

# French F100: Elementary French Language and Culture I

## Fall 2018

Instructor:  
 Email:  
 Office:  
 Office hours:

**Welcome to French F100**, the first semester in the Elementary French Language and Culture sequence at Indiana University. This course is designed 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. This course will be taught in a **flipped/hybrid format**. This is a four-credit class, but there will be three face-to-face meetings a week. 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. Additionally, you will be expected to read material and complete homework on topics *before* coming to class. Thus, class time will mainly be dedicated to mastering what you have learned at home as well as practicing speaking skills.

### Goals

By the end of F100, I will be able to...

Speaking	-speak in simple sentences about everyday topics, using vocabulary of family, leisure activities and routines, school and professions, clothing, food, etc. -express myself in the present and simple past with accuracy and fluency -employ basic conversational strategies to hold short conversations in French
Writing	-write sentences and short paragraphs in French on a range of everyday topics, using learned vocabulary words, present and simple past verbs, and other beginning-level structures.
Listening	-understand my peers and be able to hold brief conversations both in and outside of class. -understand my instructor and be able to participate, follow instructions, and respond in class. -understand the main ideas and certain details in beginning-level audio and video texts.
Reading	-read and understand the main ideas and certain details in short texts from a variety of genres (e.g. poems, calendars, paragraph-length excerpts providing information about different topics). -answer comprehension and reflective thinking questions on these texts.
Cultural Awareness	-demonstrate cultural understanding of diverse aspects of Francophone cultures (including beliefs, values, perspectives, practices and products) through knowledge of facts and simple comparisons with the native culture(s) of classmates on topics addressed in class, such as greetings, leisure activities, food, and educational systems.

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/>).

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.

## Materials

### ✚ Textbook

Valdman, Albert, Cathy Pons, and Mary Ellen Scullen. *Chez nous : Branché sur le monde francophone*. Fourth, media-enhanced edition (Custom IU edition) 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, but you will have to purchase a new MFL access code (if your access has expired). Your instructor will give you more details in class. **(Required)**



### ✚ MyFrenchLab

All students are to complete their workbook activities online through MyFrenchLab (MFL) ([www.mylanguagelabs.com](http://www.mylanguagelabs.com)). If your book did not come with an access code, or your access has expired, it may be purchased separately for one or two semesters. **Our MFL course is linked directly to our Canvas page**, so when you log on to do the homework, it should be through the “MyLab and Mastering” tab on Canvas. **Note:** Students will ONLY be able to access MyFrenchLab by buying the correct Access Code as a bundle with the textbook from the bookstore OR by buying the Pearson Instant Access through their Canvas Account. Students who do not use one of these forms of purchasing their access code will not be able to correctly log into their MyFrenchLab course, as it is custom integrated into Canvas. Pearson is not liable for other forms of purchasing and students will not be reimbursed by Pearson if they purchase elsewhere. For the registration guide and instructions, please refer to Canvas. During this process, you will need an access code composed of 6 random words. If you are asked for a Course ID, you have taken the wrong steps.

### ✚ Blue Book (also called an Examination Book)

All students will take the daily quiz in a blue book. Bring this book to class by Aug. 27<sup>th</sup>. You may need to purchase more than one as the semester continues (available at campus bookstores). **(Required)**

### ✚ Jacqueline Morton, *English Grammar for Students of French, Sixth Edition*. The Olivia and Hill Press. 2009. **(Strongly recommended)**

### ✚ Dictionary **(Strongly recommended)**

The IU bookstore offers the *Oxford New French Dictionary*; this is adequate for a beginning learner and is a

convenient size to carry to class. Should you prefer another dictionary, the Collins-Robert is excellent and is available in different sizes. As a general rule, the bigger, the better, but it all depends on how far you want to go with the French language.

### **Class format**

In order to achieve these 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. To succeed, make sure that you are well prepared **BEFORE** the class period. You are expected to set aside daily time to work **MyFrenchLab (MFL)** and the **Canvas (CV)** online components of the course to complete required assignments. Preparation for class includes studying the textbook 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.**

### **Class roster**

If you prefer to be called a different name than what is on the class roster, please let me know. Feel free to correct me on your preferred gender pronoun or pronouns you use. If you have any questions or concerns, do not hesitate to contact me.

