

# F250 Spring 2018 Online - Course Policies

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. I am also the course supervisor for F250. Please check with me if you have any questions related to this course.

**Section:** FRIT-F 250 2773

**Course meeting times:** Thursdays, 11:15 AM-12:30 PM or 5:45-7:00 PM

**Course instructor:** Dr. Kathryn Bastin

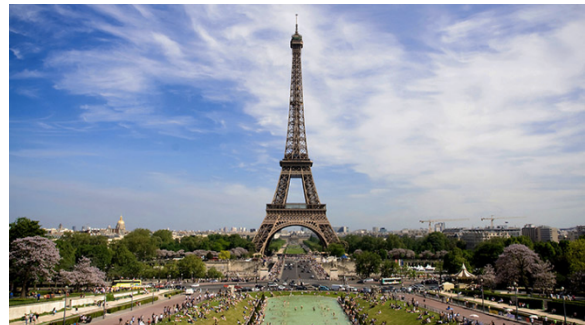
**My e-mail:** [kabastin@indiana.edu](mailto:kabastin@indiana.edu)

**Office:** GA 3158 (Global and International Studies Building, Department of French & Italian, Bloomington campus)

**Office hours:** Tuesdays, 9-11 am and by appointment (in person or online)

Read this article on email etiquette:

<https://www.insidehighered.com/views/2015/04/16/advice-students-so-they-dont-sound-silly-emails-essay>



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

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

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.

## 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. 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). This access code will get you access to the e-text and workbook 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 in order to follow the activities that we will do during our online meetings.
- 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*, 6<sup>th</sup> 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*, 3<sup>rd</sup> edition, ISBN 9780425228616.

→ We will be using textbook activities in class most days. **Have your *Réseau* textbook at hand when you log in to each meeting!**

**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.

**Grade Calculation:**

- |   |            |
|---|------------|
| 1. Preparation/Attendance/Participation       | <b>12%</b> |
| 2. MyFrenchLab (MFL) online                   | <b>25%</b> |
| 3. Writing assignments                        | <b>21%</b> |
| -4 compositions + 4 corrections (16%)         |            |
| -Discussion questions (5%)                    |            |
| 4. Culture presentation (5%) + Responses (2%) | <b>7%</b>  |
| 5. Recorded Zoom conversations                | <b>10%</b> |
| 6. Exams                                      | <b>25%</b> |
| -2 mid-semester exams (10%)                   |            |
| -Final Exam (15%)                             |            |

**Grading**

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

(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 (12%)**

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 online meetings. Speaking French regularly is essential for improving your proficiency, and you should come to each meeting prepared to speak and use the vocabulary and structures for that session.

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 **log in on time** and to **remain connected and attentive until the instructor ends the class**. Late connections to the class and early disconnections from the online classroom will result in a lower participation score for the day at the discretion of your instructor. If you must leave the class for any reason, please inform the instructor beforehand. You are also expected to refrain from eating, cell phone use, and other disruptive behavior (chatting, exploring the web, doing other 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:

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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 have 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, fell asleep, texted, or did not pay attention during class activities.

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## **Absences and Tardies**

You are expected to treat your attendance in this online class with the same degree of responsibility that is expected of you in a regular classroom, or in 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 still responsible for all work due on that day. You should inform your instructor of your absence and still submit your homework via Canvas and/or MyFrenchLab. If your absence is excused, you may make up participation points, homework, or exams. Exams should be made up within a week if possible. No participation points, homework, or exams may be made up for unexcused 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 travel may not be considered excused. An absence will be excused only if **written, verifiable documentation** is presented to the instructor by **the next online class** 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**.

Should you miss a test for a valid, documented reason, you will have exactly **24 hours** to contact the instructor and present **written, verifiable proof** of a legitimate reason. Out of fairness to all students of F250, there will be **NO EXCEPTIONS** to these testing policies.

Given that participation in class activities is an essential part of learning a foreign language, after the first unexcused absence, your overall course grade will be lowered by **5% for each additional unexcused absence**.

