Sauvons la planète</p> <ul style="list-style-type: none"> <li>○ des menaces pour l'environnement</li> <li>○ le subjonctif avec les expressions de volonté</li> </ul> <p><b>Étudier :</b> CN p. 392, 396, 416-7  <b>Devoirs :</b> MFL : (10-)14, 16, 19, 20, 25, 26  <b>Atelier d'écriture II (2<sup>e</sup> version) à rendre</b></p>	<p><b>12 avril</b></p> <p>10.2. Sauvons la planète</p> <ul style="list-style-type: none"> <li>○ protéger l'environnement</li> <li>○ la consonne <i>gn</i></li> <li>○ d'autres verbes irréguliers au subjonctif</li> </ul> <p><b>Étudier :</b> CN p. 392-3, 394, 395, 397-8, 416-7  <b>Devoirs :</b> MFL : (10-) 21, 22, 27, 28, 29, 31</p>	<p><b>14 avril</b></p> <p>10.3. Le bien commun</p> <ul style="list-style-type: none"> <li>○ s'engager et faire du bénévolat</li> <li>○ le subjonctif avec les émotions</li> </ul> <p><b>Étudier :</b> CN p. 401-2, 404-5, 417  <b>Devoirs :</b> MFL : (10-)37, 41, 42, 43, 44</p>	<p><b>16 avril – 11:59pm (at the latest)</b></p> <p><b>. Student Activities Manual (SAM):</b> (10-)51, 52</p> <p><b>. Culture :</b> <i>L'écologie</i>  a. CN, lire « <i>L'écologie</i> » p.409  b. CN, regarder la vidéo « <i>L'environnement et nous</i> » et répondre aux questions sur CV (p.403-410).</p>
14	<p><b>17 avril</b></p> <p>10.3. Le bien commun</p> <ul style="list-style-type: none"> <li>○ les manifestations</li> <li>○ le subjonctif avec les expressions de doute</li> </ul> <p><b>Étudier :</b> CN p. 401, 404, 406, 417  <b>Devoirs :</b> MFL : (10-) 38, 39, 40, 45, 46, 47, 48</p>	<p><b>19 avril</b></p> <p>Atelier de préparation pour l'examen oral</p> <p><b>Devoirs :</b> Lire et préparer les sujets de l'examen oral</p>	<p><b>21 avril</b></p> <p><b>Examen oral</b></p>	<p><b>23 avril – 11:59pm (at the latest)</b></p> <p><b>. Discussion Board :</b> <u>Vie et Culture</u>, <i>Les Français face à leurs responsabilités civiques + bénévolat</i>  Lire CN p. 402 et répondre aux questions sur CV.</p> <p><b>. Culture:</b> L'arbre nourricier, CN pp.411-413. Lire le texte et répondre aux questions sur CV</p>
15	<p><b>24 avril</b></p> <p><b>Examen oral</b></p> <p><i>Date limite (deadline) pour rendre l'essai de réflexion sur l'activité culturelle française</i></p>	<p><b>26 avril</b></p> <p>Révision générale</p> <p><b>Devoirs :</b> Dossier de révision (1<sup>ère</sup> partie) doit être complété ET corrigé (<i>self-corrected</i>) avant de venir en classe (CV)</p>	<p><b>28 avril</b></p> <p>Révision générale</p> <p><b>Devoirs :</b> Dossier de révision (2<sup>e</sup> partie) doit être complété ET corrigé (<i>self-corrected</i>) avant de venir en classe (CV)</p>	
<p><b>Examen final (F150): lundi 1 mai 2016, 12:30-2:30 pm. Location TBA.</b>  → You are responsible for verifying <b>IMMEDIATELY</b> that you have no final exam conflict and notifying your instructor by Monday of week 3 if you do have a conflict with another final exam.</p>				