

F200 Fall 2018 – MWF DAY Course Policies and Syllabus

Course supervisor: Georgy Khabarovskiy, GISB 3152, 855-7538; gekhabar@indiana.edu (Please contact your instructor with all correspondence related to your particular section. Work and requests sent to the supervisor will **not** be forwarded to your instructor.)

My F200 instructor: _____ Email: _____

My F200 section number: _____ Bureau: __ GISB, 3rd floor west wing _____

Course description

This course is the third of a four-semester introduction to the French language and the Francophone cultures of the world. It is designed to help students improve their knowledge and understanding of France and francophone cultures as well as communication skills in French, emphasizing: speaking, listening, reading, and writing.

Required Textbook and Course Materials:

MyFrenchLab (MFL) multi-semester course access code (available through the IU bookstores, TIS or from Pearson publishing through Canvas. This access code will get you access to the etext and workbook for our textbook *Réseau: Communication, Intégration, Intersections*. Second Edition. 2015. Schultz, J-M, & Tranvouez, M-P. Pearson Publishers. In addition, you will receive a binder-ready loose-leaf copy of the paper edition of the textbook.

→We will be using textbook activities in class most days. **BRING TEXTBOOK TO CLASS EVERY DAY.**

Recommended:

- Morton, Jacqueline. *English Grammar for Students of French*, 6th edition. If you have not yet used this book, it is an excellent resource which explains in plain English how grammar works in both English and French.
- An excellent French-English dictionary such as the Collins-Robert or *The Oxford New French Dictionary*, 3rd edition, ISBN 9780425228616.

LEARNING GOALS AND OBJECTIVES - By the end of the F200-F250 sequence, students will be able to:

- describe and narrate in major time/aspect frames
- know the difference between informal and formal registers
- speak about and comprehend concrete and factual topics of personal and public interest as well as more abstract ideas
- be understood without difficulty by speakers unaccustomed to non-native speakers
- write cohesive paragraph-length discourse

Students who complete the World Languages and Cultures requirement will also 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.

In this document you will find important information and policies for French F200. Please read everything carefully and print a copy for reference throughout the semester.

In the event you miss a class session, you are responsible for the material you have missed. Please get to know two of your classmates whom you can contact in case you miss class.

- | Name of classmate: | Email address: |
|--------------------|----------------|
| 1. _____ | _____ |
| 2. _____ | _____ |

COMMUNICATING WITH YOUR PROFESSOR

→Read this article on email etiquette: <https://www.insidehighered.com/views/2015/04/16/advice-students-so-they-dont-sound-silly-emails-essay>

→Do you feel intimidated by the idea of visiting your professor's office hours? Watch this (funny but serious) video:

<https://www.facebook.com/video.php?v=10153250022069607&set=vb.23680344606&type=2&theater>

Class format

In order to achieve the objectives described above, classroom activities will focus on practice and reinforcement of materials covered in the textbook. The nature of F200 is highly interactive; you will speak French with your classmates and work together on various activities. For successful interactions in class, make sure that you are well prepared before the class period. You cannot expect to understand materials, or to speak, read and write about topics that you haven't spent a sufficient amount of time preparing.

Grade calculation:

1. Preparation/Attendance/Participation	12%
2. MyFrenchLab (MFL) online homework (daily)	25 %
3. Writing assignments	25%
- 4 compositions + 4 corrections (15%)	
- Discussion questions (10%) [in blue on syllabus] (best 8/10)	
4. Culture presentation [in red on syllabus]	5%
5. In-class quizzes (15 quizzes; 3 lowest scores dropped)	4%
6. Exams	26%
- 2 mid-semester exams (7% x 2 = 14%)	
- Final exam (12 %)	
7. French cultural 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 F200.

