

F250 Spring 2018 – NIGHT Course Policies and Syllabus
MW 7:15 – 8:30 P.M.
GA 0005

Course supervisor: Dr. Kathryn Bastin, GA 3152; kabastin@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 F250 instructor: **Mark Black** Email: **blackma@indiana.edu**
Office hours: **Wednesdays 6:00 – 7:00 P.M.**
My F250 section number: **2781** Office: **GA 3152 or FRIT commons area**

By the end of the F200-F250 sequence, students should be able to:

- describe and narrate in major time/aspect frames; know most informal and some formal settings
- speak about concrete and factual topics of personal and public interest
- be understood without difficulty by speakers unaccustomed to non-native speakers
- write cohesive paragraph-length discourse

Also, 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.

In this document you will find important information and policies for French F250. 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. _____

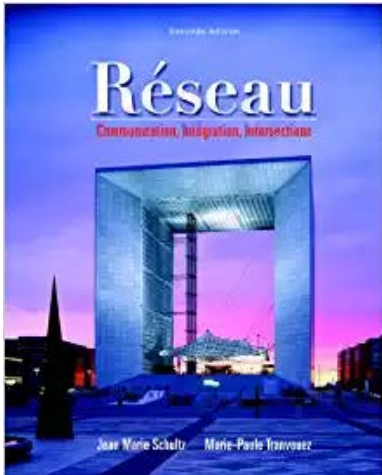
Course description

This course is the fourth 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:

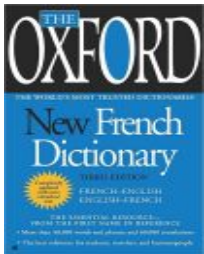
- MyFrenchLab (MFL) course access code for the integrated version of MFL with Canvas that you can buy at the IU Bookstore or directly from Pearson. **Do not buy a non-integrated access code from a 3rd-party vendor.** Note: If you previously purchased a multi-semester access code (for the non-integrated version) which is still valid for this semester, then please contact Pearson directly. Please log in first to <https://account.mypearson.com/>, then go to purchase history to see what length you bought. When contacting Pearson, include documentation showing you should still have access to MFL (such as a screen shot of your purchase history) which should allow you to receive an access code for the integrated version of MFL with Canvas for free (since you already purchased it). Otherwise, go here to get started: <http://help.pearsoncmg.com/mylabmastering/canvas/student/en/index.html>

The access code you have purchased will grant you access to the e-text and Student Activities Manual for our textbook:

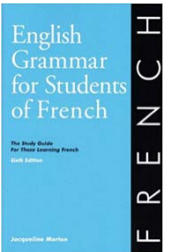


- *Réseau : Communication, Intégration, Intersections* (Second Edition). 2015. Schultz, J-M, & Tranvouez, M-P. Pearson Publishers. You have access to the e-text through MFL. In addition, you should have a binder-ready loose-leaf copy of the paper edition of the textbook.
- NOTE FROM PEARSON, the publishing company:
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.

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. Relevant page numbers are noted on the syllabus schedule. (Note that MyFrenchLab also has some English grammar tutorials, but they are not as detailed as what you will find in this book.)
- An excellent French-English dictionary such as the Collins-Robert or *The Oxford New French Dictionary*, 3rd edition, ISBN 9780425228616.

