

**French 150: Second-Semester French**  
Fall 2018 – MWF 1:25-2:15 GA0003



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**I. COURSE DESCRIPTION AND FORMAT:**

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 **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.

**Course Objectives**

By the end of F150, I will be able to...

Speaking	<ul style="list-style-type: none"><li>◦ talk about personal contexts in a developed way using vocabulary of housing, regions, family, weather, etc.</li><li>◦ express myself in the past, present, future, conditional, and subjunctive tenses</li><li>◦ speak with a partner for at least 15 minutes at a time on a variety of topics</li></ul>
Writing	<ul style="list-style-type: none"><li>◦ write paragraph-length compositions using the vocabulary and grammar learned in the chapters</li><li>◦ respond to readings in the target language through brief comprehension questions in French</li></ul>
Listening	<ul style="list-style-type: none"><li>◦ understand my peers and hold brief conversations both in and outside of class</li><li>◦ understand my instructor and respond to questions in class</li><li>◦ understand native speakers in videos and recordings from the textbook and from other online sources</li></ul>
Reading	<ul style="list-style-type: none"><li>◦ read and answer basic comprehension questions on page-length news articles, blogs, travel guides, and excerpts of literary texts in French</li><li>◦ answer deeper comprehension questions on these texts in English</li></ul>
Cultural Awareness	<ul style="list-style-type: none"><li>◦ compare and contrast French and francophone cultures, practices, holidays, and customs with those of students' home cultures</li><li>◦ identify several French-speaking regions outside of France and cite specific aspects of these cultures, including geography, climate, holidays, and customs</li></ul>

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.”

Students who complete F150 will also demonstrate the **Indiana University World Languages and Cultures Learning Outcomes**. More information on these specific outcomes can be found at this link: <http://bulletins.iu.edu/iub/general-education/2016-2017/learning-outcomes/world-languages-and-cultures.shtml>.

#### **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)*: 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 another MFL access code if yours has expired.
- **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. Students will ONLY be able to access MyFrenchLab by buying Pearson Instant Access through their Canvas Account OR by buying the correct Access Code from the bookstore. 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.
- **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.
- ❖ An excellent French-English dictionary such as the Collins-Robert or *The Oxford New French Dictionary*, 3<sup>rd</sup> edition, ISBN 9780425228616.

#### **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.**

**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.

## II. GRADING AND ASSIGNMENT DESCRIPTIONS:

### Grade Breakdown

#### **1. Preparation & Participation: 15%**

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

#### **2. Written Assessments: 30%**

- Chapter Exams (4): 20%
- Ateliers d'écriture (3): 10%

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

- Oral Presentations: 5%
- Oral Exam: 5%

#### **4. Homework: 30%**

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

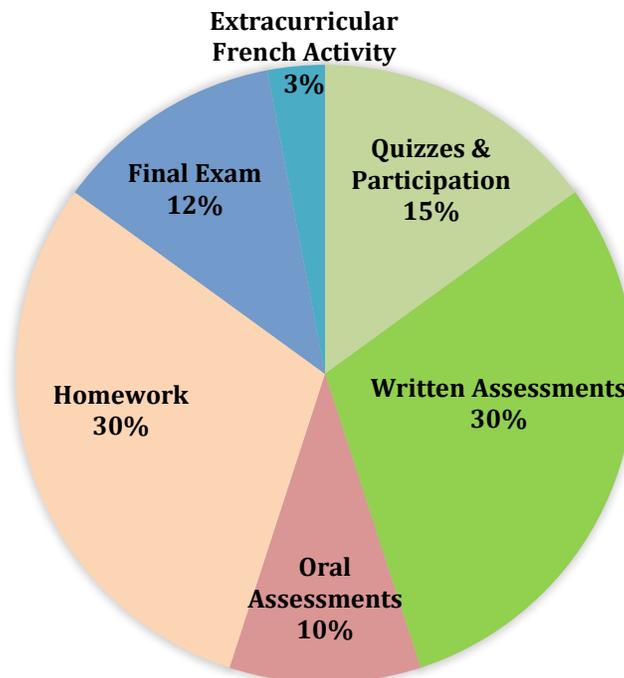
#### **5. Final Exam: 12%**

#### **6. Extracurricular French Activity: 3%**

### **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. (Please see the “Attendance Policy” below for more information.)