Homework

All homework designated under "Préparation" on your syllabus is to be completed **BEFORE** coming to class. Out of fairness to all, except in case of documented extreme illness or family emergency, **LATE HOMEWORK IS NOT ACCEPTED.**

MyFrenchLab (MFL)

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. **IMPORTANT: NOTICE THE RELATIVE WEIGHT OF MFL GRAMMAR AND VOCABULARY ASSIGNMENTS (25% of total grade-see p. 4).** These assignments are weighted heavily because grammar and vocabulary constitute the backbone for everything else you will do in class, including discussion and writing. In order to do well in class, on writing assignments and on exams, it is crucial that you keep up with the MFL on a daily basis. Assignments are due at the start of class and **there will be no grace period for missed assignments** unless you have provided your instructor with documentation for an excused absence. **The only exception to this rule occurs at the beginning of the semester, when we accept MFL homework due in the first week of class up to Monday, August 27, in order to allow for late adds and for technology and/or book issues to be ironed out.**

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 *Réseau*. Be aware, however, that the program will only provide you with the correct answer after the due date for a given assignment, and that your instructor can and will see each attempt you make (as well as the amount of time it took you to complete the activity).

Written work: Compositions and DQs

There are two types of writing exercises in F200. The first consists of practice writing formal compositions in French. You will choose a topic from those provided by the book and write a composition, where the required minimum length of each composition will increase throughout the semester and is indicated in the book. **The first composition will be done in class.** Before each submission there will be in-class practice. Check the instructions for each composition on Canvas Assignments.

The second type of writing practice involves reading texts and preparing your answers to discussion questions (DQs) so that you can maximally contribute to in-class discussions. Both of these types of writing assignments are to be typed and submitted electronically via Canvas Assignments **BEFORE** class. For discussion questions, you should also bring a hard copy of your answers to class with you to refer to. The **two lowest DQ scores will be dropped** from grade calculations in Canvas.

Your instructor is going to grade your written assignments directly on Canvas or have you turn in a paper copy in class. In order to maximize learning, he/she will write correction codes which will point to specific types of errors. Used for both compositions and discussion questions, the list of these codes will be available on Canvas.

For each of the four written compositions (but not for DQs), you will do a correction which involves fixing the errors indicated by the codes. You will then submit this corrected version for credit. If you have any questions about these errors, see your instructor during office hours for additional explanations.

DISCUSSION QUESTIONS: Discussion question assignments can be seen in **blue font** on the syllabus. In order to not do the wrong assignment, look carefully at the name of the discussion question type you are asked to do on any given day. There are four different “discussion question” types (see below). All Discussion Question assignments are to be uploaded to Canvas via Canvas Assignments. They will be evaluated using a rubric that takes into account completion, thoughtfulness of responses, as well as accuracy of grammar and vocabulary use.

- 1) Travaillons avec la langue;
- 2) Vérifions notre compréhension du texte;
- 3) Approfondissons notre compréhension du texte;
- 4) Discutons ensemble.

COMPOSITIONS: At the end of every chapter in the textbook, you will find composition (**referred to as “petit essai” and highlighted in yellow on the syllabus**) topic options, target length (word-count), directions for writing as well as writing models. All compositions are to be uploaded to

Canvas via Assignments.

Compositions are evaluated using a rubric taking into account appropriateness and thoughtfulness of content, cohesion and structure of the writing, grammatical accuracy, varied, appropriate and rich vocabulary use, and length. **The first “petit essai” will be done in class.**

COMPOSITION REWRITES: Due approximately 1.5 weeks after the original assignment. Evaluation for rewrites will take into account the extent of the rewrite.

How to approach your “petit essai” writing? DO NOT WRITE YOUR WORK ENTIRELY IN ENGLISH FIRST! Instead, make yourself a basic outline, and then try writing directly in French based on this. Your outline should include:

I. Your main idea/angle/argument/thesis statement

1. main supporting idea #1

- a. concrete example to support idea #1 (DO NOT FORGET TO PROPERLY CITE QUOTATIONS FROM SOURCES!)
- b. concrete example to support idea #1

2. main supporting idea #1, etc.