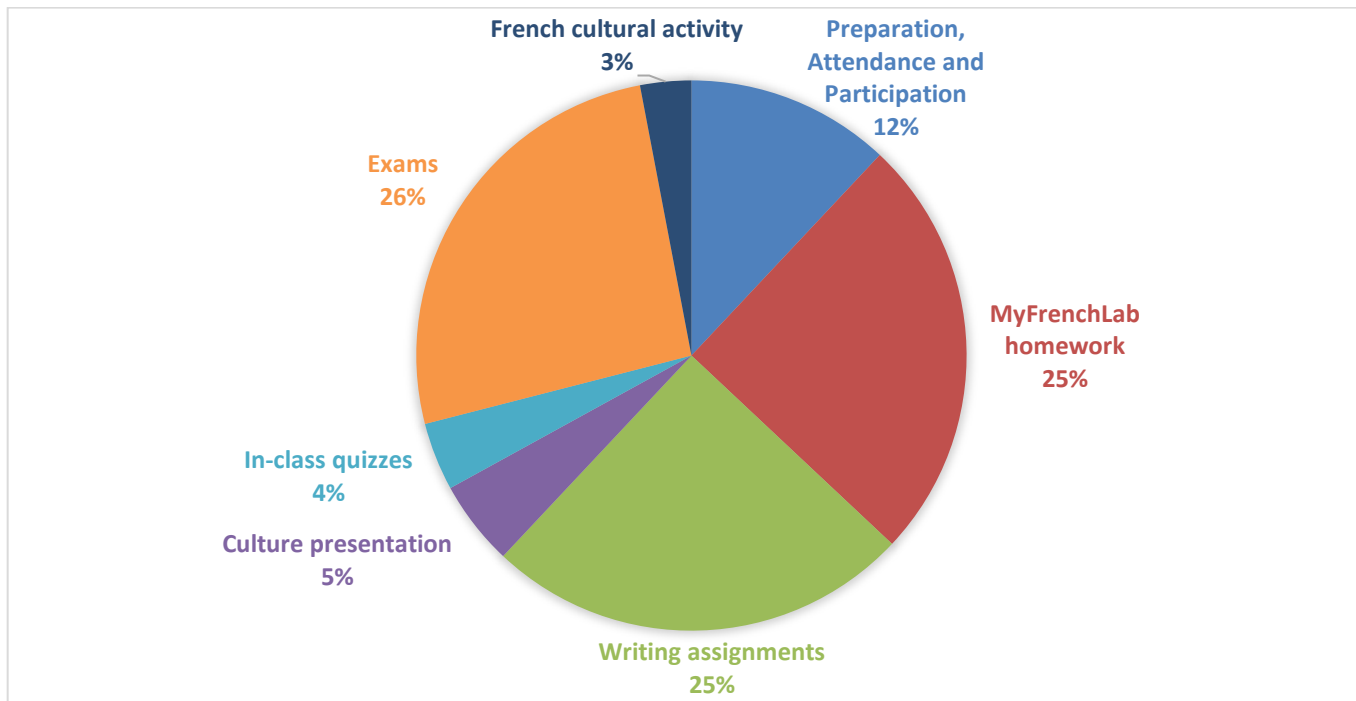


→ We will be using textbook activities in class most days. **BRING HARD COPIES OF RELEVANT TEXTBOOK PAGES TO CLASS EVERY DAY!**

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 F250 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.

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|---|------------|
| <u>Grade calculation:</u> | |
| 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 green on syllabus] (best 8/10) | |
| 4. Culture presentation [in red on syllabus] | 5% |
| 5. In-class quizzes (5 quizzes; lowest grade dropped) | 4% |
| 6. Exams | 26% |
| - 2 mid-semester exams (7% X 2 = 14%) | |
| - Final exam (12%) | |
| 7. French cultural activity | 3% |



Grading

Grades will be calculated according to the following scale. Grades are not curved, and there is no extra credit offered in French F250.

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

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 MFL exercises. In order to prioritize discussing the day's material in French during class time, there are several English-language resources (*English Grammar for Students of French*, MFL tutorials and readiness check, web resources (see the Canvas home page)), in addition to textbook explanations in French, that can help you prepare at home for the in-class lessons. 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 (in any language) and

will help you progress as quickly as possible in the language. Do not worry about making mistakes – making mistakes is a normal and documented 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. If you think you know the answer (even if you're not sure!), raise your hand! Even if your instructor does not call on you (likely in an attempt to give other students a chance to speak), he/she will keep your effort in mind when evaluating that day's participation grade.

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. If you must leave class for any reason, please inform the instructor beforehand or speak with him/her directly after class. 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 compute your weekly participation grade. The following are general guidelines your instructor will follow in evaluating 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 adequately 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, texted , or did not pay attention during class activities. AUTOMATIC 0/10 FOR UNSANCTIONED TECHNOLOGY USE. |

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 3%** of the final course grade for **each** subsequent absence in addition to the points lost for daily

participation. For example, 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**.

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 4 sessions for the evening class**). For these four sessions 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 four 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 (such as to the bathroom) 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.

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.

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.

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.

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.

HOMEWORK

All homework designated under "Préparation" on your syllabus is to be completed **BEFORE** coming to class. All the homework, including MFL, is due **before the beginning of class**. For Compositions and DQs, pay attention to the instructions provided for each assignment in Canvas. LATE HOMEWORK IS NOT ACCEPTED, except under extreme circumstances (that are documented). **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 Wednesday, January 17, in order to allow for late adds and for technology and/or book issues to be ironed out.**

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. You are expected to 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. **MFL activities form a substantial component of the overall course grade.** It is therefore vital that you verify that your Pearson account is working and that you keep up with the daily homework.

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 F250. 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 (300 → 350 → 400 → 450-500 words). 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.

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. 9). 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.