### 1. Preparation & Participation

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*. Please arrive on time and remain in class until the instructor dismisses class. Be sure to **check email 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* to class each day.

In class, besides participating actively, please **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.**

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 for 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 general guidelines your instructor will follow in assigning your participation 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. 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. (Note: an unexcused absence will result in a grade of zero for that day.)

**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. All quizzes will be taken in the Blue Book. If you do not have a Blue Book for a given class period, you may take the daily quiz on a separate sheet of paper, but you may only receive half credit. **The first quiz of the semester will be on Wednesday August 29th.** If you are late or absent, you will not be able to make up the daily quiz, but the 3 lowest scores will be dropped.

## **2. Written 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.

### ***Ateliers d'écriture et révisions***

There will be three (3) 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. You will scan your original document with your instructor's comments and upload both your scanned original and your revised version to Canvas. 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 according to the grading rubric which can be found on Canvas under "Files>Ateliers d'écriture".

**\*\*Translation programs are not permitted in our French classes, and their use is considered cheating.** Please see the section below on “Academic Honesty and Integrity” for more information.\*\*

### **3. Oral Assessments**

#### ***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.

### **4. MyFrenchLab & Canvas “Online Day”**

#### ***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.

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 Monday, **August 27th**). However, **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 14-day trial period. After 14 days, these accounts will become dormant until an access code is entered, but all previously completed homework will remain completed on the account once it is reopened.

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*. 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 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 be assigned and submitted through **Canvas**, and must be turned in by **11:59 pm on Sundays**.

- **Discussion Board**: You will read and answer questions from the “*Vie et Culture*” sections in the textbook and respond to your classmates’ posts.
- **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 one color) and correct your answers (in a different color) in order to prepare/review for the exam.

**NB: All homework assigned on Canvas is due at 11:59pm and is precise to the minute. No late homework will be accepted 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.

### **5. Final exam**

The final exam will be held on **Monday, December 10, 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 the end 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.

### **6. 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.*** Your essay on the experience should be turned in on Canvas by **December 7, 2018** at 11:59pm.

## **III. ATTENDANCE POLICY**

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.]

### **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, written assessment), 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”.

## **IV. ACADEMIC HONESTY AND 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 F150**, 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 <http://studentcode.iu.edu>).

### **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 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 v. Dictionaries**

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 may 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. In Fall 2016, 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.

## **V. OTHER IMPORTANT INFORMATION:**

### **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 F150 course supervisor: Jill Owen, Department of French and Italian, Global and International Studies Building, 3152, email: [jilowen@indiana.edu](mailto:jilowen@indiana.edu), phone: 855-7538.

### **Instructor absence**

If your instructor does not arrive for class and no explanation from the department is posted, please send a representative from your class to the main office (Global and International Studies Building, 3<sup>rd</sup> floor west wing) to consult an administrative staff member.

### **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 can be found at: <https://vpfaa.indiana.edu/doc/request-for-accomodation-religious-observances.doc>.

### **Students with Disabilities**

Students with documented disabilities who will require accommodations should contact the Office of Disability Services for Students at 812-855-7578. If you already have a memo from this office, please bring it to your instructor as soon as possible so that together you may discuss a plan for the semester.

### **Incompletes**

A final course grade of I (Incomplete) may only be assigned if extreme circumstances occur during the last four weeks 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. An incomplete may NOT be issued for chronic missed work over the course of the semester. All incompletes must be approved by the F150 course supervisor.

### **Sexual Misconduct & 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](tel:8128558900) (counseling services) Confidential Victim Advocates (CVA) at [\(812\) 856-2469](tel:8128562469) (advocacy and advice services) IU Health Center at [\(812\) 855-4011](tel:8128554011) (health and medical services)

It is also important that you know that Title IX and University policy require me to share any information brought to my 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. I encourage you to visit [stopsexualviolence.iu.edu](http://stopsexualviolence.iu.edu) to learn more.