II. Concluding remarks

We do not expect your written work to be perfect, or as sophisticated as what you would be able to produce were you writing in your native language! However, we do expect that you pay attention to and master things like basic French sentence structure, subject-verb agreement, and that you look up the gender of nouns and make sure that articles and adjectives agree with the gender of nouns, for example. We also expect you to make the connection between vocabulary and grammar studied in F200-F250 and your written work. Show us that you understand the new vocabulary and grammar by using these concepts productively in your writing. When in doubt, ask your instructor for help!

Turnitin and translation programs

Turnitin is web-based plagiarism detection software that compares the originality of the work you turn in against a variety of other sources, including:

- Both a current and an extensively archived copy of the publicly accessible Internet
- Commercial pages from books, newspapers, and journals
- Other student papers and written work already submitted to Turnitin

NOT permitted for written work: Translation programs. Not only do translation programs produce poor results, but their use in your French class is considered cheating (see Statement on Academic Honesty and more information on p. 7). Your professor and textbook are more effective resources. Consult them as much as you like! Of course, using a dictionary, especially while doing your homework, is highly encouraged.

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.com - online English-French dictionary

AboutFrench.com - French grammar explanations

Tex's French Grammar - <https://www.laits.utexas.edu/tex/> - open-source French grammar lessons

Bonpatron.com – basic writing editor

Larousse Dictionnaire - <http://www.larousse.fr/dictionnaires/francais>

Bescherelle, verb conjugations - <http://bescherelle.com/conjugeur.php>

IMPORTANT NOTE ON ACADEMIC INTEGRITY, PLAGIARISM AND ORIGINALITY OF WRITTEN WORK

Translation programs, native speaker friends/family/acquaintances or tutors are not permitted to write or correct your written work in F200 and F250! **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 F200-F250 student’s abilities. 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.

Culture presentations (Referred to as PO (présentation orale) on syllabus)

Each student will choose ONE cultural topic from a list of options to present in class (shown in RED font on syllabus). The goal of the presentations is to provide cultural background and more detailed information to your peers on topics related to in-class literary and cultural readings. Presentations will be in French, should include visuals, be engaging and informative, and should last from between 6-7 minutes, excluding videos. You are permitted to show well-chosen and relevant YouTube clips up to 3-minutes in length. You may use the internet to find your information, but you **must properly cite all your sources!** Sign up for a topic **by Friday of the first week of class**. Presentations will be evaluated based on quality and accuracy of information presented, appropriate length, quality of visual aids, comprehensible pronunciation, grammatical accuracy, and rapport with audience (eye contact, no overreliance on notes, confident presentation manner and loud speaking voice).

Quizzes

Quizzes may assess basic knowledge of vocabulary, grammar or other content that is to have been prepared for class that day, or that you just studied in class. The quiz might be announced beforehand or unannounced. **Quizzes cannot be made up**. If you miss a quiz due to an unexcused absence, your grade for that day's quiz will be recorded as zero. If you miss a quiz due to an excused absence, your grade for the quiz will be dropped. The **three lowest scores** will be removed from the quiz grade calculations. There will **15 in-class quizzes** (one per week) and a Syllabus quiz to be taken on Canvas. **The Syllabus quiz is due by Tuesday, August 28 at 11:59 p.m. The first in-class quiz of the semester will be on Friday, August 24.**

Chapter exams and final exam

The chapter exams (14% of the overall course grade) are designed to evaluate your progress in French in the areas of listening, reading, writing speaking, and cultural knowledge. They will test mastery of vocabulary and grammatical details as well as your ability to use and interpret the language as a whole. The final exam counts for 12% of the final grade, and will be comprehensive with special emphasis on Chapters 5 and 6, for which no chapter test is given. You are responsible for making sure that you do not have schedule conflicts (e.g., other final exams) on the date and time of the F200 final exam (**Monday, December 10, 2018, 12:30-2:30 p.m.**). If you need to schedule a make-up final exam, **contact your instructor and provide documentation** that proves you cannot attend the regularly scheduled exam; this will allow you to seek approval to take the make-up final exam. Note: Bring your student ID to the final exam session.