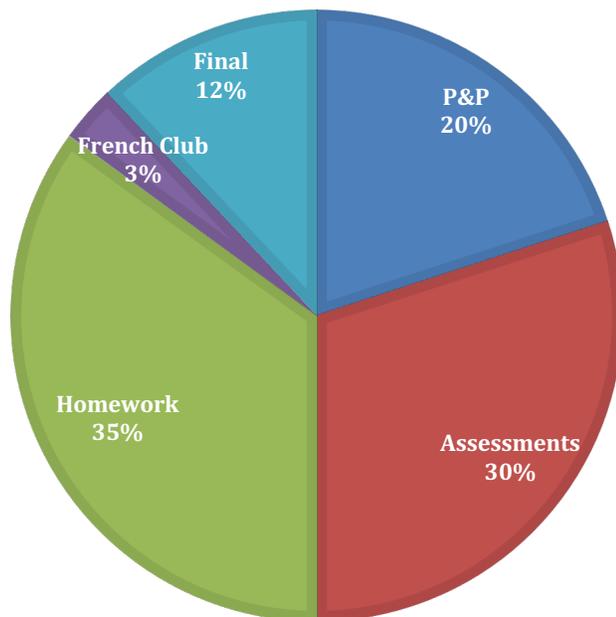
## Grading

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.

\*Excessive absences will result in a final grade penalty. Please see the **Attendance Policy** for how class attendance will affect your final grade.

Grades for F100 will be distributed among the following categories:

Rubrics	TOTAL
Participation & Preparation (P&P) -Daily Quizzes (6%) -Participation (14%) (i.e. 1% per week)	20%
Assessments - <i>Chez nous</i> Chapter exams × 4 (24%) - Listening exam (6%)	30%
Homework -MyFrenchLab (20%) -Canvas discussions & activities (“Online day”) (15%)	35%
Extracurricular French Club Activity	3%
Final exam	12%



### Final grade calculation

Final grades will be calculated according to the following scale.

(100-97.5) = A+
(97.4-92.5) = A
(92.4-89.5) = A-
(89.4-87.5) = B+
(87.4-82.5) = B
(82.4-79.5) = B-
(79.4-77.5) = C+
(77.4-72.5) = C
(72.4-69.5) = C-
(69.4-67.5) = D+
(67.4-62.5) = D
(62.4-59.5) = D-
(59.4-0) = F

# Course Assignment and Assessment Descriptions

## I. Participation & Preparation – 20%

### A. Participation:

Regular oral practice is essential for improving proficiency in a foreign language; thus attending class and participating actively on a daily basis is necessary for a student's success in F100. Please arrive on time and remain in class until the instructor dismisses class. Be sure to check **e-mail and Canvas at least once a day** to keep up with important announcements from your instructor and **bring the appropriate textbook pages from *Chez nous* with you every class.**

In class, in addition to participating actively, please **maintain civil behavior** and refrain from eating, chewing gum, cell phone use, and disruptive behavior (e.g., chatting, reading the paper, doing other homework). Engaging in these 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.***

**Our classes are conducted entirely in French.** You are expected to come to class having sufficiently prepared the day's material in advance to enable your active participation. You will have the opportunity to earn 10 participation points each class period. Your instructor will grade your participation each day and average your scores from the week to generate your weekly participation grade out of 10 points.

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 the general guidelines your instructor will follow in assigning your participation grade:

<b>8.5-10 points</b> - Used only French and spoke often during class period. 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 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.
<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 during group activities. Did not volunteer during classroom discussion. 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 during group activities, was distracting to others, or strayed from the topic during group activities. Chatted in English with classmates, did homework, slept, texted, read the news, or did not pay attention during class activities. (Note: an unexcused absence will result in a participation grade of zero for that day.)

### B. Daily Quizzes:

Beginning Chapter 1, each class day will start with a quiz (taken in the Blue Book) to check the vocabulary, the grammar, or any other material that will be practiced on that day. If you do not have your Blue Book for a given class period, you may take the daily quiz on a separate sheet of paper, but you will only receive half credit. If you miss a quiz or are late for a quiz, you will *not* be allowed to make it up; however, the three lowest quiz grades will be dropped.

## II. Homework (MyFrenchLab & Canvas Assignments)- 35%

Homework is due at the **start** of class. **Late homework will not be accepted** in F100, out of fairness to all F100 students.

### 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 MFL on a daily basis.

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, or to those students who are transferring after the first week of classes. Consequently, **we will allow a grace period during the first week of class. Starting Monday, August 27th**, 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*. The program will provide you with the correct answer after the due date so you can return to any activities to check answers you may have missed.