## COURSE CALENDAR F150 – FALL 2018 – MWF

All readings MyFrenchLab homework are due at the start of class on the day they are assigned. For example, for Wednesday, August 22, read the indicated pages (pp. 221-222, 226-227, and 228-229) in *Chez nous* and complete exercises 6-1, 6-3, 6-8, 6-9, and 6-12 in MyFrenchLab (MFL) **BEFORE** coming to class.

Online assignments submitted on Canvas are due electronically at 11:59pm the day they are assigned. For example, you will complete the MyFrenchLab exercises 6-16, 6-17, and 6-35 and submit Discussion Board 1 by 11:59pm.

*\*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 6, leçon 1 : décrire ton appartement ; Introduction au cours	
	22 août	<b>Chapitre 6, leçon 1 : La vie en ville</b> a. pp. 221-222, Chez les Santini b. pp. 226-227, Les verbes <i>-ir</i> comme <i>choisir</i> c. pp. 228-229, Les pronoms d'objet direct <i>le, la, l', les</i>	MFL (6-)1, 3, 8, 9, 12
	24 août	<b>Chapitre 6, leçon 1 : La vie en ville</b> a. p. 225, La consonne <i>l</i> b. pp. 228-229, Les pronoms d'objet direct <i>le, la, l', les</i>	MFL (6-)4, 5, 10, 11, 13, 14
	26 août Online/Canvas	<b>Culture : Où habitent les Français et à quel étage ?</b> a. p. 223, Vie et culture	MFL (6-)16, 17, 35 <b>Canvas :</b> a. Discussion Board 1

Semaine	Date	Étudier ( <i>Chez nous</i> )	Faire (Devoirs)
2	27 août	<b>Chapitre 6, leçon 2 : Je suis chez moi</b> a. p. 232, Chez Christelle b. p. 235, La consonne <i>r</i> c. pp. 235-236, Les pronoms d'objet indirect <i>lui</i> et <i>leur</i>	MFL (6-)15, 20, 21, 26, 29  <b>Canvas :</b> a. Print, read, sign, turn in the F150 Statement of Academic Honesty b. Syllabus quiz
	29 août	<b>Chapitre 6, leçon 2 : Je suis chez moi</b> a. p. 236-237, Les verbes de communication et de transfert b. pp. 238-239, Les nombres à partir de <i>mille</i>	MFL (6-)22, 23, 27, 31, 32  <b>First daily quiz—bring your blue book !</b>
	31 août	<b>Chapitre 6, leçon 3 : La vie à la campagne</b> a. p. 241, Tout près de la nature b. p. 244, Faire des suggestions avec l'imparfait	MFL (6-)33, 38, 39, 42, 43, 60
	4 septembre Online/Canvas (Exceptionally for Labor Day)	<b>Culture : Le quartier</b> a. pp. 223, Vie et culture	<b>Canvas :</b> a. Discussion Board 2

Semaine	Date	Étudier ( <i>Chez nous</i> )	Faire (Devoirs)
3	3 septembre	<b>Fête du travail américaine ! Pas de cours !</b>	
	5 septembre	<b>Chapitre 6, leçon 3 : La vie à la campagne</b> a. pp. 245-246, L'imparfait : la description au passé	MFL (6-)40, 41, 45, 46, 47, 48, 57
	7 septembre	<b>Atelier d'écriture 1</b>	<b>Canvas :</b> a. Atelier d'écriture 1 : Avant d'écrire
	9 septembre Online/Canvas	<b>Culture : À la découverte de la France, les régions</b> a. p. 249, La naissance de la France b. p. 249-251, Lisons	<b>Canvas :</b> a. Culture Chapitre 6 b. Review Guide Chapitre 6

Semaine	Date	Étudier ( <i>Chez nous</i> )	Faire (Devoirs)
4	10 septembre	<b>Examen Chapitre 6</b>	<b>Review Guide Chapitre 6</b> (à rendre le 9 septembre à 23h59)
	12 septembre	<b>Chapitre 7, leçon 1 : Les jeunes et la vie</b> a. p. 259, Les jeunes parlent b. p. 260, Pour parler de la famille et des racines c. p. 263, Les verbes <i>écrire, lire et dire</i>	MFL (7-)1, 2, 5, 6, 7
	14 septembre	<b>Chapitre 7, leçon 1 : Les jeunes et la vie</b> a. p. 264-265, Imparfait et passé composé : description et narration	MFL (7-)4, 8, 9, 11, 12
	16 septembre Online/Canvas	<b>Culture : La famille</b> a. pp. 196-197, Le passé composé avec <i>avoir</i> b. pp. 206-207, Le passé composé avec <i>être</i> c. pp. 260-261, Vie et culture	MFL (5-)8, 26, 28, 44 <b>Canvas :</b> a. Discussion Board 3