Class participation and preparation

Before each class period, it is important that you study the material assigned for that day (vocabulary, structures, readings) and complete the assigned exercises. Speaking French regularly is essential for improving your proficiency, and you should come to class prepared to speak and use the vocabulary and structures for the day. Most students feel nervous or shy speaking a foreign language; regular participation in class will help you become more comfortable speaking French and will help you progress as quickly as possible in the language. Do not worry about making mistakes - making mistakes 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.

You are expected to arrive to class on time and to remain in class until the instructor ends the class. Late arrivals, leaving early, or exiting and then re-entering the classroom during class will result in a lower participation score for the day at the discretion of your instructor. You are also expected to refrain from eating, cell phone use, and other disruptive behavior (chatting, reading the paper, doing your homework, etc.), all of which may impact your daily participation grade.

A maximum participation score of 10 points can be earned per week of class. Your instructor will assign a participation grade on a daily basis, and average your daily scores from each day of the week to get your weekly participation grade. The following are general guidelines your instructor will follow in assigning your participation grade.

9-10 points Used only French and spoke often during class period. Participated actively in 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.

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

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

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

Concerning cell phones/smart phones/iPods, tablets/laptop computers, etc.: Be respectful and turn it off. Your instructor reserves the right to take away any device and return it at the end of class. LAPTOP COMPUTERS, TABLETS AND PHONES MUST BE TURNED OFF AND PUT AWAY DURING CLASS TIME, UNLESS OTHERWISE SPECIFIED BY YOUR INSTRUCTOR. ANY UNSANCTIONED TECHNOLOGY USE WILL INCUR THE PENALTY OF A 0/10 POINTS FOR YOUR PARTICIPATION AND PREPARATION GRADE FOR THE DAY.

French Cultural Activity

The French program offers many opportunities to expand your knowledge and skills outside the classroom. These include a conversation table, French films, French Club activities and special events around campus. You will be required to participate in one extracurricular French activity during the semester, and write a short essay in English in which you both **describe** and **reflect (very important!)** on your experience. This assignment will allow you to apply what you have learned in class about the French language and Francophone cultures to a real-life situation. You will submit two documents: 1) Your essay, typed in English, with a minimum of 500 words (please indicate the word count), uploaded to Canvas (French cultural activity – Reflective essay). 2) An event form that you have printed out before attending the event, after which you must request a signature from the French Club coordinator. This form may be scanned and submitted via Canvas, or submitted directly to your instructor. If the event is not organized by the French Club (e.g., an IU Cinema movie), you must attach the ticket or other proof of attendance to your assignment. Check with your instructor for more details on attendance verification.

This Fall 2018 semester, you can choose to:

*attend an IU French Club activity (TBA) FREE. Note that going to the conversation table DOES NOT constitute a sufficient French Cultural Activity, although you are strongly encouraged to go in order to practice your speaking. All levels are welcome, so don't be afraid to go ☺

Link: <http://frit.indiana.edu/undergraduate/french/club.shtml>

Note: There is an undergraduate French Club called Les Chevaliers du Cercle Français that also offers activities throughout the semester, but usually operates independently of the IU French Club. You are welcome to attend any of their events as well, but check with your instructor to see if any of these events will count toward your cultural activity assignment.

*attend one of the films offered by the IU French Club Film Series (films TBA; see above link) FREE

*participate in a linguistic study (if available) FREE

*see one of the French films offered by The Ryder Film Series (\$5.00 tickets for most screenings; see <http://theyryder.com/filmseries/>)

*see one of the French films offered by IU Cinema (usual price is \$3.00 tickets for students, but some are free, although ticketed)

<http://www.cinema.indiana.edu/>

Other activities may become available as your instructor becomes apprised of them. Check the Canvas course page for updates and links.

