

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

## Course Information and Policies

### Course description

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

### Course objectives

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

*“Speakers at the Intermediate level* are distinguished primarily by their ability to create with the language when talking about familiar topics related to their daily life. [...] Intermediate-level speakers can ask simple questions and can handle a straightforward survival situation. They produce sentence-level language, ranging from discrete sentences to strings of sentences, typically in present time.

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

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

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

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

- Valdman, A., C. Pons, and M. E. Scullen. ***Chez Nous / Media-Enhanced 4<sup>th</sup> Edition (CUSTOM IU EDITION)***: 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.

## Grading:

### **1. Preparation/Attendance/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 » (MFL + Canvas assignments): 15%

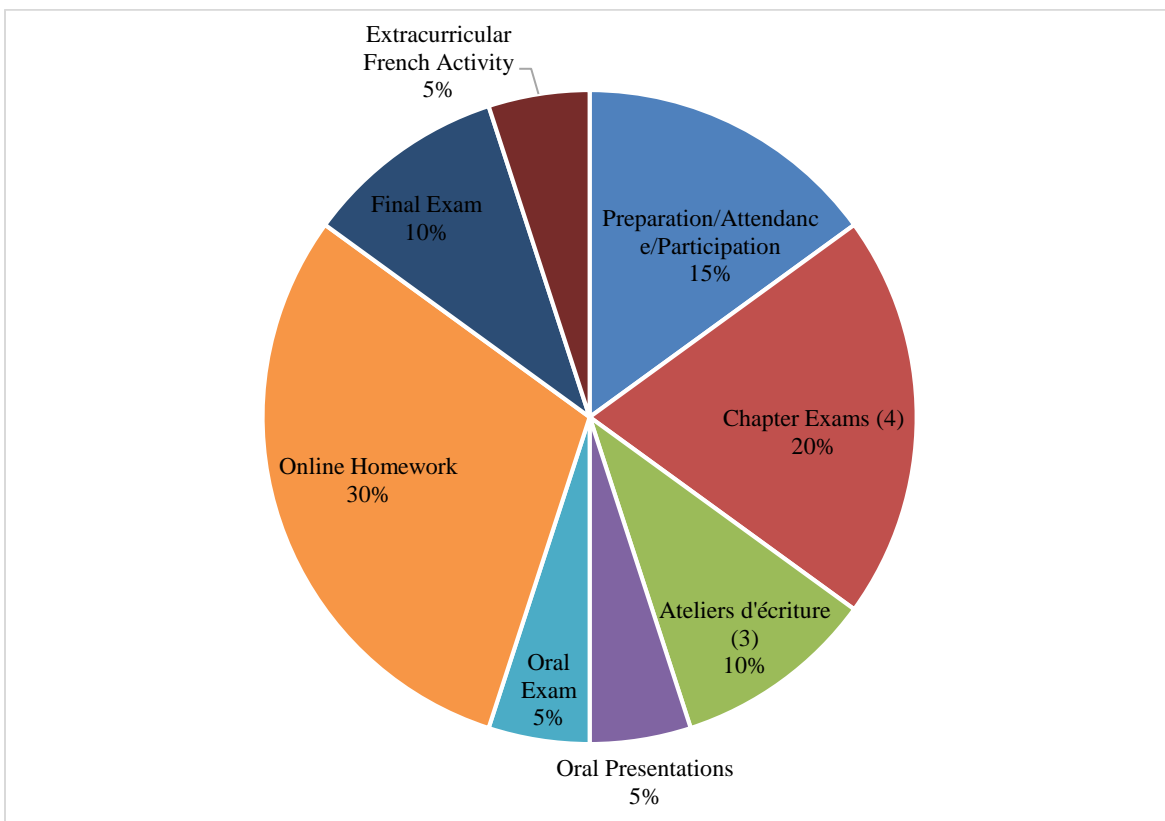
### **5. Final Exam: 10%**

### **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.



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

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

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

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

**Beginning Week 2, each class day will start with a quiz to check the vocabulary, the grammar or any other material that will be practiced on that day. Note that the 3 lowest scores will be dropped. The first quiz of the semester will be on Wednesday **January 17th.****

