

F100 - Elementary French I - Course Information and Policies, Spring 2018



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Instructor, instructor's email, and office hours:

2 Classmates' email addresses:

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

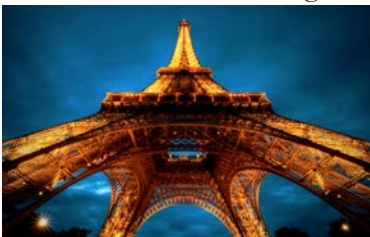
I. Goals

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

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

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

In addition to linguistic skills, students will also gain a deeper understanding of diverse aspects of Francophone cultures (including beliefs, values, perspectives, practices and products). The course textbook is specifically designed to help students achieve these goals. Learning a new language is an experience that is sometimes frustrating, often slow and time consuming, but always rewarding, imaginative, and fun!



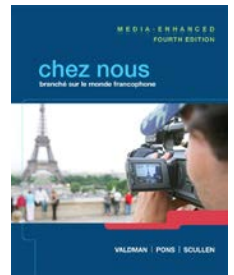
II. Class format

In order to achieve these objectives described above, classroom activities will focus on practice and reinforcement of materials covered in the textbook. These are 4-credit elementary language classes where 3 hours are spent in the classroom, and the fourth credit is earned through work done online. The nature of F100 is highly interactive; you will speak French with your classmates and work together on various communicative activities. For successful interactions in class, make sure that you are well prepared **BEFORE** the class period. Students are expected to set aside daily study time for work with the **MyFrenchLab (MFL)** and the **Canvas (CV)** online components of the course to complete required assignments. Preparation for class includes studying the textbook (or eText) pages assigned on the syllabus and completing any and all homework (MyFrenchLab, Canvas, paper workbook, atelier revisions, etc.) for the day it is due (the date listed on the syllabus). **It is essential that students complete the assigned work before coming to class to be able to fully participate in the day's class activities.** Students should come having prepared their lessons ahead of time in order to have a passive understanding of the day's lesson when they arrive in class. Class time will therefore be spent practicing and working with this passive knowledge to create an active usable knowledge of the language.

III. 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.



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

✚ Online Workbook / Lab Manual / Video manual

All students are to complete their workbook activities online through MyFrenchLab (MFL) (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.

✚ Dictionary

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. (Strongly recommended)

✚ Blue Book (also called an Examination Book)

All students will take the daily quiz in an Examination blue book. You must bring this book to class by **Jan. 17th**. **Without this book you will not be allowed to take the daily quiz and the points cannot be made up.** You may need to purchase more than one as the semester continues (available at campus bookstores).

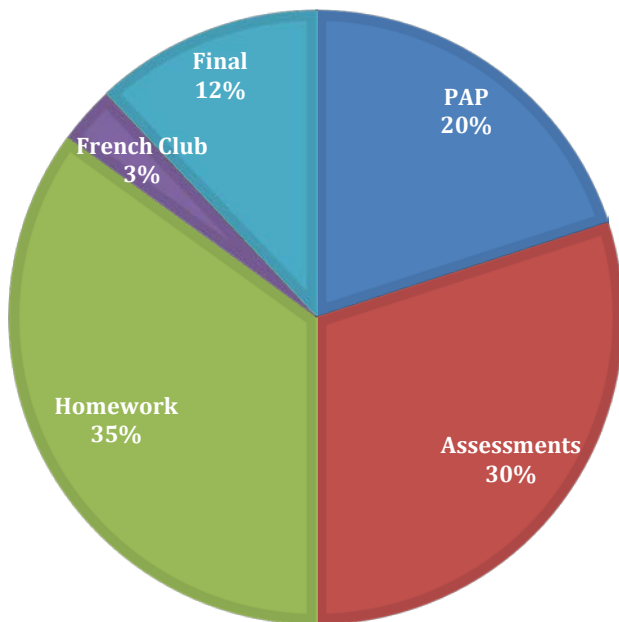
IV. Grading

Grades will be calculated according to the following percentages.

Grades are not curved, and except for those special circumstances that may occasionally present themselves, there is **no extra credit** awarded in F100.