Semaine	Date	Étudier ( <i>Chez nous</i> )	Faire (Devoirs)
5	17 septembre	<b>Chapitre 7, leçon 2 : Les grands événements de la vie</b> a. p. 268, Les grands événements b. p. 271, La semi-voyelle /j/ c. p. 274, Les pronoms d'objet <i>me, te, nous</i> et <i>vous</i>	MFL (7-)10, 18, 19, 21, 27, 28
	19 septembre	<b>Chapitre 7, leçon 2 : Les grands événements de la vie</b> a. p. 270, Les vœux b. p. 272, l'imparfait et le passé composé : d'autres contrastes	MFL (7-)17, 23, 24, 29, 30 <b>Canvas :</b> a. Révision Atelier 1
	21 septembre	<b>Chapitre 7, leçon 3 : Les émotions</b> a. p. 277, Pour exprimer les sentiments b. p. 277, Les sentiments c. p. 278, Qu'est-ce qu'on dit quand on perd son sang-froid d. pp. 281-282, Les verbes pronominaux idiomatiques	MFL (7-)35, 36, 41, 50

	23 septembre Online/Canvas	<b>Culture : Les fêtes religieuses et officielles</b> a. p. 269, Vie et Culture	<b>MFL (7-)</b> 14, 20, 25, 26, 32, 56, 58  <b>Canvas :</b> a. Discussion Board 4
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Semaine	Date	Étudier ( <i>Chez nous</i> )	Faire (Devoirs)
6	24 septembre	<b>Chapitre 7, leçon 3 : Les émotions</b> a. pp. 280-281, Les semi-voyelles /w/ et /ɥ/ b. pp. 283-284, Les verbes <i>voir</i> et <i>croire</i> et la conjonction <i>que</i>	<b>MFL (7-)</b> 38, 39, 42, 44, 45, 46
	26 septembre	<b>Examen Chapitre 7</b>	<b>Review Guide Chapitre 7</b> (à rendre le 25 septembre à 23h59)
	28 septembre	<b>Chapitre 8, leçon 1 : Il fait quel temps ?</b> a. p. 299-300, Le temps à toutes les saisons b. p. 302, Les saisons de l'année c. pp. 305-306, Les questions avec <i>quel</i> et <i>lequel</i>	<b>MFL (8-)</b> 1, 2, 8, 9, 10, 11
	30 septembre Online/Canvas	<b>Culture : « Je suis Cadien »</b> a. pp. 285-287, Lisons	<b>Canvas :</b> Culture Chapitre 7

Semaine	Date	Étudier ( <i>Chez nous</i> )	Faire (Devoirs)
7	1 <sup>er</sup> octobre	<b>Chapitre 8, leçon 1 : Il fait quel temps ?</b> a. pp. 304-305, La prononciation de la lettre <i>e</i> b. p. 307, Les expressions de la nécessité	<b>MFL (8-)</b> 3, 4, 12, 13, 14, 15
	3 octobre	<b>Chapitre 8, leçon 2 : On part en vacances</b> a. pp. 311-312, Des activités par tous les temps b. pp. 314-315, Les questions avec <i>qui</i> , <i>que</i> et <i>quoi</i> c. pp. 317-318, Les verbes <i>connaître</i> et <i>savoir</i>	<b>MFL (8-)</b> 17, 20, 21, 22, 24, 25, 26, 28, 30, 31
	5 octobre	<b>Vacances d'automne ! Pas de cours et pas de devoirs !</b>	
	7 octobre Online/Canvas		