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

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

<b>8.5-10 points</b>	Used <u>only French</u> and spoke often during class. Participated actively in pair and group work. Volunteered often and in a meaningful way to class discussion. Listened attentively and responded to others. Was well prepared for class and able to respond to detailed questions about material.
<b>7-8 points</b>	Used mostly French (including during pair work). Spoke often during class. Participated actively in pair and group work. Volunteered occasionally. Listened and responded generally to others. Was adequately prepared for class and able to respond correctly to basic questions about material.
<b>5-6.5 points</b>	Used quite a bit of English on several occasions during pair or group work and/or whole class discussion OR didn't speak often. Not very engaged in group activities. Did not volunteer during classroom discussion. Did

	not bring textbook (except for exam days). Was not familiar with the material for the day, and unable to respond to basic questions about it.
<b>0-4.5 points</b>	Used more English than French OR did not speak during class. Was not engaged in group activities, was distracting to others, or strayed from the topic during group activities. Chatted in English with classmates, did other homework, slept, text-messaged, read the news, or did not pay attention during class activities.

### Absences

You are expected to come to class fully prepared, and to participate actively each day. Because absences prevent you from participating in class and showing your preparation, unexcused absences will impact your 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, 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, leaving early, or leaving and re-entering class) are equivalent to 1 unexcused absence.]

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). For these six sessions, 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.

#### EXCUSED ABSENCES

Excusable absences include illness, tragedy, religious observance, participation on a team in university-sponsored athletic events, and performances required for a degree. Work, job interviews, weddings, conferences, rehearsals or practice, study sessions, exams for other classes, court or medical appointments and other travel may not be considered excused. An absence will be excused only if **written, verifiable documentation** is presented to the instructor **the next class period** you attend. The documentation must be **official** in nature, must clearly and fully **explain** why the absence was necessary, and must be **signed** and **dated**. Once your documentation is accepted, you will be allowed to make up missed work. You must obtain documentation from a doctor and from Student Disability Services if your chronic health issues prevent you from regularly attending class. \*NB: An IU HEALTH CENTER VERIFICATION OF VISIT does not suffice to excuse you from class. To be excused for a **religious holiday**, you must submit a request for accommodation for religious observances to your instructor *by the end of the second week of classes*. The official form can be downloaded at <http://vpfaa.indiana.edu/forms/>  
\*\* Please do not ask your instructor to excuse an absence if you cannot provide documentation in a timely manner. \*\*

## 2. 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. 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".

## 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, “Online Day” and Other Homework on Canvas (CV)**

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

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

How to do homework in MyFrenchLab: In the MFL platform, you have an unlimited number of attempts to submit an exercise or activity for a grade. This is to encourage you to use it as a tool to check your comprehension after you have studied the lesson. Should any answer submitted be incorrect, the program will give you hints and will point you to the grammar or vocabulary point within *Chez Nous*. **For more detailed instructions, see Canvas.**

**What if MyFrenchLab doesn’t load properly?** Like any new technology, MyFrenchLab may encounter a technical glitch from time to time. It is your responsibility to troubleshoot problems by contacting tech support. If a technological problem is preventing you from completing an assignment, you must take the following actions. Immediately take a screen shot of the problem with the error message and email it to your instructor. Contact Pearson’s 24-hour hotline at <https://support.pearson.com/getsupport/s/contactsupport>. Take a screenshot of the instructions that Pearson has given you and email them to your instructor as well.

[NB: If Pearson says you must simply wait out the problem, you will not automatically be penalized, but you must have proof of their instructions. If you do not follow these steps, any work not turned in on time will not be accepted.]

### ***b. “Online Day” (MFL+Canvas)***

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

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

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

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

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

Because some students may be new to French classes at Indiana University, we want to be as flexible as possible to those who are transferring after the first week of classes. Consequently, all online homework scheduled for Week 1 may be submitted **before** the first class of Week 2 (by Wednesday, **January 17<sup>th</sup>**). However, **starting Wednesday, January 17<sup>th</sup>** 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.

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

### Approved writing resources

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

WordReference – <http://www.wordreference.com/> – online English-French dictionary

AboutFrench – <http://french.about.com/> – French grammar explanations

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

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

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

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

### **ACADEMIC HONESTY AND INTEGRITY**

**All work in F150**, whether written or oral, submitted on paper or online, **must be strictly your own**. 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://www.iu.edu/~code>).