**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. "Online Day" (Canvas discussions and activities) – 15%**

Each week, you will be required to complete a series of activities that will assess your listening, reading and writing skills. These activities will 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).

- Discussion Board: For each lesson, you will be asked to answer questions about discussion prompts (based on readings in the textbook or outside materials) and respond to your classmates' posts.
- Culture: Various "*Venez chez nous!*" and "*Vie et culture*" activities will be assigned for each chapter. For more information, see the course calendar and Canvas.
- Ciné Club: During Week 12 you will be watching *Le petit Nicolas* and completing various activities related to the film. See Canvas for more information.
- Exam Review Guide: You will complete a review guide in order to prepare/review for the exam. You will have access to both the blank exam review guide and the answer key. Complete the review guide in one color of font, and then, using the answer key, correct your errors in a different color. Upload the completed assignment (with both your original and corrected responses). Exam review guides are due the day before the exam at 11:59 p.m., with the exception of the Final Exam Review Guide, which is due 11:59 p.m. the last day of class.

**All homework assigned on Canvas is due at 11:59pm. 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 e-mail your assignment to your instructor before the deadline. Any work turned in after the deadline will not be accepted.

**NB: 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! For more information, please see Academic Honesty & Integrity below.

### III. Assessments – 42% (Chapter exams, Listening exam, and Final exam)

#### A. Chapter exams and final exam (Chapter exams 6% x 4 = 24% ; final exam –12%)

Each chapter will be tested via a chapter exam, which will emphasize the current chapter but will contain some cumulative material. These exams are 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.

#### B. Examen d'écoute (Listening exam) – 6%

Listening is a skill we develop every day in French class; 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).

### IV. Extracurricular French Club Activity – 3%

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.*** Your essay on the experience should be turned in on Canvas by the last day of class, December 7, 2018 at 11:59pm.

## Course Policies

### I. Attendance Policy

#### A. 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 grade. For each unexcused absence, you will lose all participation points for the day. These points cannot be made up. **After three unexcused absences, you will lose 2%** of the final course grade for *each* subsequent absence, in addition to not receiving participation points for those days. 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**. **[Please note that three tardies (arriving late, or leaving early) are equivalent to 1 unexcused absence.]**

#### B. 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, **signed** and **dated**. You must obtain documentation from a doctor and from Student Disability Services if your chronic health issues prevent you from regularly attending class. **\*NB:** A white note from the IU Health Center that says you were seen by a health care provider on a specific date will be sufficient to excuse your absence, but a blue note that states you came by the health center, but were not seen by a health care provider at the health center will not suffice to excuse your absence.

An excused absence will not impact your participation grade for the week and you will be allowed to make up any missed in-class assignments. However, you will not be able to make up the daily quiz for that day or any of the online assignments. If you miss a major graded in-class assignment (exam, writing assignment), to make it up, you must 1) contact your instructor within 24 hours of the absence; and 2) present your documentation before the next class you attend. If you experience extenuating circumstances (e.g., hospitalization, death of a family member, etc.), contact your instructor as soon as possible.

To be excused for a **religious holiday**, please see the section below on Religious Observances.

## II. Academic Honesty & 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, or 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 work in F100**, whether written or oral, submitted on paper or online, **must be strictly your own**. This means asking anyone other than your instructor to help you complete or revise any assignment turned in for a grade is considered academic misconduct. Cheating and plagiarism will be dealt with according to Indiana University's guidelines for academic misconduct (details at [studentcode.iu.edu](http://studentcode.iu.edu)).

### Approved writing resources

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 you are actively learning in class, so you should already have all the tools and vocab necessary to complete your assignments using your *Chez nous* textbook.

### Translation programs vs. dictionaries

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.

### III. 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 August 31, 2018) 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: <https://vpfaa.indiana.edu/doc/request-for-accomodation-religious-observances.doc>

### IV. 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.**

### V. Course supervisor

Your instructor is your first source of information and you should contact him/her *first* with any questions or concerns you may have about the course. Should you have questions that your instructor cannot answer, you may contact the F100 course supervisor: Kelly Kasper-Cushman, Department of French and Italian, Global and International Studies Building, 3152, email: [kmkasper@indiana.edu](mailto:kmkasper@indiana.edu), phone: 855-7538.