Grades for F100 will be distributed among the following categories:

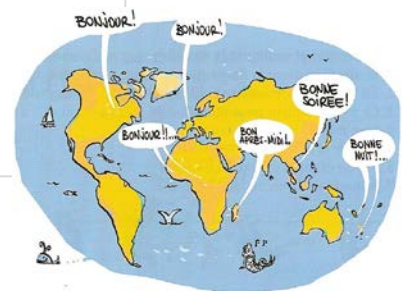
Rubrics	TOTAL
Participation, Attendance, Preparation (PAP) -Daily Quizzes (6%) -Participation (14%) (i.e. 1% per week)	20%
Assessments -Interros des chapitres × 4 (24%) - Listening exam (6%)	30%
Homework -MyFrenchLab (20%) -Online discussions & activities (15%)	35%
Extracurricular French Club Activity	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



V. Participation, Attendance and 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. You are also required to **check e-mail and Canvas at least once a day** to keep up with important announcements from your instructor. You are also **required to bring the appropriate textbook pages from *Chez nous* with you every class.**

In class, in addition to participating actively, you are expected to **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.

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

9-10 points - Used only French and spoke often during class period. Participated actively during 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 somewhat often during class period. Participated actively during group work. Volunteered occasionally. Listened and responded generally to others. Was adequately prepared for class and able to respond correctly to basic questions about material.
5-6 points - Used quite a bit of English on several occasions during group work and/or whole class discussion OR didn't speak often. Not very engaged during group activities. Did not volunteer during classroom discussion. Did not bring textbook or other materials to class. Was not familiar with the material for the day and unable to respond to basic questions about it.
0-4 points - Used more English than French OR did not speak during class. Was not engaged during group activities, was distracting to others, or strayed from the topic during group activities. Chatted in English with classmates, did homework, slept, texted, read the news, or did not pay attention during class activities.

Concerning technology... cell phones/laptops/tablets : Be respectful. Turn it off. Put it away. Unless specifically instructed to bring these devices to class for a particular activity, there will be no usage of electronic devices of any kind during class. **Any unsanctioned use will result in an automatic 0 (zero) in participation for the day. Not worth it!**

B. Daily Quizzes:

Because this class is taught in both a hybrid format (i.e., three classroom days, one online day) and a flipped classroom format (i.e., students are to prepare all material in advance of class), classroom time will privilege communicative activities in French. Successful implementation of this curriculum change requires that students stay ahead of their preparations. To hold students accountable for the material they are to learn at home, there will be a short, daily quiz at the start of each lesson beginning with the second week of class. 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 at the end of the semester.

VI. Homework and Online Discussions & Activities 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. Assignments are due at the start of class and **there will be exceptions for late or missed assignments** unless you have provided your instructor with documentation for an excused absence.

Because students will be new to F100, we want to be flexible as possible to those students who must wait to purchase access to MFL due to valid, documented reasons, or to those students who are transferring after the first week of classes. Consequently, **we will allow a grace period during the first week of class ending at 11:59pm Tuesday, January 16th**, all assignments from the first week of class not completed in advance of this deadline will be declined.

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

How to do homework in MFL: In the MFL platform, you have an unlimited number of attempts to submit an exercise or activity for a grade. Should any answer submitted be incorrect, the program will give you hints and will point you to the grammar or vocabulary point within *Chez Nous*. Be aware, however, that the program will not provide you with the correct answer until after the due date and that your instructor can and will see each attempt you make. **For more detailed instructions, see Canvas home page.**

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" (MFL + Canvas) – 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 mostly be assigned and submitted through **Canvas**, and must be turned in by **11:59 pm on Sundays at the latest** (unless otherwise specified – Discussion board follow-up responses will be due on **Wednesdays**. All due date exceptions are **highlighted in red** in the course calendar).