### **IMPORTANT NOTE ON ACADEMIC INTEGRITY, PLAGIARISM AND ORIGINALITY OF WRITTEN WORK in F150**

Translation programs, native speaker friends/family/acquaintances or tutors are not permitted to write or correct your written work in F150! **What is the difference between translation software and a dictionary?**

A **dictionary** allows you to look up an individual word or expression (for example SIMPLE NOUNS: “pillowcase; computer science; sunrise; aardvark; oil painting; stomach ache”; VERBS: to get over something; to study abroad; to build; to eat; to step on”; ADJECTIVES: “broken; colorful; delicious; funny”; PREPOSITIONS AND CONNECTORS furthermore; toward; because of; due to; besides” etc.

**Translation software** is any tool, including Google, that allows you to submit a portion of a sentence, whole sentence, paragraph or entire composition to be translated from one language to another. Typing “*How do you say ‘The student who was next to me on the bus’ in French?*” into the Google search bar (or AboutFrench.com, or any other software, search engine or website that has translation capabilities) is unethical, for example, since it constitutes a complex noun-phrase. **Use of any kind of translation tool beyond single words is not permitted, is considered cheating and constitutes plagiarism.** Why is translation software not allowed? Because one of the goals of studying a foreign language is to learn how a given language, and language(s), work in general, and how to put the language together yourself to make meaning. A word of caution: sentences and paragraphs produced using translation software are easy for your teacher to spot. They typically contain very advanced, overly sophisticated structures far beyond the level of an F150 student’s abilities. Any sign that your written productions have, in part or in whole, been written in English and run through an automatic translation generator will be treated as academic misconduct. If you cannot explain a structure, or identify the tense you used and explain why you used it, the writing will not be considered to be your own. If your teacher has concerns about the originality of your work, you 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.

## **5. Final exam**

The final exam will be held on **Monday, April 30<sup>th</sup>, 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 **April 27, 2018** at 11:59pm.

## **Suggestions for optimal language learning**

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

## **Course supervisor**

Your instructor is your first source of information. Should you have questions that your instructor cannot answer, you may contact the F150 course supervisor: Jill Owen, Department of French and Italian, Global and International Studies Building, 3152, email: [jilowen@indiana.edu](mailto:jilowen@indiana.edu), phone: 855-7538.

## **OTHER IMPORTANT INFORMATION:**

### **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 January 20, 2017) 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").