At the end of each week (or shortly thereafter), I will post that week's participation grade on Canvas. If you are absent that week, I will make a comment in that Canvas grade. 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.

Being on time is crucial to the successful language-learning environment. If you are late to class for an undocumented reason, exit, re-enter, or leave early, your participation grade is likely to be significantly lower for that specific week. Additionally, please note that 3 instances of missing class due to the reasons mentioned above (exiting, re-entering, leaving early, or being tardy) to our Zoom session equal 1 absence in this course.

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.

**CELL PHONES, TABLETS, AND OTHER DEVICES NOT NEEDED FOR CLASS PARTICIPATION MUST BE TURNED OFF AND PUT AWAY DURING CLASS TIME.**

## **HOMEWORK**

All homework designated under "Préparation" on your syllabus is to be completed BEFORE coming to class. For all homework assignments, pay attention to the instructions provided for each assignment in Canvas. LATE HOMEWORK IS NOT ACCEPTED, except under extreme circumstances (that are documented).

## **MyFrenchLab (MFL) (25%)**

The MFL exercises are intended to prepare you for the week'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. MFL assignments for each week are usually due on Sunday and/or Tuesday, but check the schedule for exceptions. Submissions are due by midnight on the day listed. 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).

### **Writing assignments: Compositions and DQs (21%)**

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). 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 by the specified deadlines on the syllabus schedule. For discussion questions, you should have a copy of your answers ready to discuss during class.

Your instructor will grade your written assignments directly on Canvas. 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, consult 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 page 8). 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.

### **Recorded Zoom conversations (10%)**

Each week, you will record a conversation with one of your classmates, choosing from conversation prompts based on chapter themes and readings. These conversations are designed to give you speaking practice using the chapter themes and readings as well as practice working with new vocabulary and grammar structures. **Reading prepared responses, or using translation software is strictly prohibited.** We look for exchange and authentic conversation in these recordings. More details on setup and organization of these recordings will be provided on Canvas.

### **Culture presentations (7%)**

Each student will choose from a list of topics ONE cultural presentation to present to classmates in a pre-recorded Zoom presentation with accompanying PowerPoint. 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 6-7 minutes. In addition to your own speaking time (6-7 minutes), you are permitted to show well-chosen and relevant YouTube clips up to 3 minutes in length. You may use the internet to find your information, but you must properly cite all your sources! Choose from the topics available on the last page of the syllabus. Presentations will be evaluated based on the quality and accuracy of information presented, appropriate length, quality of visual aids, comprehensible pronunciation, grammatical accuracy, and delivery (lively, no overreliance on notes/reading, confident presentation manner and loud, clear speaking voice). This presentation is worth 5% of the final course grade. You will also give feedback on your classmates' presentations (2% of the final course grade).

### **Chapter exams and final exam (25%)**

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 (**April 30, 12:30-2:30 PM**). 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.

### **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 19, 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 contact your instructor as soon as possible so that together you may discuss a plan for the semester. Please see the following website:  
<https://studentaffairs.indiana.edu/disability-services-students/>

### **Incompletes**

A final course grade of I (Incomplete) may only be assigned if extreme circumstances occur during the last four weeks of the semester. A student must be passing in order to be considered for an incomplete, and at least 60% of the coursework must be completed. An incomplete may NOT be issued for chronic missed work over the course of the semester. All incompletes must be approved by the 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 Conduct (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. A word of caution: sentences and paragraphs produced using translation software are easy for your teacher to spot. They typically contain very advanced, overly sophisticated structures far beyond the level of an F200-F250 student’s abilities. If you cannot explain a structure, or identify the tense you used and explain why you used it, the writing will not be considered to be your own. If your teacher has concerns about the originality of your work, you will also be asked to produce writing on a similar topic in controlled office conditions, and the quality of that writing will be compared with the quality of the original assignment. If the proctored writing exercise is of significantly lower quality, your instructor is required by the university to submit an academic misconduct report to the Office of Student 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 (online and/or in person).