A word to the wise:

1) Do not wait until the last minute to find an activity to attend!

2) Write about your experience immediately after your activity, as you will submit your essay no later than two weeks after the event and before

December 5, 2018.

ABSENCES AND TARDIES

You are expected to treat your attendance in this class with the same degree of responsibility that you would a job. You should be in class every day, thoroughly prepared to participate actively in activities and discussion. If you must miss class for any reason, notify your instructor promptly.

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. **Beyond three unexcused absences, you will lose 2%** of the final course grade for *each* subsequent absence (**beyond 2 sessions for evening classes=3% off**) in addition to the points lost for daily participation. For example, one excessive absence in a day section would decrease the final course grade from 89.5 (A-) to 87.5 (B+). One excessive absence in an evening section would decrease the final course grade from 89.5 (A-) to 86.5 (B). At the end of each week (or shortly thereafter), I will post that week's participation grade on Canvas and make a comment that includes a record of absences for the week. You will therefore be able to monitor your attendance record throughout the semester; notify your instructor as soon as possible if you notice any discrepancies. 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.]**

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 any of the online assignments. If you experience extenuating circumstances (e.g., hospitalization, death of a family member, etc.), contact your instructor as soon as possible.

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.

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 written, verifiable documentation of a legitimate reason (serious illness, close family tragedy, academic commitment) before the next class you attend. You are advised to keep your instructor apprised of any and all circumstances which may impact your attendance and participation. Exceptional situations will be considered on a case-by-case basis.

OTHER IMPORTANT INFORMATION:

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.

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 FRIT main office (GISB, 3rd 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 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 during office hours or by appointment as soon as possible so that you may discuss together a plan for the semester. Please see the following website for more information: <https://studentaffairs.indiana.edu/disability-services-students/>

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 F200 course supervisor.

Academic Honesty

All work in F200 must be entirely your own. Cheating in any form results in sanctions ranging from no credit for the assignment in question to a grade of "F" in the course, at the discretion of the instructor and/or Course Supervisor. In addition, regardless of the sanction imposed, ALL cases of academic dishonesty are reported to the Office of Student Ethics (Dean of Students) and become part of the student's disciplinary record. **Please read sign, and return the Statement of Academic Honesty by the end of the first week.**

Sexual Misconduct and 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 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 to learn more.

F200 MWF SYLLABUS - FALL 2018

Homework is listed for each day under “Préparation”. Homework is due on the day it appears on the calendar. For example, for Wednesday, August 22, **BEFORE** coming to class you are to study the vocabulary (VOC) on pages 3-8 and do the corresponding exercises on MyFrenchLab (find the homework for any given day by accessing the MFL site and clicking on the alarm clock icon on a specific date.).

This syllabus is subject to change. Please, check email and Canvas regularly for updates.

KEY TO SYLLABUS ABBREVIATIONS:

VOC = vocabulary

GR = grammar

MFL = My French Lab online exercises

PO = Présentations orales

DQ = Discussion questions

Semaine	lundi	mercredi	vendredi
1	20 août En classe: -Introduction au cours et aux camarades de classe -Lecture: Orientation culturelle, p. 3 -MFL -Canvas course site -Turnitin	22 août Préparation: CHAPITRE 1 -Etudier VOC, pp. 3-8 -MFL -Access oral presentation sign-up sheet to choose your topic -Gather photos of family members to bring to class En classe: -Présenter les membres de votre famille à vos collègues -Exer. de VOC et discussion -Verify culture presentation sign-ups	24 août Préparation: -Etudier GR, pp. 9-16 -MFL -Read, print out, sign, and bring to class Academic honesty statement - GR quiz En classe: -GR quiz -Ex. de GR et discussion -Collect academic honesty statements