### **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 F250 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.

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

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



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

	<b>LUNDI</b>	<b>MERCREDI</b>	<b>VENDREDI</b>	<b>DIMANCHE “EN LIGNE”</b>
1	<p><b>8 janvier</b></p> <p><i>Introduction</i></p> <p>6.1. La vie en ville</p> <ul style="list-style-type: none"> <li>○ décrire ton appartement</li> </ul> <p><i>Présentation du cours</i></p>	<p><b>10 janvier</b></p> <p>6.1. La vie en ville</p> <ul style="list-style-type: none"> <li>○ décrire et situer ton immeuble</li> <li>○ à quel étage?</li> <li>○ verbes en –ir comme <i>choisir</i></li> <li>○ les pronoms d’objet direct <i>le, la, l’, les</i> (function)</li> </ul> <p><b>Étudier :</b> CN (<i>Chez Nous</i>) p. 221-2, 224, 226-7, 256-7</p> <p><b>Devoirs :</b> MFL (<i>MyFrenchLab</i>) : (6-)1, 3, 8, 9, 12</p>	<p><b>12 janvier</b></p> <p>6.1. La vie en ville</p> <ul style="list-style-type: none"> <li>○ la consonne <i>l</i></li> <li>○ les pronoms d’objet direct <i>le, la, l’, les</i> (placement)</li> </ul> <p><b>Étudier :</b> CN p. 223, 225, 228-9, 256-7</p> <p>MFL : (6-)4, 5, 10, 11, 13, 14</p>	<p><b>14 janvier – 11:59pm (at the latest)</b></p> <p>. MFL (6-)16, 17, 35</p> <p>. <b>Discussion Board :</b> <u>Vie et Culture</u>, <i>Où habitent les Français ? À quel étage ?</i></p> <p>Lire CN p. 223 et répondre aux questions sur CV.</p>
2	<p><b>15 janvier</b></p> <p><b>La journée Martin Luther King – Pas de cours !</b></p>	<p><b>17 janvier</b></p> <p>6.2. Je suis chez moi</p> <ul style="list-style-type: none"> <li>○ les meubles</li> <li>○ les pronoms d’objet indirect <i>lui</i> et <i>leur</i></li> <li>○ la consonne <i>r</i></li> </ul> <p><b>Étudier :</b> CN p. 232, 235-6, 256-7</p> <p><b>Devoirs :</b> Print, read, sign, turn in the F150 Statement of Academic Honesty – (CV); <b>Syllabus quiz (CV)</b></p> <p>MFL : (6-)15, 20, 21, 26, 29</p> <p><b>Attention : premier quiz du jour !</b></p>	<p><b>19 janvier</b></p> <p>6.2. Je suis chez moi</p> <ul style="list-style-type: none"> <li>○ décrire un appartement ou un meuble</li> <li>○ les verbes de transfert</li> <li>○ les nombres à partir de <i>mille</i></li> </ul> <p><b>Étudier :</b> CN p. 232, 236-7, 238-9</p> <p><b>Devoirs :</b> MFL : (6-)22, 23, 27, 31, 32</p>	<p><b>21 janvier – 11:59pm (latest)</b></p> <p>.<b>Student Activities Manual (SAM):</b> (6-)18, 19.</p> <p>.<b>Discussion Board :</b> <u>Vie et Culture</u>, <i>Le quartier</i>.</p> <p>Lire CN p. 233 et répondre aux questions sur CV.</p>
3	<p><b>22 janvier</b></p> <p>6.3. La vie à la campagne</p> <ul style="list-style-type: none"> <li>○ la nature et la vie à la campagne</li> <li>○ l’imparfait: faire des suggestions</li> </ul> <p><b>Étudier :</b> CN p. 241, 244, 257</p> <p><b>Devoirs :</b> MFL : (6-)33, 38, 39, 42, 43, 60</p>	<p><b>24 janvier</b></p> <p>6.3. La vie à la campagne</p> <ul style="list-style-type: none"> <li>○ des activités habituelles au passé</li> <li>○ l’imparfait: description au passé</li> </ul> <p><b>Étudier :</b> CN p. 245-6, 257</p> <p><b>Devoirs :</b> MFL : (6-)40, 41, 45, 46, 47, 48, 57</p>	<p><b>26 janvier</b></p> <p><b>Atelier d’écriture I</b></p> <p><b>Devoirs :</b> Document « Avant d’écrire I » (CV)</p>	<p><b>28 janvier – 11:59pm</b></p> <p>.<b>Culture :</b> <i>À la découverte de la France, les régions</i></p> <p>CN, lire « <i>la naissance de la France</i> » et faire la partie « lisons » p. 249 – 251</p> <p><b>**5pm .Compléter le Revision Packet chap.6 (CV)</b></p>