Semaine	Date	Étudier ( <i>Chez nous</i> )	Faire (Devoirs)
8	8 octobre	<b>Chapitre 8, leçon 3 : Je vous invite</b> a. p. 321, Qu'est-ce qu'on propose ? b. pp. 324-325, Le <i>h</i> aspiré et le <i>h</i> muet c. pp. 327-328, Les expressions indéfinies et négatives	<b>MFL (8-)</b> 6, 7, 36, 40, 46, 47, 48, 49
	10 octobre	<b>Chapitre 8, leçon 3 : Je vous invite</b> a. p. 322, Pour inviter quelqu'un b. p. 322, Pour accepter une invitation c. p. 325-326, La modalité : <i>devoir</i> , <i>pouvoir</i> et <i>vouloir</i>	<b>MFL (8-)</b> 37, 42, 43, 44, 45

	12 octobre	<b>Chapitre 8, leçon 3 : Je vous invite</b> a. p. 322, Pour refuser une invitation b. p. 434-435, Le conditionnel et les phrases avec <i>si</i>	<b>MFL</b> (8-)38 & (11-)42, 43, 44
	14 octobre Online/Canvas	<b>Culture : « Guadeloupe, Guide du voyageur »</b> a. pp. 331-333, Lisons	<b>MFL</b> (8-)50, 51, 54, 55  <b>Canvas :</b> a. Culture Chapitre 8 b. Review Guide Chapitre 8

<b>Semaine</b>	<b>Date</b>	<b>Étudier (Chez nous)</b>	<b>Faire (Devoirs)</b>
9	15 octobre	<b>Examen Chapitre 8</b>	<b>Review Guide Chapitre 8</b> <b>(à rendre le 14 octobre à 23h59)</b>
	17 octobre	<b>Atelier d'écriture 2</b>	<b>Canvas :</b> a. Atelier d'écriture 2 : Avant d'écrire
	19 octobre	<b>Chapitre 9, leçon 1 : Projets de voyage</b> a. p. 339, Comment y aller ? b. pp. 343-344, Le futur  <i>Présentation des sujets de présentations orales</i>	<b>MFL</b> (9-)4, 5, 8, 9, 10
	21 octobre Online/Canvas	<b>Culture : Voyager en train en France</b> a. p. 341, Vie et culture	<b>Canvas :</b> a. Discussion Board 5 b. Preliminary Group Plan  <i>*Auto-W Deadline</i>

<b>Semaine</b>	<b>Date</b>	<b>Étudier (Chez nous)</b>	<b>Faire (Devoirs)</b>
10	22 octobre	<b>Chapitre 9, leçon 1 : Projets de voyage</b> a. p. 340, Les moyens de transport b. pp. 342-343, La liaison obligatoire c. p. 346, Le pronom <i>y</i>	<b>MFL</b> (9-)1, 2, 12, 14, 15
	24 octobre	<b>Chapitre 9, leçon 2 : Destinations</b> a. p. 350, Où est-ce qu'on va ? b. p. 351, Les continents et les pays c. pp. 354-355, Les prépositions avec des noms de lieux	<b>MFL</b> (9-) 17, 20, 27, 28, 29
	26 octobre	<b>Chapitre 9, leçon 2 : Destinations</b> a. p. 351, Les adjectifs de nationalité b. pp. 353-354, La liaison avec <i>t, n, et r</i> c. p. 356, Le verbe <i>venir</i>	<b>MFL</b> (9-) 21, 23, 30, 31, 33, 35
	28 octobre Online/Canvas	<b>Culture : Le monde francophone</b>	<b>Canvas :</b> a. Group Presentation – Final Outline b. Group Presentation – Final Visuals

Semaine	Date	Étudier ( <i>Chez nous</i> )	Faire (Devoirs)
11	29 octobre	<b>Chapitre 9, leçon 3 : Faisons du tourisme !</b> a. pp. 360-361, Le logement et les visites b. p. 363, Des sites historiques et culturels c. p. 365, Les relatifs <i>où</i> et <i>qui</i> d. pp. 366-367, Le pronom relatif <i>que</i>	<b>MFL (9-)</b> 38, 39, 40, 42, 43, 45, 46, 51, 57
	31 octobre	<b>Présentations orales</b>	<b>Canvas :</b> a. Révision Atelier 2
	2 novembre	<b>Présentations orales</b>	
	4 novembre Online/Canvas	<b>Révisions</b>	<b>Canvas :</b> a. Review Guide Chapitre 9