2	27 août Préparation: -Prép PO (sujets à la page 16, + Ionesco + Théâtre de l'absurde) En classe: -PO: #1 & 2a, p. 16 -Réflexion culturelle (exer. d'écoute, p. 17) -Lecture, p. 17-18)	29 août Préparation: DQ: <i>Discutons ensemble</i> , #1-8, p. 19 (réponses complètes, tapées à l'ordinateur ! A rendre via Canvas Assignments avant la classe) -Etudier GR, p. 21 -MFL En classe: -PO: #2b, p. 16 -Discussion, p. 18 -Stratégie orale, p. 19 (if time) -Ex. de GR, p. 22	31 août Préparation: Etudier GR, pp. 27-28 -MFL En classe: -PO: (Ionesco et Théâtre de l'absurde) -Réflexion littéraire, pp. 23-25
3	3 septembre LABOR DAY - NO CLASS (Fête du travail !)	5 septembre Préparation: DQ: <i>Approfondissons notre compréhension du texte</i> , #1-3, p. 26 (réponses complètes, tapées à l'ordinateur !) En classe: -Discussion p. 26 - Atelier de pré-écriture	7 septembre Préparation: -Lire <i>Stratégie d'écriture et Sujets de composition</i> , p. 29 -Print out <i>Avant d'écrire</i> , available on Canvas, complete it and bring to class Apporter du papier, le manuel et un dictionnaire En classe: Petit essai, Chapitre 1 (250 mots)
4	10 septembre CHAPITRE 2 -Etudier VOC, pp. 33-37 -MFL En classe: Discussion et ex. de VOC, pp. 33-38	12 septembre Préparation: Etudier GR pp. 40-45 -MFL -Prép PO (p. 46, + Simone de Beauvoir, Jean-Paul Sartre et l'existentialisme) En classe: -Ex. de GR, p. 41-46 -PO: #1, p. 46 (#1 et 2a) -Réflexion culturelle, p. 47	14 septembre Préparation: Lire <i>Théorie du genre au lycée</i> , pp. 48-49 DQ: <i>Travaillons avec la langue</i> , et <i>Vérifions notre compréhension du texte</i> , pp. 49-50, et rendre via Canvas Assignments En classe: -PO: # 2b, p. 46 -Etude et discussion du texte, pp. 48-50 - <i>Discutons ensemble</i> , p. 50

5	<p>17 septembre</p> <p>Préparation: -Etudier GR, pp 52-55 -MFL</p> <p>En classe: -<i>Stratégie orale</i>, p. 51 -PO: de Beauvoir, l'Existentialisme -<i>Réflexion littéraire</i>, p. 58</p>	<p>19 septembre</p> <p>Préparation: -Lire <i>Le deuxième sexe</i>, p. 59-60 DQ: Vérifions notre compréhension, #1-10, p. 60 -Essai #1 (corrigé)</p> <p>En classe: -Discussion du texte, p. 61 -PO: Sartre, l'Existentialisme</p>	<p>21 septembre</p> <p>Préparation: -Etudier GR, pp. 62-65 -MFL -Lire <i>Stratégie d'écriture et Sujets de composition</i>, pp. 66-67 -<i>Ecrire Avant d'écrire</i>, p. 67</p> <p>En classe: -Ex. de GR -<i>Collaborons et Modèle d'écriture</i>, pp. 66-67</p>
6	<p>24 septembre</p> <p>Préparation: Essai #2: Petit essai (sujet 1, 2, 3 OU 4, pp. 66-67) à rendre via Canvas Assignments avant la classe) (300 mots)</p> <p>En classe: REVISION ET RESSOURCES SUR MFL POUR ETUDIER POUR L'EXAMEN</p>	<p>26 septembre</p> <p>Examen: Chapitres 1-2 bonne chance</p> 	<p>28 septembre</p> <p>Préparation: Lire <i>Orientation culturelle</i>, p. 69 -Etude de VOC et discussion, pp. 70-74 -MFL</p> <p>En classe: CHAPITRE 3 -Lire <i>Orientation culturelle</i>, p. 69 -Etude de VOC et discussion, pp. 70-74</p>
7	<p>1er octobre</p> <p>Préparation: -Préparer Présentations orales -Etudier GR, pp. 76-81 -MFL</p> <p>En classe: -Invitation à la conversation, p. 74 -PO: p. 83 (#1a et 1b) -Ex. de GR Réflexion culturelle, p. 84</p>	<p>3 octobre</p> <p>Préparation: -Lire <i>Les fractures de la France</i>, pp. 85 -DQ: Travaillons avec la langue et Vérifions notre compréhension, p. 86</p> <p>En classe: -PO: p. 83 (#2b) -Discussion du texte, p. 86 -<i>Stratégie orale</i>, p. 87</p>	<p>5 octobre</p> <p>FALL BREAK - NO CLASS (Vacances d'automne)</p> 