Culture presentations

Each student will choose from a list of topics ONE cultural presentation to present in class. The goal of the presentations is to provide cultural background/more detailed information to your classmates 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 between 5-7 minutes. You may use the internet to find your information, but you must properly cite all your sources! Choose from the topics available on the syllabus. During the presentations, members of the audience (other students and the instructor) will write down feedback for the presenter.

Quizzes

Quizzes may assess basic knowledge of vocabulary or grammar 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. If you miss a quiz because of an unexcused absence, you cannot make up the quiz. If you miss a quiz due to an excused absence, you must talk to your instructor about making up the quiz, including arranging a make-up time **the day of your return to class**. The lowest score will be removed from the quiz grade calculations.

Chapter exams and final exam

The chapter exams are designed to evaluate your progress in French in the areas of listening, reading, writing, speaking, and cultural knowledge. They will test mastery of vocabulary and grammatical details as well as your ability to use and interpret the language as a whole. The first two exams will cover topics from chapters 7-8 and 9-10, respectively. The final exam will be comprehensive, with special emphasis on chapter 11, 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 F250 final exam (**Monday, April 30, 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.

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 Spring 2018 semester, you can choose to:

*attend an IU French Club activity (TBA) FREE. 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://theyrder.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 **April 25, 2018**.

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.

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 17, 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").

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. Please consult 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, and an incomplete may NOT be requested after the final exam has been administered. All incompletes must be approved by the F250 course supervisor.

IMPORTANT NOTE ON ACADEMIC INTEGRITY, PLAGIARISM AND ORIGINALITY OF WRITTEN WORK IN F200 AND F250

Academic Honesty

All work in F250 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.

Approved writing resources

In addition to your instructor and your textbooks (including *Réseau* and *English Grammar for Students of French*), the following are acceptable online resources that you may find useful for your writing:

Wordreference.com - online English-French dictionary

French.about.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>

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/expressions 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. Use the structures you know and the structures you are studying in class. It is more important that we see you working with grammar and vocabulary studied in class than having a perfect composition. Errors are normal! We want to see that you are working through the language on your own! Keep it simple and use your book.

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 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. (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.

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.

F250 NIGHT SYLLABUS (MW) – SPRING 2018

KEY TO SYLLABUS ABBREVIATIONS:

In the *Réseau* textbook:

OC = *Orientation culturelle*

VOC = Vocabulary presentation and exercises

GR = Grammar presentation and exercises

RC = *Réflexion culturelle*


DQ = *Discussion questions* to answer for each reading (adapted from *Vérifions notre compréhension du texte, Approfondissons notre compréhension du texte, and/or Discutons ensemble*). For each DQ, check the corresponding Assignment page on Canvas for the specific questions you are to answer.

MFL = MyFrenchLab online workbook exercises

EG = *English Grammar for Students of French book*

PC = *Présentation culturelle* (to be added after topics have been chosen)

For each day's preparation, it is recommended to do each activity in the order listed. This syllabus is subject to change, so please check Canvas and your email regularly.

| lundi | mercredi |
|---|--|
| <p>8 janvier - Chapitre 7</p> <ul style="list-style-type: none"> -Intro au cours -Lecture: OC -MFL -Canvas site -Turnitin -syllabus and course policies - Intro chapitre 7, vocab | <p>10 janvier - Chapitre 7</p> <p><u>Prep:</u> VOC 216-17, 219 EG 75-76, 83-84 GR 222-223, 225 MFL (Readiness check, Tutorials, 7-2, 3A, 4, 5, 7, 9, 14, 15) Submit top 4 choices for cultural oral presentation (Topics: see last page of the syllabus)</p> <p><u>En classe:</u> Ex. 217-21, 224-25, 228 RC intro</p> |
| <p>15 janvier - Chapitre 7</p> <p>MLK DAY: Pas de classe !</p>  | <p>17 janvier - Chapitre 7</p> <p><u>Prep:</u> GR 233-35 MFL (Tutorials, 7-10, 11, 12, 13, 18) Lire <i>L'immigration expliquée à ma fille</i>, 228-9 + DQ</p> <p><u>En classe:</u> Discussion du texte 228-30 GR 235-37 *Religious observance forms due!</p> |