Semaine	Date	Étudier ( <i>Chez nous</i> )	Faire (Devoirs)
12	5 novembre	<b>Examen Chapitre 9</b>	<b>Review Guide Chapitre 9</b> (à rendre le 4 novembre à 23h59)
	7 novembre	<b>Chapitre 10, leçon 1 : La santé</b> a. p. 381, Santé physique et morale b. p. 382, Vous avez mal ? c. pp. 385-386, Le subjonctif des verbes réguliers avec les expressions de nécessité	<b>MFL (10-)</b> 1, 2, 7, 8, 9
	9 novembre	<b>Chapitre 10, leçon 1 : La santé</b> a. p. 382, Êtes-vous en forme ? b. p. 416, Pour rester en forme & Choses à éviter c. p. 384, Les consonnes <i>s</i> et <i>z</i> d. p. 387, Le subjonctif avec des verbes irréguliers	<b>MFL (10-)</b> 3, 4, 10, 11, 12, 13
	11 novembre Online/Canvas	<b>Culture : La médecine en France et le stress</b> a. p. 383, Vie et culture	<b>MFL (10-)</b> 5, 23, 34  <b>Canvas :</b> a. Discussion Board 6

Semaine	Date	Étudier ( <i>Chez nous</i> )	Faire (Devoirs)
13	12 novembre	<b>Chapitre 10, leçon 2 : Sauvons la planète</b> a. p. 392, Pour protéger la Terre b. p. 396, Le subjonctif avec les expressions de volonté	<b>MFL (10-)</b> 14, 16, 19, 20, 25, 26
	14 novembre	<b>Chapitre 10, leçon 2 : Sauvons la planète</b> a. p. 394, Des éco-gestes pour la consommation et le développement durable b. pp. 395-396, La consonne <i>gn</i> c. pp. 397-398, D'autres verbes irréguliers au subjonctif	<b>MFL (10-)</b> 21, 22, 27, 28, 29, 31

	16 novembre	<b>Atelier d'écriture 3</b>	<b>Canvas :</b> a. Atelier d'écriture 3 : Avant d'écrire
	18 novembre Online/Canvas	<b>Culture : L'environnement et nous</b> a. p. 409-410, Observons	<b>Canvas :</b> a. Culture Chapitre 10(a)

Semaine	Date	Étudier ( <i>Chez nous</i> )	Faire (Devoirs)
	<b>Congé de l'Action de Grâce (19 novembre – 24 novembre)</b> <b>Bonnes fêtes !</b>		

Semaine	Date	Étudier ( <i>Chez nous</i> )	Faire (Devoirs)
14	26 novembre	<b>Chapitre 10, leçon 3 : Le bien commun</b> a. pp. 401-402, On s'engage b. pp. 404-405, Le subjonctif avec les expressions d'émotion	<b>MFL</b> (10-)37, 41, 42, 43, 44
	28 novembre	<b>Chapitre 10, leçon 3 : Le bien commun</b> a. p. 417, Les manifestations et le bénévolat b. p. 406, Le subjonctif avec les expressions de doute	<b>MFL</b> (10-) 38, 39, 40, 45, 46, 47, 48
	30 novembre	<b>Atelier de préparation pour l'examen oral</b>	<b>Canvas :</b> Lire et préparer les sujets de l'examen oral
	2 décembre Online/Canvas	<b>Culture : Le bénévolat et l'environnement</b> a. p. 402, Vie et culture b. pp. 411-413, Lisons	<b>Canvas :</b> a. Discussion Board 7 b. Culture Chapitre 10(b)

Semaine	Date	Étudier ( <i>Chez nous</i> )	Faire (Devoirs)
15	3 décembre	<b>Examen oral</b>	<b>Canvas :</b> a. Révision Atelier 3
	5 décembre	<b>Examen oral</b>	
	7 décembre	<b>Révision générale</b>	<b>Review Guide Chapitres 6-10</b> (à rendre le 5 décembre à 23h59)
	Online/Canvas		

Semaine	Date	
FINALS WEEK	10 décembre	<b>F150 EXAMEN FINAL</b> 12:30-2:30 p.m. Location TBA  You are responsible for verifying <b>IMMEDIATELY</b> that you have no final exam conflict and notifying your instructor right away if you do.