### VI. Instructor absence

If your instructor does not arrive for class and no explanation from the department is posted, please designate a classmate to call the FRIT main office at (812) 855-1952 or send a representative from your class to the FRIT main office (GISB 3173) to consult an administrative staff member.

### VII. 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.

### VIII. Title IX

As your instructor, one of my responsibilities is to create a positive learning environment for all students. Title IX and IU's Sexual Misconduct Policy prohibit sexual misconduct in any form, including sexual harassment, sexual assault, stalking, and dating and domestic violence. If you have experienced sexual misconduct, or know someone who has, the University can help.

If you are seeking help and would like to speak to someone confidentially, you can make an appointment with:  
The Sexual Assault Crisis Services (SACS) at (812) 855-8900 (counseling services)  
Confidential Victim Advocates (CVA) at (812) 856-2469 (advocacy and advice services)  
IU Health Center at (812) 855-4011 (health and medical services)

It is also important that you know that Title IX and University policy requires me to share any information brought to their attention about potential sexual misconduct, with the campus Deputy Title IX Coordinator or IU's Title IX Coordinator. In that event, those individuals will work to ensure that appropriate measures are taken and resources are

made available. Protecting student privacy is of utmost concern, and information will only be shared with those that need to know to ensure the University can respond and assist.

We encourage you to visit [stopsexualviolence.iu.edu](http://stopsexualviolence.iu.edu) to learn more.

## COURSE CALENDAR F100 – FALL 2018 – MWF

Homework is due on the day it is assigned. For example, for Wednesday, August 22, read the indicated pages (pp. 3-4, 7-8, and 9-10) in *Chez nous* and complete exercises P1-P8, P-10, P-11, and P-15 in MyFrenchLab (MFL) **BEFORE** coming to class.

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

Semaine	Date	Étudier ( <i>Chez nous</i> )	Faire (Devoirs)
1	20 août	Chapitre préliminaire, leçon 1 ; Introduction au cours	
	22 août	<b>Chapitre préliminaire, leçon 1</b> a. pp. 3-4, Moi, je parle français b. pp. 7-8, Les pronoms sujets et le verbe <i>être</i> c. pp. 9-10, Les pronoms disjoints	MFL P : 1-8, 10, 11, 15  Bring your signed Statement of Academic Honesty to class
	24 août	<b>Chapitre préliminaire, leçon 2</b> a. p. 13, La salle de classe b. pp. 16-17, Sons et lettres c. pp. 18-19, Le genre et les articles au singulier	MFL P : 12, 13, 18, 20, 23, 26, 27
	26 août Online/Canvas	<b>Culture : Les salutations</b> a. p. 5, Vie et culture b. pp. 14-15, Vie et culture	<b>Canvas :</b> a. Vie et culture. p. 5 b. Vie et culture, p. 14 c. Discussion board 1 d. Syllabus and MyFrenchLab quiz

Semaine	Date	Étudier ( <i>Chez nous</i> )	Faire (Devoirs)
2	27 août	<b>Chapitre préliminaire, leçon 2</b> a. p. 14, Le professeur dit, les étudiants répondent b. pp. 20-21, Le nombre et les articles au pluriel	MFL P : 21, 22, 29-31, 33, 34
	29 août	<b>Chapitre 1, leçon 1</b> a. pp. 31-32, Ma famille b. p. 36, Les adjectifs possessifs au singulier	MFL 1 : 1-4, 7, 8  First daily quiz in class—bring your blue book !
	31 août	<b>Chapitre 1, leçon 1</b> a. pp. 31-32, Ma famille b. pp. 34-35, Sons et lettres c. pp. 37-39, Les adjectifs invariables	MFL 1 : 5, 6, 9-12, 16  Request for accomodation for religious observances
	2 septembre Online/Canvas	<b>Culture : La famille dans le monde francophone</b> a. pp. 61-62, La famille au Québec b. p. 33, La famille en France	<b>Canvas :</b> a. Lisons ! La famille au Québec et en France, p. 62 & p. 33 b. Discussion board 2  Exceptionally due Tuesday at 11:59 pm because of Labor Day