**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](http://stopsexualviolence.iu.edu) to learn more.



# Syllabus F250 – SPRING 2018 – ONLINE CALENDAR

In this class, we will be covering 5 chapters, which comes out to roughly three weeks per chapter. Like in the traditional face-to-face class, we will be moving quickly so it is imperative that you keep on top of things and not fall behind! Here is a daily “at-a-glance” calendar to help you plan and organize your F250 work schedule. Please PRINT OUT THIS CALENDAR and post it somewhere where you can easily see it.

Homework (MyFrenchLab and Canvas assignments) is due and must be submitted on the day indicated on the calendar by 11:59 pm. With the exception of week one, **LATE HOMEWORK IS NOT ACCEPTED**.

For the first week only, there will be a **grace period** for MFL. You can submit your MFL homework for **January 14 and January 16 by January 17 at 11:59 pm**, since not all students may have resolved MFL technical issues between our first and second meetings. However, starting after Week 2’s meeting, please submit the homework as per the deadlines you see on the syllabus and MFL calendar, since late submissions will not be accepted.

The Readiness Checks and Tutorials in MyFrenchLab are designed to prepare you for the grammar you will be reviewing/learning/using in the Student Activities Manual in MFL and in *Réseau* (and in class).

**Homework due dates:** Note that MFL due dates will NOT appear in your Canvas feed. Instead, you must access them via the MyLab and Mastering tab found on the left-hand side of our Canvas course site.

All other assignments submitted for a grade, including written Discussion Questions (DQs), Short Recorded Conversations with a peer, Compositions and Composition Rewrites, and the Culture Presentation WILL appear in your Canvas feed. For each of these assignments, check the assignment instructions on Canvas for important details regarding what you are expected to do.

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

Calendar key:

VOC = vocabulary presentation and exercises

GR = Grammar presentation and exercises

EG = *English Grammar for Students of French* book

MFL = MyFrenchLab online workbook exercises



= Recorded Zoom conversation with your partner based on vocabulary or reading



= Composition





= Composition rewrite













= Written discussion questions (DQs) based on reading






This “at-a-glance” calendar is chronological and gives you a daily view of pages to read and LEARN (!) and assignment topics and due dates. Note that weeks go from Monday to Sunday (as they do in France).













Semaine	Jour	DUE ON THE DAY INDICATED
1	lundi 8 jan.	
	Mardi 9 jan.	
	mercredi 10 jan.	
	jeudi 11 jan.	First class MEETS IN PERSON - 11:15 am -12:30 pm (GA 0009) OR 5:45-7:00 pm (GA 1122) -Icebreaker activities -Course structure overview (weekly rhythm, assignment types) -Course policies: attendance and writing resources -MFL -Turnitin -Expectations for online class meetings participation and preparation -Intro to Chapter 7, <i>Orientation Culturelle</i> , p. 215
	vendredi 12 jan.	<b>Submit top 4 choices for cultural oral presentation.</b> Topics: see last page of this syllabus
	samedi 13 jan.	<b>Submit autobiographie on Canvas (indications in assignment entry). Submit signed statement of Academic Honesty.</b>
	dimanche 14 jan.	<b>CH. 7: La France bigarrée – un pays métissé et multiculturel</b> VOC 216-17 EG 75-76, 83-84 GR 222-223 <b>MFL (Readiness check, Tutorials, 7-2, 3A, 4, 7, 9)</b>
2	lundi 15 jan.	<b>MLK DAY !</b>
	mardi 16 jan.	VOC 219 GR 225 <b>MFL (Tutorial, 7-5, 14, 15)</b> <b>Record your introduction to the class; see Canvas for details</b>
	mercredi 17 jan.	Read <i>Réflexion culturelle</i> p. 228 + « L'immigration expliquée à ma fille » pp. 228-29  <b>Zoom conversation 1 (see details in Assignments tab on Canvas or by clicking on this homework item in your Calendar)</b>
	jeudi 18 jan.	ONLINE MEETING – 11:15 am -12:30 pm OR 5:45-7:00 pm VOC 217-21 GR 224-26 Discussion du texte 228-30
	vendredi 19 jan.	
	samedi 20 jan.	GR 233-35 <b>MFL (Tutorials, 7-10, 11, 12, 13, 18)</b>
	dimanche 21 jan.	Read <i>Réflexion littéraire</i> p. 239 + « Les voleurs d'écriture » pp. 240-42  <b>DQ 1: Vérifions notre compréhension du texte, p. 243</b>
3	lundi 22 jan.	
	mardi 23 jan.	GR 245; 248 <b>MFL (Tutorial, 7-23, 25, 26, 27)</b>