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| <p>22 janvier</p> <p><u>Prep:</u> Lire <i>Les voleurs d'écritures</i> 240-42 + DQ</p> <p><u>En classe:</u> Discussion du texte 243-44 Lire Réflexion littéraire 239-40</p> | <p>24 janvier - Chapitre 7</p> <p><u>Prep:</u> GR 245-46; 248 Lire 250-52 Préparer le plan de votre composition 252 MFL (Tutorial, 7-23, 25, 26, 27)</p> <p><u>En classe:</u> GR 246-49 Transitions 250-51 Peer editing practice 252-53</p> |
| <p>29 janvier - Chapitre 8</p> <p><u>Prep:</u> Lire OC 255 VOC 256-258 EG 30-31, 115-19 MFL (Readiness check, 8-3, 4A, 5, 7A)</p> <p><u>En classe:</u> COMPOSITION #1 OC 255 VOC 257-261 Vocabulary workshop: how to learn and remember new vocabulary 257-58</p> | <p>31 janvier - Chapitre 8</p> <p><u>Prep:</u> EG 119 (y), 126 (en) GR 262-63 GR 265-67 MFL (Tutorials, 8-8, 9, 10, 11, 12)</p> <p><u>En classe:</u> GR 263-65 GR 267-68 RC 269</p> |
| <p>5 février - Chapitre 8</p> <p><u>Prep:</u> Lire <i>Je ne suis pas obligé...</i> 270-71 + DQ EG 120-22 GR 274-75 MFL (Tutorial, 8-17, 18, 19, 21, 22)</p> <p><u>En classe:</u> Discussion du texte 270-72 GR 275-76</p> | <p>7 février - Chapitre 8</p> <p><u>Prep:</u> Lire Réflexion littéraire 277-78 Lire <i>Il n'y a pas d'exil</i> 278-80 + begin DQs</p> <p><u>En classe:</u> Discussion de Réflexion littéraire Discussion du texte 280-82</p> |
| <p>12 février - Chapitre 8</p> <p><u>Prep:</u> COMPOSITION #1 rewrites due GR 283-84 MFL (8-25, 26, 27, 28, 32) + submit DQs, <i>Il n'y a pas d'exil</i></p> <p><u>En classe:</u> Discussion du texte <i>Il n'y a pas d'exil</i>, cont. GR 285-86</p> | <p>14 février - Chapitre 8</p> <p><u>Prep:</u> Lire <i>Stratégie d'écriture</i> 287-88, et préparer votre plan</p> <p><u>En classe:</u> Révisions Peer editing workshop Read and analyze model essay 290-91</p> |

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| <p>19 février</p> <p>EXAMEN 1: Chapitres 7 et 8</p> | <p>21 février - Chapitre 9</p> <p><u>Prep:</u> Lire OC et répondre aux questions 293 VOC 294-95, 297 EG 129-132 GR 302-304 MFL (Readiness check, Tutorials, 9-3, 4A, 9, 10, 11, 12)</p> <p><u>En classe:</u> COMPOSITION #2 OC 293 VOC 296-99 GR 304-305 RC 309</p> |
| <p>26 février - Chapitre 9</p> <p><u>Prep:</u> Lire <i>Cézanne l'incompris</i> 310-312 + DQ GR 305-306 MFL (9-5, 7A, 13, 14, 15)</p> <p><u>En classe:</u> GR 307 Discussion du texte 312-14 Stratégie orale 315</p> | <p>28 février - Chapitre 9</p> <p><u>Prep:</u> GR 316-17 MFL (Tutorial, 9-20, 21, 22, 23)</p> <p><u>En classe:</u> GR 319-21 Réflexion littéraire 322</p> |
| <p>5 mars - Chapitre 9</p> <p><u>Prep:</u> COMPOSITION #2 rewrites due EG 58 GR 331-32 MFL (Tutorial, 9-26, 27, 30) Lire <i>Oscar et Erick</i> 323-25 (lignes 1-89) + begin DQs</p> <p><u>En classe:</u> GR 332-334 Discussion du texte 323-25</p> | <p>7 mars - Chapitre 9</p> <p><u>Prep:</u> Lire <i>Oscar et Erick</i> 325-27 (lignes 90-166) + submit DQs Lire <i>Stratégie d'écriture</i> et préparer votre plan 335-37</p> <p><u>En classe:</u> Discussion du texte, cont. Writing and peer editing workshop Study and analysis of composition model 338-39</p> |

VACANCES DE PRINTEMPS

12 mars – 16 mars

19 mars- Chapitre 10

Prep:

COMPOSITION #3 DUE

EG 70-74

VOC 342-44

GR 348-50

MFL (Readiness check, Tutorials, 10-3, 4A, 5, 6, 7A, 8, 9, 12)

En classe:

Lire OC 341 ; VOC 343-47

GR 350-51 ; RC 354

21 mars- Chapitre 10

Prep:

GR 351

Lire *Gérard Depardieu...* 354-56

+ DQ

MFL (Tutorial, 10-13, 14, 15)

En classe:

GR 352

Discussion du texte 356-57

26 mars - Chapitre 10

Prep:

EG 79-80

GR 359-60

MFL (Tutorials, 10-17, 18, 21, 22)

En classe:

Stratégie orale

GR 361-62

Réflexion littéraire 366-67

28 mars - Chapitre 10

Prep:

EG 80-81 (past conditional)

GR 362-63

Lire *Mr. Ibrahim...* 367-70

+ DQ

MFL (10-23, 24, 25)

En classe:

GR 362-65

Discussion du texte 370-72

2 avril - Chapitre 10

Prep:

EG 80-82

GR 373-74

MFL (10-29, 30, 31)

Voir le film *Mr. Ibrahim et les fleurs du Coran*



En classe:

GR 374-76

Discussion du film

4 avril - Chapitre 10

Prep:


Guide des révisions

Stratégie d'écriture and préparation de votre plan 377-78

En classe:

Révisions

Study and analysis of model composition 379-80; peer editing of rewrites

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| <p>9 avril</p> <p>EXAM 2: Chapters 9-10 COMPOSITION #3 rewrites due</p> | <p>11 avril - Chapitre 11</p> <p><u>Prep:</u> Lire <i>Orientation Culturelle</i> 383 VOC 384, 386 EG 85, 99-100, 160-64 GR 389-91 MFL (Readiness check, Tutorials, 11-3, 4A, 5, 6, 8, 11, 12, 13)</p> <p><u>En classe:</u> VOC 384-88 GR 391-92 Réflexion culturelle 396</p> |
| <p>16 avril - Chapitre 11</p> <p><u>Prep:</u> Lire <i>Comment les étrangers...</i> 396 + DQ</p> <p><u>En classe:</u> GR 392-94 Discussion du texte 398-99 Réflexion littéraire 405</p> | <p>18 avril - Chapitre 11</p> <p><u>Prep:</u> COMPOSITION #4 DUE Lire <i>Lettres...</i> 406-07 + DQ GR 400-02 MFL (Tutorial, 11-20, 21, 23)</p> <p><u>En classe:</u> GR 402-04 Discussion du texte 408-09</p> |
| <p>23 avril - Chapitre 11</p> <p><u>Prep:</u> GR 410-11 MFL (Tutorials, 11-26, 27, 28, 30)</p> <p><u>En classe:</u> GR 411-12</p> | <p>25 avril</p> <p><u>Prep:</u> COMPOSITION #4 rewrites due</p> <p><u>En classe:</u> REVIEW FOR FINAL EXAM *Last day to turn in cultural activity!</p> |
| <p>30 avril</p> <p>EXAMEN FINAL 12:30 – 2:30 P.M. Location: TBA</p>  | |

Présentation culturelle topics

Each student will select one of the following topics. They are mostly drawn from the *Stratégie de recherche* sections which invite students to do outside research on a particular topic. You will organize your research into an in-class presentation lasting 5-7 minutes.

You will present your topic during the period in which that topic's chapter is being covered. Take this into consideration when choosing your topic. Once topics have been chosen, the presentation schedule will be added to the syllabus and the updated version will be posted on Canvas.

CHOOSE ONE OF THE FOLLOWING TOPICS FOR YOUR *PRESENTATION CULTURELLE* (PC) THIS SEMESTER:

From Ch. 7 La France multiculturelle p. 227 :

- 1.a. MC Solaar
- 1.b. la laïcité en France
- 2.a. Azouz Bégag
- 2.b. Le film *Le Gone du chaâba*
- 2.c. Le film *Le Havre*

From Ch. 8 La francophonie p. 268 :

- 1.a. la francophonie
- 1.b. Organisation Internationale de la Francophonie
- 2.a. Dany Laferrière
- 2.b. Assia Djebar

From Ch. 9 Intersections Esthétiques p. 308 :

- 1.a. Musée d'Orsay
- 1.b. Musée du Louvre
- 1.c. Another museum of your choice from a Francophone country (up to 2 students can choose this option)
2. Votre peintre français favori (up to 3 students can choose this option; specify your choice of painter)
3. Marcel Aymé

From Ch. 10 Le cinéma p. 353 :

- 1.a. Gérard Depardieu
- 1.b. Nathalie Baye
- 1.c. Omar Sharif
- 2.a. Differences between French and American cinema
- 2.b. Why certain French actors work in the US
3. La cinémathèque française archives in Paris

From Ch. 11 La France vue d'ailleurs p. 395 :

- 1.a. La francophobie
- 1.b. La fierté française
2. Présentation d'une région (up to 4 students can choose this option; specify your choice of region)
- 3.a. Chahdortt Djavann