8	<p>8 octobre</p> <p>Préparation: -Etudier GR, pp. 88-90 -MFL -essai #2 (corrigé)</p> <p>En classe: -Ex. de GR -PO: Honoré de Balzac; Rodin et sa statue de Balzac -Réflexion littéraire, p. 92</p>	<p>10 octobre</p> <p>Préparation: -Etudier GR, p. 96-99 -MFL</p> <p>En classe: PO: p. 83, (#2a) -Lecture et discussion de <i>Paris</i>, pp. 93-95</p>	<p>12 octobre</p> <p>Préparation: -Lire <i>Stratégie d'écriture et Sujets de compositions</i>, pp. 100-101 -Ecrire <i>Avant d'écrire</i>, p. 101</p> <p>En classe: Atelier d'écriture, pp. 100-101</p>
9	<p>15 octobre</p> <p>Préparation: -Essai #3: Petit essai (sujet 1, 2 OU 3, pp. 100-101) à rendre via Canvas Assignments avant la classe) (350 mots) CHAPITRE 4 -Etudier <i>Orientation culturelle</i> et VOC pp. 103-106 -MFL</p> <p>En classe: -Discussion <i>Orientation culturelle</i>, p. 103, -Ex. de VOC et discussion, pp. 104-108</p>	<p>17 octobre</p> <p>Préparation: -Etudier GR, pp. 109-117 -MFL -Prép PO (p. 118)</p> <p>En classe: -Ex. de GR -PO: #1a, p. 118 (#1a, multiple presenters) -Réflexion culturelle, p. 119</p>	<p>19 octobre</p> <p>Préparation: -Lire <i>Le message du Général de Gaulle reste d'actualité</i>, pp. 119-120 DQ: <i>Travaillons avec la langue et Vérifions notre compréhension du texte</i>, p. 120</p> <p>En classe: -Discussion du texte, pp. 120-121 -PO: p. 118, (#1c, 2a and 2c) -Stratégie orale, pp. 122-123</p>
10	<p>22 octobre</p> <p>Préparation: -Etudier GR PP. 124-129 -Essai #3 (corrigé) -MFL</p> <p>En classe: -Ex. de GR -Réflexion littéraire, p. 131 -PO: p. 118, (Histoire de la migration et la Révolution Tranquille)</p>	<p>24 octobre</p> <p>Préparation: -Lire <i>La détresse et l'enchantement</i>, pp. 132-134 DQ: <i>Vérifions notre compréhension du texte</i>, pp. 134-135 -Ecrire <i>Avant d'écrire</i>, p. 141</p> <p>En classe: -Discussion du texte, pp. 134-136 -Stratégie d'écriture, p. 140-143</p>	<p>26 octobre</p> <p>Préparation: -Etudier GR, pp. 137 -MFL -Essai #4: Petit essai (sujet 1, 2, 3, 4 OU 5, pp. 141) à rendre via Canvas Assignments avant la classe) (400 mots)</p> <p>En classe: -Ex. de GR (-Stratégie d'écriture, p. 140-143) REVISIONS</p>