Semaine	Date	Étudier ( <i>Chez nous</i> )	Faire (Devoirs)
3	3 septembre	<b>LABOR DAY ! Pas de devoirs !</b>	
	5 septembre	<b>Chapitre 1, leçon 2</b> a. pp. 42-43, Les fêtes et les anniversaires b. p. 45, Sons et lettres c. pp. 46-47, Le verbe <i>avoir</i> et l'âge	MFL 1 : 13, 14, 22, 23, 25, 27
	7 septembre	<b>Chapitre 1, leçon 2</b> a. pp. 42-43, Les fêtes et les anniversaires b. pp. 48-49, Les adjectifs possessifs au pluriel	MFL 1 : 19-21, 26, 31
	9 septembre Online/Canvas	<b>Culture : Le calendrier</b> a. p. 44, Bon anniversaire et bonne fête ! b. p. 52, La semaine	<b>Canvas :</b> a. Vie et culture, p. 44 b. Discussion board 3

Semaine	Date	Étudier ( <i>Chez nous</i> )	Faire (Devoirs)
4	10 septembre	<b>Chapitre 1, leçon 3</b> a. p. 51, p. 53, Une semaine typique (les activités) b. pp. 54-56, Le présent des verbes en <i>-er</i> et la négation	MFL 1 : 29, 30, 32-34, 37, 41, 42
	12 septembre	<b>Chapitre 1, leçon 3</b> a. p. 51, p. 53, Une semaine typique (les parties de la journée et les jours de la semaine) b. p. 57, Les questions	MFL 1 : 38, 40, 47, 48, 50
	14 septembre	<b>Examen Chapitres P + 1</b>	<b>Canvas : Chapitres P + 1 Exam Review Guide</b>  <b>Due Thursday by 11:59 pm</b>
	16 septembre Online/Canvas		

Semaine	Date	Étudier ( <i>Chez nous</i> )	Faire (Devoirs)
5	17 septembre	<b>Chapitre 2, leçon 1</b> a. pp. 69-70, Elles sont comment ? Pour décrire les femmes (traits physiques) b. pp. 75-76, Les adverbes interrogatifs	MFL 2 : 1-3, 12, 13
	19 septembre	<b>Chapitre 2, leçon 1</b> a. pp. 69-70, Elles sont comment ? Pour décrire les femmes (traits de caractère) b. p. 72, Sons et lettres c. pp. 75-76, Les adjectifs variables	MFL 2 : 4, 5, 7, 9, 11, 14
	21 septembre	<b>Chapitre 2, leçon 2</b> a. pp. 80-81, Nos loisirs : On joue... b. pp. 84-85, Les prépositions <i>à</i> et <i>de</i>	MFL 2 : 8, 19, 20, 25, 27
	23 septembre Online/Canvas	<b>Culture : Les amis</b> a. p. 71, Les amis	<b>Canvas :</b> a. Écoutons ! La baby-sitter b. Discussion board 4

Semaine	Date	Étudier ( <i>Chez nous</i> )	Faire (Devoirs)
6	24 septembre	<b>Chapitre 2, leçon 2</b> a. pp. 80-81, Nos loisirs : On fait... b. pp. 86-87, Le verbe <i>faire</i> c. p. 83, Sons et lettres	<b>MFL 2</b> : 22-24, 26, 28, 29, 32
	26 septembre	<b>Chapitre 2, leçon 3</b> a. p. 89, Destinations diverses b. pp. 92-93, Le verbe <i>aller</i> c. p. 95, L'impératif	<b>MFL 2</b> : 21, 31, 38, 40, 47, 48, 49
	28 septembre	<b>Chapitre 2, leçon 3</b> a. pp. 92-93, Le future proche/temporal expressions	<b>MFL 2</b> : 39, 41, 42, 44, 50, 52
	30 septembre Online/Canvas	<b>Culture : Les sports</b> a. p. 82, Les loisirs des Français b. pp. 98-103, Venez chez nous ! Vive le sport	<b>Canvas</b> : a. Vie et culture, p. 82 b. Discussion board 5

Semaine	Date	Étudier ( <i>Chez nous</i> )	Faire (Devoirs)
7	1 <sup>er</sup> octobre	<b>Examen Chapitre 2</b>	<b>Canvas</b> : Chapitre 2 Exam Review Guide  <b>Due Sunday by 11:59 pm</b>
	3 octobre	<b>Chapitre 3, leçon 1</b> a. p. 107, À l'université b. pp. 112-113, Les verbes en <i>-re</i> comme <i>attendre</i> c. p. 107, Prépositions de lieu d. p. 110, Sons et lettres e. pp. 110-111, Les adjectifs prénominaux au singulier	<b>MFL 3</b> : 1-3, 5-9, 11-13
	5 octobre	<b>Fall Break !</b> Dormez bien et reposez-vous !	
	7 octobre Online/Canvas	<b>Culture : La vie scolaire</b> a. p. 109, Le système éducatif au Québec et le campus dans l'université française	<b>Canvas</b> : a. Écoutons! Nouvelle sur le campus b. Discussion board 6