- Culture: Various "*Venez chez nous!*" activities ("*lisons*", "*observons*") will be assigned for each chapter.
- Discussion Board: For each lesson, you will be asked to read and answer questions from the "*Vie et Culture*" sections in the textbook and to share these with your classmates by Sunday. Then you will respond to your classmates' posts by Wednesday.
- Revision Packets: You will want to complete the "revision packets" in order to prepare/review for the exam. These are available under Files on Canvas with their answer keys to study for grammar and vocabulary.
- Composition Practice: An extra writing practice will be available for each chapter. See your instructor if you desire personalized writing feedback.

NB: All homework due for a class day is due at the start of class. All homework due online is precise to the minute. No late homework will be accepted for an unexcused absence even for partial credit, with NO exceptions. For this reason, you are better off turning in an incomplete assignment on time than a complete assignment 1 minute late.

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.

VII. Testing – 42%

Chapter exams, productive skills test, and final exam

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

Examen d'écoute (Listening exam)

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).

VIII. Tardiness and absence

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

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.

Missing class

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

Making up work

If your absence is **excused**, you may make up participation points, homework, and in-class quizzes or exams. Quizzes and exams should be made up within a week if possible; homework is due the first day the student returns to class. If your absence is **unexcused**, you may still receive credit for homework if it is handed in **early or by class time** on the day it is due. However, participation points may not be made up for unexcused absences.

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.

Excusing an absence

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

An absence will be excused only if **written, verifiable documentation** is presented to the instructor **the next class period** you attend. The documentation must be **official** in nature, must clearly and fully **explain** why the absence was necessary, and must be **signed** and **dated**.

Also note that a slip from the **Health Center** that simply states that you were seen at the Health Center (“verification of visit”) **does not count** as adequate documentation for an absence. Rather, a dated and signed note from a doctor stating that you were unable (or will be unable) to attend class is required. Ask the nurse of your practitioner for documentation before you leave the Health Center that day.

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 January 19th 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: <http://vpfaa.indiana.edu/forms/index.shtml> (scroll down to the heading “Religious Observances”).

Additional Attendance penalties

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).

Maximum number of Excused absences

Because in-class participation is such a vital part of language learning, excused absences can excuse participation for only up to two weeks of class (totaling 6 sessions in the day class, 4 in the evening). For these six sessions in the day class/four in the evening class, the average participation grade for the remaining days of the week will be substituted for the missing day. If a whole consecutive week is missed, the grade for the end of the semester will be substituted in for the missed weeks. In excess of six sessions of excused absences, the participation for the day will be noted as zero. However, excused absences will not incur an additional percentage deduction from final grade.

Missing parts of any class

Tardiness, early departures, as well as leaving and reentering class (i.e. bathroom breaks) will count against overall participation for the day. Every **three** occurrences where a portion of class is missed will additionally be counted as one unexcused absence. This “absence” will count towards your total unexcused absences for the semester.

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.

IX. Academic Honesty

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

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

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

Approved writing resources

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

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

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

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

ACADEMIC HONESTY AND INTEGRITY

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

IMPORTANT NOTE ON ACADEMIC INTEGRITY, PLAGIARISM AND ORIGINALITY OF WRITTEN WORK IN F100

Translation programs, native speaker friends/family/acquaintances or tutors are not permitted to write or correct your written work in F100! This includes other students of French, or family members and acquaintances that may have experience studying French.

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. 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 Conduct. (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.

X. Incompletes

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

XI. Disability Services

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



COURSE CALENDAR F100 – Spring 2017 – MWF

Homework is due on the day it is assigned. For example, for Wednesday, January 10th, you are to read pages 3 through 10 in *Chez Nous* and complete exercises P-1 through P-11 and P-14 to P-15 in MyFrenchLab (MFL) **BEFORE** coming to class.