11	<p>29 octobre</p> <p>Examen: Chapitres 3-4</p> <p>bonne chance</p> 	<p>31 octobre</p> <p>En classe: CHAPITRE 5 -Orientation culturelle, p. 145 -VOC et discussion, pp. 146-151 -MFL (VOC)</p> <p>En classe: -Discussion <i>Orientation culturelle</i>, p. 145 -VOC et discussion</p>	<p>2 novembre</p> <p>Préparation: -Prép PO (p. 158) -Etudier GR, pp. 152-157 -MFL</p> <p>En classe: -Ex. de GR -PO: p. 158, (#1a and 1b) -Réflexion culturelle, p. 159</p>
12	<p>5 novembre</p> <p>Préparation: -Lire <i>Semblant de domicile fixe</i>, p. 159-160 -DQ <i>Discutons ensemble</i>, p. 161</p> <p>En classe: -Discussion du texte -Stratégie orale, p. 162-163</p>	<p>7 novembre</p> <p>Préparation: -Etudier GR, pp. 164-166 -MFL</p> <p>En classe: -PO: p. 158, (#2a) -Réflexion littéraire, p. 168 -Lecture du texte <i>Une femme</i>, et discussion, pp. 169-172</p>	<p>9 novembre</p> <p>Préparation: -Répondre par écrit et en détail (225 mots) à une des questions dans <i>Approfondissons notre compréhension</i> ou <i>Discutons ensemble</i>, pp. 172-173</p> <p>En classe: -Discussion du texte</p>
13	<p>12 novembre</p> <p>Préparation: -Etudier GR, pp. 174-175 -MFL</p> <p>En classe: -Ex. de GR - <i>Stratégie d'écriture</i>, 178-181</p>	<p>14 novembre</p> <p>Préparation: -Etudier VOC, pp. 184-187 -MFL -essai #4 (corrigé)</p> <p>En classe: CHAPITRE 6 -Etude de plusieurs conclusions -Orientation culturelle, p. 183 -Ex. de VOC et discussion, pp. 186-189</p>	<p>16 novembre</p> <p>Préparation: -Etudier GR, pp. 190-192 -MFL -Prép PO (p. 194)</p> <p>En classe: -Ex. de GR -PO: p. 194, (#1a (x2) and 1b) -Réflexions culturelles, p. 195</p>

19-25 novembre

THANKSGIVING BREAK

14	<p>26 novembre</p> <p>Préparation: -Lire <i>Un parfum, c'est toujours une histoire d'amour</i>, pp. 195-197 -PO, p. 194</p> <p>En classe: -PO, p. 194, (#1c) -Lire <i>Un parfum, c'est toujours une histoire d'amour</i>, pp. 195-197 -Discussion, pp. 197-198</p>	<p>28 novembre</p> <p>Préparation: -Etudier GR, pp. 200 -MFL</p> <p>En classe: -Ex. de GR -PO: p. 194, (#2a) -Réflexion littéraire, pp. 202-203</p>	<p>30 novembre</p> <p>Préparation: -Lire <i>Eloge du maquillage</i>, pp. 203-204 -DQ: Ecrire <i>Vérifions notre compréhension</i> (p. 204)</p> <p>En classe: -PO: p. 194, (#2b) -Lire <i>Eloge du maquillage</i>, pp. 203-204 -Discussion, p. 204</p>
15	<p>3 décembre</p> <p>Préparation: -Lire <i>Parfum exotique</i>, p. 205 -DQ: Ecrire <i>Approfondissons notre compréhension</i>, p. 206</p> <p>En classe: -Discussion du texte, p. 206</p>	<p>5 décembre</p> <p>Préparation: -Etudier GR, pp. 207-208 -MFL</p> <p>En classe: -Ex. de GR -Stratégie d'écriture, pp. 212-213</p>	<p>7 décembre</p> <p>En classe: REVISIONS</p>
16	<p>10 décembre</p> <p>Examen final 12:30-2:30 p.m. Location: TBA</p> <p>(Chapters 1-6 comprehensive grammar and vocabulary, reading, writing)</p>		