4	<p style="text-align: center;"><b>29 janvier</b></p> <p style="text-align: center;"><b>Examen du chapitre 6</b></p> <p>. Compléter le <i>Revision Packet</i> <b>chap.9</b> (CV)  <b>**dimanche 28 janvier – 5pm (at the latest)</b></p>	<p style="text-align: center;"><b>31 janvier</b></p> <p>7.1. Les jeunes et la vie</p> <ul style="list-style-type: none"> <li>○ parler de la famille et des racines (1<sup>re</sup> partie)</li> <li>○ décrire une personne (1<sup>re</sup> partie)</li> <li>○ les verbes <i>écrire, lire et dire</i></li> </ul> <p><b>Étudier</b> : CN p. 259-260, 263, 296  <b>Devoirs</b> : MFL : (7-)1, 2, 5, 6, 7; lire « La famille à la carte », CN p. 260</p>	<p style="text-align: center;"><b>2 février</b></p> <p>7.1. Les jeunes et la vie</p> <ul style="list-style-type: none"> <li>○ parler de la famille et des racines (2<sup>e</sup> partie)</li> <li>○ décrire une personne (2<sup>e</sup> partie)</li> <li>○ l'imparfait et le passé composé: description vs. narration</li> </ul> <p><b>Étudier</b> : CN p. 259-60, 264-5, 296  <b>Devoirs</b> : MFL (7-) 4, 8, 9, 11, 12</p>	<p style="text-align: center;"><b>4 février – 11:59pm (at the latest)</b></p> <p>. <b>Révisions du passé composé:</b>  <u>Étudier</u> CN p.196-197, 206-207  + <u>Faire MFL</u> (5-)5, 8, 26, 28, 44</p> <p>. <b>Discussion Board</b> : <u>Vie et Culture</u>, <i>La famille à la carte. La diversité ethnique en France.</i>  Lire CN p. 260-1 et répondre aux questions sur CV.</p>
5	<p style="text-align: center;"><b>5 février</b></p> <p>7.2. Les grands évènements de la vie</p> <ul style="list-style-type: none"> <li>○ les évènements de la vie</li> <li>○ la semi-voyelle /j/</li> <li>○ les pronoms d'objet <i>me, te, nous</i> et <i>vous</i></li> </ul> <p><b>Étudier</b> : CN p. 268, 271, 274, 296-7  <b>Devoirs</b>: MFL : (7-)10, 18, 19, 21, 27, 28</p>	<p style="text-align: center;"><b>7 février</b></p> <p>7.2. Les grands évènements de la vie</p> <ul style="list-style-type: none"> <li>○ des vœux</li> <li>○ l'imparfait et le passé composé: d'autres contrastes</li> </ul> <p><b>Étudier</b> : CN p. 270, 272, 296  <b>Devoirs</b> : MFL (7-)17, 23, 24, 29, 30</p> <p><b>Atelier d'écriture I (2<sup>e</sup> version) à rendre</b></p>	<p style="text-align: center;"><b>9 février</b></p> <p>7.3. Les émotions</p> <ul style="list-style-type: none"> <li>○ exprimer les sentiments</li> <li>○ perdre son sang-froid : quelques expressions utiles</li> <li>○ les verbes pronominaux idiomatiques (1<sup>re</sup> partie)</li> </ul> <p><b>Étudier</b> : CN p. 277-8, 281, 297  <b>Devoirs</b> : MFL (7-)35, 36, 41, 50</p>	<p style="text-align: center;"><b>11 février – 11:59pm (at the latest)</b></p> <p>. <b>Student Activities Manual (SAM):</b> (7-)15, 16.</p> <p>. <b>MFL</b> (7-)14, 25, 26, 32</p> <p>. <b>Discussion Board</b> : <u>Vie et Culture</u>, <i>Les fêtes religieuses et officielles.</i>  Lire CN p. 269 et répondre aux questions sur CV.  + MFL (7-)20, 56, 58</p>
6	<p style="text-align: center;"><b>12 février</b></p> <p>7.3. Les émotions</p> <ul style="list-style-type: none"> <li>○ les verbes pronominaux idiomatiques (2<sup>e</sup> partie)</li> <li>○ les semi-voyelles /w/ et /ɥ/</li> <li>○ les verbes <i>voir</i> et <i>croire</i> et la conjonction <i>que</i></li> </ul> <p><b>Étudier</b> : CN p. 280, 281-2, 283-4, 297  <b>Devoirs</b> : MFL (7-)38, 39, 42, 44, 45, 46</p>	<p style="text-align: center;"><b>14 février</b></p> <p style="text-align: center;"><b>Examen du chapitre 7</b></p> <p>. Compléter le <i>Revision Packet</i> <b>chap.7</b> (CV)  <b>mardi 13 février – 5pm (at the latest)</b></p>	<p style="text-align: center;"><b>16 février</b></p> <p>8.1. Il fait quel temps?</p> <ul style="list-style-type: none"> <li>○ les saisons et le temps</li> <li>○ les questions avec <i>quel</i> et <i>lequel</i></li> </ul> <p><b>Étudier</b> : CN p. 299, 302, 305-6, 336  <b>Devoirs</b> : MFL (8-)1, 2, 8, 9, 10, 11</p>	<p style="text-align: center;"><b>18 février – 11:59pm (at the latest)</b></p> <p>.<b>Culture</b>, « <b>Lisons!</b> » : Lire le texte « <i>Je suis Cadien</i> » p.285-7 dans CN et répondre aux questions (CV).</p>