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

Semaine	LUNDI	MERCREDI	VENDREDI	ONLINE CANVAS
1	8 janvier Chapitre préliminaire, leçon 1 Introduction au cours	10 janvier Chapitre préliminaire, leçon 1 Lire : p. 3-4 « Moi, je parle français » p. 7-8: Formes et fonctions 1: <i>Les pronoms sujets et le verbe être</i> p. 9-10: Formes et fonctions 2: <i>Les pronoms disjoints</i> Faire : MFL P (Chapitre Préliminaire): 1-8, 10, 11, 15. Turn in: -Statement of Academic Honesty (In class) -Autobiography (Canvas)	12 janvier Chapitre préliminaire, leçon 2 Lire : p. 13 « La salle de classe » p. 16-17 « Sons et lettres » p. 18-19: Formes et fonctions 1: <i>Le genre et les articles au singulier</i> Faire : MFL P: 12, 13, 18, 20, 23, 26, 27.	*16 janvier Culture « Vie et culture » p. 5; p. 14-15 Lisons ! (Reading) + Discussion Board *Exceptionally due Tuesday because of MLK day
2	15 janvier Martin Luther King Jr. Pas de cours	17 janvier Chapitre préliminaire, leçon 2 Lire : p. 14 « Phrases pour la salle de classe » p. 20-21: Formes et fonctions 2: <i>Le nombre et les articles au pluriel</i> Faire : MFL P: 21, 22, 29-31, 33, 34. -FIRST QUIZ- Blue Book Required Discussion Responses	19 janvier Chapitre 1, leçon 1 Lire : p. 31-32 « Ma famille » p. 36: Formes et fonctions 1: <i>Les adjectifs possessifs au singulier</i> Faire : MFL Ch. 1: 1-4, 7, 8. Request for accommodation for religious observances	21 janvier Culture: La famille dans le monde francophone p. 61-62 « La famille au Québec » p. 33 « La famille en France » Lisons! + Discussion Board

3	22 janvier Chapitre 1, leçon 1 Lire : p. 34-35 « Sons et lettres » p. 37-39: Formes et fonctions 2: <i>Les adjectifs invariables</i> Faire : MFL 1: 5, 6, 9-12, 16.	24 janvier Chapitre 1, leçon 2 Lire : p. 42-43 « Les fêtes et les anniversaires » p. 45 « Sons et lettres » p. 46-47: Formes et fonctions 1: <i>Le verbe avoir et l'âge</i> Faire : MFL 1: 13, 14, 22, 23, 25, 27. Discussion Responses	26 janvier Chapitre 1, leçon 2 Lire : p. 42-43 « Les fêtes et les anniversaires » p. 48-49 Formes et fonctions 2: <i>Les adjectifs possessifs au pluriel</i> Faire : MFL 1: 19-21, 26, 31.	28 janvier Culture: La famille p. 44 « Bon anniversaire et bonne fête! » p. 52 « La semaine » Lisons ! + Discussion Board
4	29 janvier Chapitre 1, leçon 3 Lire : p. 51, 53 « Une semaine typique (les activités) » p. 54-56: Formes et fonctions 1: <i>Le présent des verbes en -er et la négation</i> Faire : MFL 1: 29, 30, 32-34, 37, 41, 42.	31 janvier Chapitre 1, leçon 3 Lire : p. 51, 53 « Une semaine typique (les parties de la journée et les jours de la semaine) » p. 57: Formes et fonctions 2: <i>Les questions</i> Faire : MFL 1: 38, 40, 47, 48, 50. Discussion Responses	2 février INTERRO 1 CHAPITRES P + 1	4 février
5	5 février Chapitre 2, leçon 1 Lire : p. 69 « Elles sont comment ? » p. 70 « Pour décrire les femmes (traits physiques) » p. 75-76: Formes et fonctions 2: <i>Les adverbes interrogatifs</i> Faire : MFL 2: 1-3, 12, 13.	7 février Chapitre 2, leçon 1 Lire : p. 70 « Pour décrire les femmes (traits de caractère) » p. 72 « Sons et lettres » p. 73-74: Formes et fonctions 1: <i>Les adjectifs variables</i> Faire : MFL 2: 4, 5, 7, 9, 11, 14.	9 février Chapitre 2, leçon 2 Lire : p. 80-81 « Nos loisirs : On joue... » p. 84-85: Formes et fonctions 1: <i>Les prépositions à et de</i> Faire : MFL 2: 8, 19, 20, 25, 27.	11 février Culture: Les amis et les loisirs p. 71 « Les amis » Écoutons ! + Discussion Board