Semaine	Date	Étudier ( <i>Chez nous</i> )	Faire (Devoirs)
8	8 octobre	<b>Chapitre 3, leçon 2</b> a. p. 116, Qu'est-ce que vous étudiez ? b. p. 119, Les verbes comme <i>préférer</i> et l'emploi de l'infinitif	<b>MFL 3</b> : 10, 19-21, 25, 26, 28
	10 octobre	<b>Chapitre 3, leçon 2</b> a. p. 116, Pour parler des cours b. p. 118, Sons et lettres c. pp. 121-122, Les adjectifs prénominaux au pluriel	<b>MFL 3</b> : 20- 22, 23, 27, 29, 31, 34

	12 octobre	<b>Chapitre 3, leçon 3</b> a. pp. 124-125, Qu'est-ce que vous voulez faire comme travail ? b. p. 127, <i>C'est et il est</i>	<b>MFL 3</b> : 37, 39, 41, 43, 44
	14 octobre Online/Canvas	<b>Culture : La vie scolaire</b> a. p. 117, L'université française et la réforme européenne b. p. 126, La féminisation des noms de professions	<b>Canvas</b> : a. Discussion board 7 b. Vie et culture, p. 126

Semaine	Date	Étudier ( <i>Chez nous</i> )	Faire (Devoirs)
9	15 octobre	<b>Chapitre 3, leçon 3</b> a. pp. 124-125, Qu'est-ce que vous voulez faire comme travail ? b. pp. 128-129, Les verbes <i>devoir, pouvoir, et vouloir</i>	<b>MFL 3</b> : 46-48, 50
	17 octobre	Mid-semester review : Writing	<b>Canvas</b> : Writing assignment TBA
	19 octobre	<b>Examen Chapitre 3</b>	<b>Canvas</b> : Chapitre 3 Exam Review Guide  <b>Due Thursday by 11:59 pm</b>
	21 octobre Online/Canvas	<b>Culture : Les francophones au Canada</b> a. pp. 134-136, Les francophones au Canada	<b>Canvas</b> : a. Discussion board 8 b. Lisons ! Emménager à Montréal, pp. 134-136

Semaine	Date	Étudier ( <i>Chez nous</i> )	Faire (Devoirs)
10	22 octobre	<b>Chapitre 4, leçon 1</b> a. p. 143, La routine du matin b. pp. 146-147, Les verbes pronominaux et les pronoms réfléchis	<b>MFL 4</b> : 1, 3, 7-9
	24 octobre	<b>Chapitre 4, leçon 1</b> a. p. 144, Les articles de toilette b. p. 146, Sons et lettres c. p. 149, Les adverbes : intensité, fréquence, quantité	<b>MFL 4</b> : 2, 4-6, 12-14
	26 octobre	<b>Chapitre 4, leçon 2</b> a. p. 153, Je n'arrête pas de courir b. p. 154, Vous avez l'heure ? c. p. 156-157, Les verbes en <i>-ir</i> comme <i>dormir</i>	<b>MFL 4</b> : 17, 20, 21, 24-26
	28 octobre Online/Canvas	<b>Culture : La routine</b> a. p. 144, Métro, boulot, dodo b. p. 155, Le système de 24 heures	<b>Canvas</b> : a. Vie et culture, p. 144 b. Discussion board 9

Semaine	Date	Étudier ( <i>Chez nous</i> )	Faire (Devoirs)
11	29 octobre	<b>Chapitre 4, leçon 2</b> a. p. 153, Je n'arrête pas de courir b. pp. 158-159, Le comparatif et le superlatif des adverbes	MFL 4 : 22, 28-31
	31 octobre	<b>Chapitre 4, leçon 3</b> a. pp. 162-163, Les vêtements et les couleurs b. pp. 166-167, L'adjectif démonstratif	MFL 4 : 36-40, 43, 45
	2 novembre	<b>Chapitre 4, leçon 3 :</b> a. pp. 162-163, Les vêtements et les couleurs b. pp. 165-166, Sons et lettres c. pp. 168-169, Le comparatif et le superlatif des adjectifs	MFL : 4 : 41, 42, 44, 46, 48, 49
	4 novembre Online/Canvas	<b>Culture : La haute couture et la vie de tous les jours</b> a. p. 164, La haute couture b. pp. 175-177, Frère Jaques, dormez-vous ?	<b>Canvas :</b> a. Discussion board 10 b. Lisons ! Frère Jacques, dormez-vous ?, pp. 175-177