7	<p><b>19 février</b></p> <p>8.1. Il fait quel temps?</p> <ul style="list-style-type: none"> <li>○ parler de la température</li> <li>○ la prononciation de la lettre <i>e</i></li> <li>○ les expressions de nécessité</li> </ul> <p><b>Étudier</b> : CN p. 299, 300, 304-5, 307, 336  <b>Devoirs</b>: MFL (8-)3, 4, 12, 13, 14, 15</p>	<p><b>21 février</b></p> <p>8.2. On part en vacances</p> <ul style="list-style-type: none"> <li>○ les vacances et des activités (1<sup>er</sup> partie)</li> <li>○ les verbes <i>connaître</i> et <i>savoir</i></li> </ul> <p><b>Étudier</b> : CN p. 311, 317-18, 336  <b>Devoirs</b>: MFL : (8-)20, 28, 30, 31</p>	<p><b>23 février</b></p> <p>8.2 On part en vacances</p> <ul style="list-style-type: none"> <li>○ les vacances et des activités (2<sup>e</sup> partie)</li> <li>○ les questions avec les pronoms interrogatifs <i>qui, que, quoi</i></li> </ul> <p><b>Étudier</b> : CN p. 312, 314-15, 336-7  <b>Devoirs</b> : (8-)17, 21, 22, 24-26</p>	<p><b>25 février – 11:59pm (at the latest)</b></p> <p>. <b>Student Activities Manual (SAM)</b>: (8-)34, 35.</p>
8	<p><b>26 février</b></p> <p>8.3. Je vous invite</p> <ul style="list-style-type: none"> <li>○ des distractions</li> <li>○ le <i>h</i> aspiré et le <i>h</i> muet</li> <li>○ les expressions indéfinies et négatives</li> </ul> <p><b>Étudier</b> : CN p. 321, 324-5, 327-8, 337  <b>Devoirs</b> : MFL : (8-)6, 7, 36, 40, 46, 47, 48, 49</p>	<p><b>28 février</b></p> <p>8.3. Je vous invite</p> <ul style="list-style-type: none"> <li>○ inviter quelqu'un</li> <li>○ accepter et refuser des invitations (1<sup>re</sup> partie)</li> <li>○ la modalité : les verbes <i>devoir, pouvoir</i> et <i>vouloir</i></li> </ul> <p><b>Étudier</b> : CN p. 321-2, 325-6, 337  <b>Devoirs</b>: MFL (8-)37, 42, 43, 44, 45</p>	<p><b>2 mars</b></p> <p>Présentation des sujets de présentations orales</p> <p>8.3. Je vous invite</p> <ul style="list-style-type: none"> <li>○ accepter et refuser des invitations (2<sup>e</sup> partie)</li> <li>○ le conditionnel et les phrases avec <i>si</i></li> </ul> <p><b>Étudier</b> : CN p. 321-2; Module complémentaire : le conditionnel (CV)  <b>Devoirs</b> : MFL (8-)38 ; (11-)42, 43, 44</p>	<p><b>4 mars – 11:59pm (at the latest)</b></p> <p>. MFL (8-)50, 51, 54, 55</p> <p>. <b>Culture « Guadeloupe, Guide du voyageur »</b> Lisez l'article dans CN pp. 331-333 et répondre aux questions (CV).  <b>**5pm .Revision Packet chap.8 (CV)</b></p>
9	<p><b>5 mars</b></p> <p><b>Examen du chapitre 8</b></p> <p>. Compléter le <b>Revision Packet chap.8</b> sur CV  <b>**dimanche 4 mars – 5pm (at the latest)</b></p>	<p><b>7 mars</b></p> <p>9.1. Projets de voyage</p> <ul style="list-style-type: none"> <li>○ faire un voyage</li> <li>○ le futur</li> </ul> <p><b>Étudier</b> : CN p. 339, 343-4, 378  <b>Devoirs</b> : MFL (9-)4, 5, 8, 9, 10</p>	<p><b>9 mars</b></p> <p>9.1. Projets de voyage</p> <ul style="list-style-type: none"> <li>○ les moyens de transport</li> <li>○ la liaison obligatoire</li> <li>○ le pronom <i>y</i></li> </ul> <p><b>Étudier</b> : CN p. 340, 342-3, 346, 378  <b>Devoirs</b> : MFL (9-)1, 2, 12, 14, 15;</p> <p><b>Plan préliminaire (groupe) pour les présentations orales à rendre</b></p>	<p><b>11 mars – 11:59pm (at the latest)</b></p> <p>. <b>Student Activities Manual (SAM)</b>: (9-)11</p> <p>. <b>Discussion Board</b> : <u>Vie et Culture</u>, <i>Voyager en train en France</i>. Lire CN p. 341 et répondre aux questions sur CV.</p> <p>*(Sunday March 11th. – AUTO-W Deadline)*</p>