6	12 février Chapitre 2, leçon 2 Lire : p. 80-81 « Nos loisirs : On fait ... » p. 86-87: Formes et fonctions 2: <i>Le verbe faire</i> p. 83 « Sons et lettres » Faire : MFL 2: 22, 23, 24, 26, 28, 29, 32.	14 février Chapitre 2, leçon 3 Lire : p. 89 « Destinations diverses » p. 92-93: Formes et fonctions 1: <i>Le verbe aller</i> p. 95: Formes et fonctions 2: <i>L'impératif</i> Faire : MFL 2: 21, 31, 38, 40, 47-49. Discussion Responses	16 février Chapitre 2, leçon 3 Lire : p. 92-93: Formes et fonctions 1: <i>Le futur proche/ temporal expressions</i> Faire : MFL 2: 39, 41, 42, 44, 50, 52.	18 février Venez chez nous! Vive le sport p. 98-103 Discussion Board
7	19 février INTERRO 2 Chapitre 2	21 février Chapitre 3, leçon 1 Lire : p. 107 « À l'université » p. 112-13: Formes et fonctions 2: <i>Les verbes en -re comme attendre</i> Faire : MFL 3: 1-2, 11-13. Discussion Responses	23 février Chapitre 3, leçon 1 Lire : p. 107 « Prépositions de lieu » p. 110 « Sons et lettres » p. 110-11: Formes et fonctions 1: <i>Les adjectifs prénominaux au singulier</i> Faire : MFL 3: 3, 5-9, 16.	25 février Culture: La vie scolaire p. 109 « Le système éducatif au Québec et Le campus dans l'université française » Écoutons ! + Discussion Board
8	26 février Chapitre 3, leçon 2 Lire : p. 116 « Qu'est-ce que vous étudiez ? » p. 119: Formes et fonctions 1: <i>Les verbes comme préférer et l'emploi de l'infinitif</i> Faire : MFL 3: 10, 19, 21, 25, 26, 28.	28 février Chapitre 3, leçon 2 Lire : p. 116 « Pour parler des cours » p. 118 « Sons et lettres » p. 121-22: Formes et fonctions 2: <i>Les adjectifs prénominaux au pluriel</i> Faire : MFL 3: 22, 23, 27, 29, 31, 34. Discussion Responses	2 mars Chapitre 3, leçon 3 Lire : p. 124-25 « Qu'est-ce que vous voulez faire comme travail ? » p. 127: Formes et fonctions 1: <i>C'est et il est</i> Faire : MFL 3: 37, 39, 41, 43, 44.	4 mars Culture: La vie scolaire Lire: p. 117 « L'université française et la réforme européenne » Regardons! + Discussion Board

9	5 mars Chapitre 3, leçon 3 Lire : p. 124-25 « Qu'est-ce que vous voulez faire comme travail ? » p. 128-29: Formes et fonctions 2: <i>Les verbes devoir, pouvoir et vouloir</i> Faire : MFL 3: 48, 50	7 mars MID-SEMESTER REVIEW: Writing Faire: Écrivons p. 138-39 BRING TO CLASS parts I & II. Part III will be done in class. Discussion Responses	9 mars INTERRO CHAPITRE 3	*18 mars 11 mars Auto-W deadline Chapitre 3: Venez chez nous! p. 134-36 « Les francophones au Canada » Lisons! + Discussion Board *Exceptionally due at end of Spring Break
Congé de Printemps				
10	19 mars Chapitre 4, leçon 1 Lire : p. 143 « La routine du matin » p. 146-47: Formes et fonctions 1: <i>Les verbes pronominaux et les pronoms réfléchis</i> Faire: MFL 4: 1; 3; 7-9.	21 mars Chapitre 4, leçon 1 Lire : p. 144 (vocab) « Les articles de toilette » p. 146 « Sons et lettres » p. 149: Formes et fonctions 2: <i>Les adverbess : intensité, fréquence, quantité</i> Faire : MFL 4: 2, 4-6, 12-14. Discussion Responses	23 mars Chapitre 4, leçon 2 Lire : p. 153 « Je n'arrête pas de courir ! » p. 154 « Vous avez l'heure ? » p. 156-57: Formes et fonctions 1: <i>Les verbes en -ir comme dormir</i> Faire : MFL 4: 17, 20, 21, 24-26.	25 mars Culture: La routine p. 144 « Métro, boulot, dodo » p. 155 « Le système des 24 heures » Lisons! + Discussion Board
11	26 mars Chapitre 4, leçon 2 Lire : p. 153 « Je n'arrête pas de courir ! » p. 158-59: Formes et fonctions 2: <i>Le comparatif et le superlatif des adverbess</i> Faire : MFL 4: 22, 28-31.	28 mars Chapitre 4, leçon 3 Lire : p. 162-63 « Les vêtements et les couleurs » p. 166-67: Formes et fonctions 1: <i>L'adjectif démonstratif</i> Faire : MFL 4: 36-40, 43, 45. Discussion Responses	30 mars Chapitre 4, leçon 3 Lire : p. 162-63 « Les vêtements et les couleurs » p. 165-66 « Sons et lettres » p. 168-69: Formes et fonctions 2: <i>Le comparatif et le superlatif des adjectifs</i> Faire : MFL 4: 41, 42, 44, 46, 48, 49.	1 avril Chapitre 4: Venez chez nous! p. 172: « mon style personnel » p. 173: « une journée typique » p. 176 « Frère Jacques, dormez-vous ? » Observons!