Semaine	Date	Étudier ( <i>Chez nous</i> )	Faire (Devoirs)
12	5 novembre	<b>Examen Chapitre 4</b>	<b>Canvas :</b> Chapitre 4 Exam Review Guide  <b>Due Sunday by 11:59 pm</b>
	7 novembre	Activité de prévisionnement ; Film : <i>Le petit Nicolas</i>	<b>Canvas :</b> Ciné Club : Avant le film- <i>Le petit Nicolas</i> <b>Due Tuesday by 11 :59 p.m.</b>
	9 novembre	Film : <i>Le petit Nicolas</i>	
	11 novembre Online/Canvas		<b>Canvas :</b> Ciné Club : Après le film – <i>Le petit Nicolas</i>

Semaine	Date	Étudier ( <i>Chez nous</i> )	Faire (Devoirs)
13	12 novembre	<b>Chapitre 5, leçon 1 :</b> a. p. 182, Au café : Des boissons b. p. 185, Sons et lettres c. pp. 186-187, Les verbes <i>prendre</i> et <i>boire</i>	MFL 5 : 1-3, 5-9
	14 novembre	<b>Chapitre 5, leçon 1 :</b> a. p. 182, Au café : Des casse-croûte b. pp. 188-189, L'article partitif	MFL 5 : 10-12, 14, 17
	16 novembre	<b>Chapitre 5, leçon 2 :</b> a. p. 191, Les repas, Le petit-déjeuner b. p. 195, Sons et lettres c. pp. 196-197, Le passé composé avec <i>avoir</i> d. p. 201, Déjeuner du matin	MFL 5 : 21, 22, 24-28
	19 novembre Online/Canvas	<b>Culture : La nourriture</b> a. p. 184, La restauration à la chaîne	<b>Canvas :</b> a. Écoutons! On fait les

		b. p. 193, Le déjeuner et le dîner	courses b. Vie et culture, p.184 & 193 <b>Exceptionally due Monday (Nov. 26) by 11:59 p.m.</b>
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Semaine	Date	Étudier (Chez nous)	Faire (Devoirs)
<b>THANKSGIVING BREAK ! 19 novembre – 24 novembre</b>			

Semaine	Date	Étudier (Chez nous)	Faire (Devoirs)
14	26 novembre	<b>Chapitre 5, leçon 2</b> a. p. 192, Les repas : Le déjeuner, le goûter, et le dîner b. pp. 198-199, Les verbes comme <i>acheter</i> et <i>appeler</i>	<b>MFL 5</b> : 20, 29, 30, 31, 35
	28 novembre	<b>Chapitre 5, leçon 3</b> a. p. 202, Allons au supermarché b. p. 203, Le rayon charcuterie-poissonnerie-boucherie et Le rayon boulangerie c. p. 204, Expressions de quantité d. pp. 208-209, Les expressions de quantité et le pronom <i>en</i>	<b>MFL 5</b> : 38-40, 46-49
	30 novembre	<b>Examen d'écoute (Listening Exam)</b>	
	2 décembre Online/Canvas	<b>Culture : Faire les courses</b> a. pp. 204-205, Vie et culture : Les petits commerçants et les grandes surfaces ; Les marchés	<b>Canvas</b> : a. Vie et culture, pp. 204-205 b. Discussion board 11

Semaine	Date	Étudier (Chez nous)	Faire (Devoirs)
15	3 décembre	<b>Chapitre 5, leçon 3</b> a. p. 203, Le rayon fruits et légumes b. pp. 206-207, Le passé composé avec <i>être</i>	<b>MFL 5</b> : 42-45
	5 décembre	Révisions générales	
	7 décembre	Révisions générales	<b>Canvas</b> : a. Final Exam Review Guide b. Extracurricular activity essay <b>Due Friday by 11:59 pm</b>
	Online/Canvas		

Semaine	Date	Étudier (Chez nous)	Faire (Devoirs)
FINALS WEEK	10 décembre	<b>EXAMEN FINAL</b> 12:30-2:30 p.m. Location TBA	