	mercredi 24 jan.	 <b>Zoom conversation 2</b>
	jeudi 25 jan.	ONLINE MEETING – 11:15 am -12:30 pm OR 5:45-7:00 pm GR 235-37, 246-49 Discussion du texte 243-44 Transitions 250-51
	vendredi 26 jan.	<b>LAST DAY TO UPLOAD CH. 7 CULTURE PRESENTATIONS</b>
	samedi 27 jan.	
	dimanche 28 jan.	
4	lundi 29 jan.	
	mardi 30 jan.	 <b>Composition #1 due by 11:59 PM</b> <b>CH. 8: La Francophonie</b> Read <i>Orientation culturelle</i> , p. 255 VOC 256-57 EG 30-31, 115-19 GR 262-63 <b>MFL (Readiness check, Tutorials, 8-3, 4A, 8, 9)</b>
	mercredi 31 jan.	 <b>Zoom conversation 3</b>
	jeudi 1er février	ONLINE MEETING – 11:15 am -12:30 pm OR 5:45-7:00 pm Vocabulary workshop: how to learn & remember new vocabulary OC 255 VOC 257-58 GR 263-65
	vendredi 2 février	<b>LAST DAY TO COMMENT ON CH. 7 CULTURE PRESENTATIONS</b>
	samedi 3 février	
	dimanche 4 février	VOC 258 EG 119 (y), 126 (en) GR 265-67 <b>MFL (Tutorials, 8-5, 7A, 10, 11, 12)</b>
5	lundi 5 février	
	mardi 6 février	EG 120-22 GR 274-75 <b>MFL (Tutorial, 8-17, 18, 19, 21, 22)</b>
	mercredi 7 février	Read <i>Réflexion culturelle</i> p. 269 + « Je ne suis pas obligé de crier ma créolité sur tous les toits », pp. 270-71  <b>Zoom conversation 4</b>
	jeudi 8 février	ONLINE MEETING – 11:15 am -12:30 pm OR 5:45-7:00 pm VOC 259-61 GR 267-68, 275-76 Discussion du texte 270-72
	vendredi 9 février	