**Congé de printemps ! Bonnes vacances !**

10	<p align="center"><b>19 mars</b></p> <p>9.2. Destinations</p> <ul style="list-style-type: none"> <li>○ les continents et les pays</li> <li>○ les prépositions avec des noms de lieux</li> </ul> <p><b>Étudier :</b> CN p. 350-1, 354-5, 378  <b>Devoirs :</b> MFL (9-) 17, 20, 27, 28, 29</p>	<p align="center"><b>21 mars</b></p> <p>9.2. Destinations</p> <ul style="list-style-type: none"> <li>○ les adjectifs de nationalité</li> <li>○ le verbe <i>venir</i></li> <li>○ la liaison avec <i>t, n,</i> et <i>r</i></li> </ul> <p><b>Étudier :</b> CN p. 351, 353-4, 356, 378  <b>Devoirs :</b> MFL (9-) 21, 23, 30, 31, 33, 35</p>	<p align="center"><b>23 mars</b></p> <p>9.3. Faisons du tourisme !</p> <ul style="list-style-type: none"> <li>○ le logement et les visites</li> <li>○ des sites historiques et culturels</li> <li>○ se renseigner, indiquer le chemin</li> <li>○ les pronoms relatifs <i>où, qui, que</i></li> </ul> <p><b>Étudier :</b> CN p. 360-62, 363, 365, 366-7, 378-9  <b>Devoirs :</b> (9-) 38, 39, 40, 42, 43, 45, 46, 51, 57</p>	<p align="center"><b>25 mars – 11:59pm (at the latest)</b></p> <p><b>. Plan et présentation ppt pour les présentations orales finalisés à rendre (groupe)</b></p>
11	<p align="center"><b>26 mars</b></p> <p><b>Présentations orales</b></p>	<p align="center"><b>28 mars</b></p> <p><b>Présentations orales</b></p>	<p align="center"><b>30 mars</b></p> <p><b>Atelier d'écriture II</b></p> <p><b>Devoirs :</b> Document « Avant d'écrire II » (CV)</p>	<p align="center"><b>1 avril – 11:59 pm (at the latest)</b></p> <p><b>**5pm .Revision Packet chap.9 (CV)</b></p>
12	<p align="center"><b>2 avril</b></p> <p><b>Examen du chapitre 9</b></p> <p>. Compléter le <i>Revision Packet chap.9</i> (CV)  <b>**dimanche 01 avril – 5pm (at the latest)</b></p>	<p align="center"><b>4 avril</b></p> <p>10.1. La santé</p> <ul style="list-style-type: none"> <li>○ le corps humain</li> <li>○ des maux et des handicaps</li> <li>○ le subjonctif des verbes réguliers avec les expressions de nécessité</li> </ul> <p><b>Étudier :</b> CN p 381-2, 385-6, 416  <b>Devoirs :</b> MFL : (10-)1, 2, 7, 8, 9</p>	<p align="center"><b>6 avril</b></p> <p>10.1. La santé</p> <ul style="list-style-type: none"> <li>○ rester en forme; choses à éviter</li> <li>○ les consonnes <i>s</i> et <i>z</i></li> <li>○ le subjonctif des verbes irréguliers</li> </ul> <p><b>Étudier :</b> CN p. 382-3, 384, 387, 416  <b>Devoirs :</b> MFL : (10-)3, 4, 10, 11, 12, 13</p>	<p align="center"><b>8 avril – 11:59pm (at the latest)</b></p> <p>. <b>MFL</b> (10-)5, 23, 34</p> <p>. <b>Discussion Board :</b> <u>Vie et Culture</u>, <i>La médecine en France + le stress</i>  Lire CN p. 383 et répondre aux questions sur CV.</p>