12	2 avril INTERRO CHAPITRE 4	4 avril Faire : Ciné-club : Avant le film ACTIVITÉ DE PRÉVISIONNEMENT Film : <i>Le petit Nicolas</i> Discussion Responses	6 avril Film : <i>Le petit Nicolas</i>	8 avril Activité: Ciné Club : Après le film
13	9 avril Chapitre 5, leçon 1 Lire : p. 182 « Au café : Des boissons » p. 185 « Sons et lettres » p. 186-87: Formes et fonctions 1: <i>Les verbes prendre et boire</i> Faire : MFL 5: 1-3, 5, 6, 12, 14.	11 avril Chapitre 5, leçon 1 Lire : p. 182 « Au café : Des casse-croûte » p. 188-89: Formes et fonctions 2: <i>L'article partitif</i> Faire : MFL 5: 7-10, 17.	13 avril Chapitre 5, leçon 2 Lire : p. 191 « Les repas : Le petit- déjeuner » p. 195 « Sons et lettres » p. 196-97: Formes et fonctions 1: <i>Le passé composé avec avoir</i> p. 201 « Déjeuner du matin » Faire : MFL 5: 11, 21, 22, 24-28.	15 avril Culture: La nourriture p. 184 « La restauration à la chaîne » p. 193 « Le déjeuner et le dîner » Écoutons! + Discussion Board
14	16 avril Chapitre 5, leçon 2 Lire : p. 192 « Les repas : Le déjeuner, le goûter et le dîner » p. 198-99: Formes et fonctions 2: <i>Les verbes comme acheter et appeler</i> » Faire : MFL 5: 20, 29- 31; 35.	18 avril Chapitre 5, leçon 3 Lire : p. 202 « Quel rayon ? » p. 203 « Le rayon charcuterie – poissonnerie – boucherie » et « Le rayon boulangerie – pâtisserie » p. 204 « Expressions de quantité » p. 208-09: Formes et fonctions 2: <i>Les expressions de quantité et le pronom en</i> Faire : MFL 5: 38-40, 46-49. Discussion Responses	20 avril Examen d'écoute	22 avril Chapitre 5: Venez chez nous! p. 204-05 « Vie et culture » + Discussion Board

15	<p>23 avril</p> <p>Chapitre 5, leçon 3</p> <p>Lire : p. 203 « Le rayon fruits et légumes » p. 206-07: Formes et fonctions 1: <i>Le passé composé avec être</i> Faire : MFL 5: 42-45.</p>	<p>25 avril</p> <p>Révisions générales</p> <p>Discussion Responses</p>	<p>27 avril</p> <p>Révisions générales</p>	
16	<p>30 avril</p> <p>EXAMEN FINAL 12:30-2:30 P.M. Location: TBA</p>			