	samedi 10 février	
	dimanche 11 février	 <b>Composition #1 correction due by 11:59 PM</b>
6	lundi 12 février	Read <i>Réflexion littéraire</i> , pp. 277-78 + <i>Il n'y a pas d'exil</i> , pp. 278-80  <b>DQ 2: Vérifions notre compréhension du texte, pp. 280-81</b>
	mardi 13 février	GR 283-84 <b>MFL (8-25, 26, 27, 28, 32)</b>
	mecredi 14 février	 <b>Zoom conversation 5</b>
	jeudi 15 février	ONLINE MEETING – 11:15 am -12:30 pm OR 5:45-7:00 pm Discussion du texte 280-82 GR 285-86
	vendredi 16 février	<b>LAST DAY TO UPLOAD CH. 8 CULTURE PRESENTATIONS</b>
	samedi 17 février	
	dimanche 18 février	
7	lundi 19 février	
	mardi 20 février	 <b>Composition #2 due by 11:59 PM</b>
	mercredi 21 février	 <b>Zoom conversation 6</b>
	jeudi 22 février	ONLINE MEETING – 11:15 am -12:30 pm OR 5:45-7:00 pm <b>EXAMEN 1: Chapitres 7-8</b> <b>LAST DAY TO COMMENT ON CH. 8 CULTURE PRESENTATIONS</b>
	vendredi 23 février	
	samedi 24 février	
	dimanche 25 février	<b>CH. 9: Intersections esthétiques : architecture, peinture, sculpture</b> VOC 294-95 EG 129-132 GR 302-304 <b>MFL (Readiness check, Tutorials, 9-3, 4A, 9, 10, 11, 12)</b>
8	lundi 26 février	
	mardi 27 février	VOC 297 GR 305-6 <b>MFL (9-5, 7A, 13, 14, 15)</b>
	mercredi 28 février	Read <i>Réflexion culturelle</i> , p. 309 + <i>Cézanne l'incompris</i> , pp. 310-312  <b>Zoom conversation 7</b>
	jeudi 1er mars	ONLINE MEETING – 11:15 am -12:30 pm OR 5:45-7:00 pm OC 293, VOC 296-97 GR 304-5 Discussion du texte 312-14

	vendredi 2 mars	
	samedi 3 mars	
	dimanche 4 mars	 <b>Composition #2 correction due by 11:59 PM</b> GR 316-17 <b>MFL (Tutorial, 9-20, 21, 22, 23)</b>
9	lundi 5 mars	Read <i>Réflexion littéraire</i> , p. 322 + <i>Oscar et Erick</i> , pp. 323-27  <b>DQ 3: Vérifions notre compréhension du texte, p. 328</b>
	mardi 6 mars	EG 58 GR 331-32 <b>MFL (Tutorial, 9-26, 27, 30)</b>
	mercredi 7 mars	 <b>Zoom conversation 8</b>
	jeudi 8 mars	ONLINE MEETING – 11:15 am -12:30 pm OR 5:45-7:00 pm GR 319-21 Discussion du texte 323-27 GR 332-334
	vendredi 9 mars	<b>LAST DAY TO UPLOAD CH. 9 CULTURE PRESENTATIONS</b>
	samedi 10 mars	
	dimanche 11 mars – dimanche 18 mars	<b>VACANCES DE PRINTEMPS</b>
10	lundi 19 mars	 <b>Composition #3 due by 11:59 PM</b> <b>CH. 10: Regard sur la France : le septième art ou le cinéma</b> EG 70-72 VOC 342-43 GR 348-50 <b>MFL (Readiness check, Tutorials, 10-3, 4A, 8, 9, 12)</b>
	mardi 20 mars	EG 73-74 VOC 344 GR 351 <b>MFL (Tutorial, 10-5, 6, 7A, 13, 14, 15)</b>
	mercredi 21 mars	Lire RC p. 354 + <i>Gérard Depardieu...</i> 354-56  <b>Zoom conversation 9</b>
	jeudi 22 mars	ONLINE MEETING – 11:15 am -12:30 pm OR 5:45-7:00 pm Lire OC 341 VOC 343-44, 345-47 GR 350-51, 352 Discussion du texte 356-57
	vendredi 23 mars	<b>LAST DAY TO COMMENT ON CH. 9 CULTURE PRESENTATIONS</b>
	samedi 24 mars	
	dimanche 25 mars	EG 79-80 GR 359-60