13	<p><b>9 avril</b></p> <p>10.2. Sauvons la planète</p> <ul style="list-style-type: none"> <li>○ des menaces pour l'environnement</li> <li>○ le subjonctif avec les expressions de volonté</li> </ul> <p><b>Étudier</b> : CN p. 392, 396, 416-7  <b>Devoirs</b> : MFL : (10-)14, 16, 19, 20, 25, 26  <b>Atelier d'écriture II (2<sup>e</sup> version) à rendre</b></p>	<p><b>11 avril</b></p> <p>10.2. Sauvons la planète</p> <ul style="list-style-type: none"> <li>○ protéger l'environnement</li> <li>○ la consonne <i>gn</i></li> <li>○ d'autres verbes irréguliers au subjonctif</li> </ul> <p><b>Étudier</b> : CN p. 392-3, 394, 395, 397-8, 416-7  <b>Devoirs</b> : MFL : (10-) 21, 22, 27, 28, 29, 31</p>	<p><b>13 avril</b></p> <p>10.3. Le bien commun</p> <ul style="list-style-type: none"> <li>○ s'engager et faire du bénévolat</li> <li>○ le subjonctif avec les émotions</li> </ul> <p><b>Étudier</b> : CN p. 401-2, 404-5, 417  <b>Devoirs</b> : MFL : (10-)37, 41, 42, 43, 44</p>	<p><b>15 avril – 11:59pm (at the latest)</b></p> <p><b>. Student Activities Manual (SAM):</b> (10-)51, 52</p> <p><b>. Culture</b> : <i>L'écologie</i>  a. CN, lire « <i>L'écologie</i> » p.409  b. CN, regarder la vidéo « <i>L'environnement et nous</i> » et répondre aux questions sur CV (p.403-410).</p>
14	<p><b>16 avril</b></p> <p>10.3. Le bien commun</p> <ul style="list-style-type: none"> <li>○ les manifestations</li> <li>○ le subjonctif avec les expressions de doute</li> </ul> <p><b>Étudier</b> : CN p. 401, 404, 406, 417  <b>Devoirs</b> : MFL : (10-) 38, 39, 40, 45, 46, 47, 48</p>	<p><b>18 avril</b></p> <p><b>Atelier d'écriture III</b></p> <p><b>Devoirs</b> : Document « Avant d'écrire III » (CV)</p>	<p><b>20 avril</b></p> <p>Atelier de préparation pour l'examen oral</p> <p><b>Devoirs</b> : Lire et préparer les sujets de l'examen oral</p>	<p><b>22 avril – 11:59pm (at the latest)</b></p> <p><b>. Discussion Board</b> : <i>Vie et Culture, Les Français face à leurs responsabilités civiques + bénévolat</i>  Lire CN p. 402 et répondre aux questions sur CV.</p> <p><b>.Culture</b>: L'arbre nourricier, CN pp.411-413. Lire le texte et répondre aux questions sur CV</p>
15	<p><b>23 avril</b></p> <p><b>Examen oral</b></p>	<p><b>25 avril</b></p> <p><b>Examen oral</b></p>	<p><b>27 avril</b></p> <p>Révision générale</p> <p><b>Devoirs</b>: Dossier de révision doit être complété ET corrigé (<i>self-corrected</i>) avant de venir en classe (CV)  <b>Date limite (deadline) pour rendre l'essai de réflexion sur l'activité culturelle française ;</b>  <b>Atelier d'écriture III (2<sup>e</sup> version) à rendre</b></p>	
<p><b>Examen final (F150): lundi 30 avril 2018, 12:30-2:30pm</b>  → You are responsible for verifying <b>IMMEDIATELY</b> that you have no final exam conflict and notifying your instructor right away if you do.</p>				