		<b>MFL (Tutorials, 10-17, 18, 21, 22)</b>
11	lundi 26 mars	Lire Réflexion littéraire 366-67, <i>Mr. Ibrahim...</i> 367-70  <b>DQ 4: Vérifions notre compréhension du texte, p. 370</b>
	mardi 27 mars	EG 80-81 (past conditional) GR 362-63 <b>MFL (Tutorial, 10-23, 24, 25)</b>
	mercredi 28 mars	 <b>Zoom conversation 10</b>
	jeudi 29 mars	ONLINE MEETING – 11:15 am -12:30 pm OR 5:45-7:00 pm GR 361-62 GR 362-65 Discussion du texte 370-72
	vendredi 30 mars	
	samedi 31 mars	
	dimanche 1er avril	EG 80-82 GR 373-74 <b>MFL (10-29, 30, 31)</b>
12	lundi 2 avril	
	mardi 3 avril	<b>Voir le film <i>M. Ibrahim et les fleurs du Coran</i></b>
	mercredi 4 avril	 <b>Zoom conversation 11</b>
	jeudi 5 avril	ONLINE MEETING – 11:15 am -12:30 pm OR 5:45-7:00 pm GR 374-76 Discussion du film Révisions ch. 9-10
	vendredi 6 avril	<b>LAST DAY TO UPLOAD CH. 10 CULTURE PRESENTATIONS</b>
	samedi 7 avril	 <b>Correction of composition #3 due by 11:59 PM</b>
	dimanche 8 avril	
13	lundi 9 avril	
	mardi 10 avril	
	mercredi 11 avril	 <b>Zoom conversation 12</b>
	jeudi 12 avril	ONLINE MEETING – 11:15 am -12:30 pm OR 5:45-7:00 pm  <b>EXAMEN 2: Chapitres 9-10</b>
	vendredi 13 avril	<b>LAST DAY TO COMMENT ON CH. 10 CULTURE PRESENTATIONS</b>
	samedi 14 avril	

	dimanche 15 avril	
14	lundi 16 avril	 <b>Composition #4 due by 11:59 PM</b> <b>CH. 11: La France vue d'ailleurs</b> VOC 384 EG 85, 99-100 GR 389 <b>MFL (Readiness check, Tutorial, 11-03, 04A, 8)</b>
	mardi 17 avril	VOC 386 EG 160-64 GR 389-91 <b>MFL (Tutorial, 11-5, 6, 11, 12, 13)</b>
	mercredi 18 avril	Lire RC p. 396 + <i>Comment les étrangers voient la France</i> p. 396  <b>Zoom conversation 13</b>
	jeudi 19 avril	ONLINE MEETING – 11:15 am -12:30 pm OR 5:45-7:00 pm Lire <i>Orientation Culturelle</i> 383 VOC 384-85, 386-88 GR 389, 391-94 Discussion du texte 398-99
	vendredi 20 avril	
	samedi 21 avril	
	dimanche 22 avril	GR 400-02 <b>MFL (Tutorial, 11-20, 21, 23)</b>
15	lundi 23 avril	Lire <i>Réflexion littéraire</i> p. 405 + <i>Lettres persanes</i> 406-07  <b>DQ 5: Answer questions in <i>Vérifions notre compréhension...</i>, p. 408</b>
	mardi 24 avril	GR 410-11 <b>MFL (Tutorials, 11-26, 27, 28, 30)</b> <b>LAST DAY TO UPLOAD CH. 11 CULTURE PRESENTATIONS</b>
	mercredi 25 avril	 <b>Zoom conversation 14</b>
	jeudi 26 avril	ONLINE MEETING – 11:15 am -12:30 pm OR 5:45-7:00 pm GR 402-04 Discussion du texte 408-09 GR 411-12
	vendredi 27 avril	
	samedi 28 avril	
	dimanche 29 avril	 <b>Composition #4 correction due by 11:59 PM</b> <b>LAST DAY TO COMMENT ON CH. 11 CULTURE PRESENTATIONS</b>
16	lundi 30 avril	<b>EXAMEN FINAL</b>  <b>12:30-2:30 pm, ONLINE 😊</b>



## **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 a recorded PowerPoint presentation lasting 5-7 minutes.

You will record and present your topic during the period in which that topic's chapter is being covered. Take this into consideration when choosing your topic.

Send me a message with your top 4 choices, by January 17<sup>th</sup>. Once topics have been chosen, the presentation schedule will be added to Canvas.

### **TOPICS FOR YOUR PRESENTATION CULTURELLE 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 Djébar

*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

French presidential election of 2017