

F265 Spring 2018 - Course Policies

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By the end of the F265, 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 F265. Please read everything carefully and print a copy for reference throughout the semester.

Course description

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

Required Textbook and Course Materials:

MyFrenchLab (MFL) 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. In addition, you will receive a binder-ready looseleaf 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:

An excellent French-English dictionary such as the Collins-Robert. Morton, Jacqueline. *English Grammar for Students of French*, 6th edition.

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.)

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 F265 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/DQ	Graded weekly (10pts/week)	15%
2.	MyFrenchLab (MFL)	Online homework daily (see calendar)	25%
3.	Writing assignments (in green on syllabus)	8 "petits essais"	20%
4.	Cultural assignments (in red on syllabus)	Oral presentation	10%
5.	Exams	- 3 mid-semester exams - Final exam	15% 15%

Grading

Grades will be calculated according to the following scale. Grades are not curved, and there is no extra credit offered in French F265. The total number of points in the course is 1000.

(1000-975) = A+	(894-875) = B+	(794-775) = C+	(694-675) = D+
(974-925) = A	(874-825) = B	(774-725) = C	(674-625) = D
(924-895) = A-	(824-795) = B-	(724-695) = C-	(624-595) = D-
(594-0) = F			

NOT Permitted

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). 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.

Homework

All homework designated under “Préparation” on your syllabus is to be completed BEFORE coming to class. MFL. If you must miss class on a homework collection day, you are strongly advised to turn your work in early or to drop it off in the FRIT office, GISB west wing of 3rd floor, before *your* class's start time. Five points will be deducted each business day if homework is late (note, 5 additional points deducted if it is across the weekend, or a break).

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.

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 never provide you with the correct answer 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).

Concerning cell phones/smart phones/iPods, 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.

Written work and Turnitin

There is one type of writing exercise in F265. It consists of practice writing portions of formal essays, for example an introduction and a conclusion. Eight essays are required and have to reach 250 words. In order to receive full credit, students have to show mastery of pertinent grammar and vocabulary. Short, not repetitive, relevant, logical, intelligent sentences are preferred. To conclude, students have to demonstrate proper structuring of discourse i.e introduction, development and conclusion. This writing assignment is to be typed up and submitted via Turnitin on Canvas BEFORE class. 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

About DQ (Discussion question), students will not have to turn it in via CANVAS. These assignments have to be written in a hard copy that you will bring in class in order to participate for cultural sessions. **Students who do not bring their written copies of DQ questions to class will only receive a maximum of 5/10 participation point for the day.**

Culture presentations

Each student will choose from a list of topics two different cultural presentations to present in class. The goal of the presentations is to provide cultural background/more detailed information to your colleagues on topics related to in-class readings. Presentations will be in French, should include visuals, be engaging and informative, and should last from between 5-7 minutes. You may use the internet to find your information, but you must properly cite all your sources! Choose the topic you want and be creative! (One restriction: your topic has to be relevant with the topic of the lesson taught that day). If you do not have any idea you can choose the suggestions given in your syllabus.

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 final exam, worth 160 points, will be comprehensive, with special emphasis on Chapters 5 and 6, for which no chapter test is given. You are responsible for making sure that you do not have schedule conflicts (e.g., other final exams) on the date and time of the F265 final exam. If you need to schedule a make-up final exam, **contact your instructor and provide documentation** that proves you cannot attend the regularly scheduled exam; this will allow you to seek approval to take the make-up final exam. Note: Bring your student ID to the final exam session.

Class participation and preparation

Before each class period, it is important that you study the material assigned for that day (vocabulary, structures, readings) and complete the assigned exercises. Speaking French regularly is essential for improving your proficiency, and you should come to class prepared to speak and use the vocabulary and structures for the day. Most students feel nervous or shy speaking a foreign language; regular participation in class will help you become more comfortable speaking French and will help you progress as quickly as possible in the language. Do not worry about making mistakes – making mistakes is a normal part of the learning process! We will focus more on the message you are trying to communicate than on any grammatical mistakes you make while talking.

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

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

9-10 points	Used only French and spoke often during class period. Participated actively in group work. Volunteered often and in a meaningful way to class discussion. Listened attentively and responded to others. Was well prepared for class and able to respond to detailed questions about material.
7-8 points	Used mostly French but used English on occasion (including during partner work). Spoke often during class period. Participated actively in group work. Volunteered occasionally. Listened and responded generally to others. Was adequately prepared for class and able to respond correctly to basic questions about material.
5-6 points	Used quite a bit of English on several occasions during group work and/or whole class discussion OR didn't speak often. Not very engaged in group activities. Did not volunteer during classroom discussion. Did not bring textbook. Was not familiar with the material for the day, and unable to respond to basic questions about it.
0-4 points	Used more English than French OR did not speak during class. Was not engaged in group activities, was distracting to others, or strayed from the topic during group activities. Chatted in English with classmates, did homework, slept, read the news, or did not pay attention during class activities.

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 may, however, miss class up to 4 times without overall course penalty, but a lower participation grade. Subsequent absences will result in your overall course grade being lowered by 2 percentage points per additional absence. For example, one excessive absence in a day section would decrease the final course grade from 89.5 (A-) to 87.5 (B+). One excessive absence in an evening section would decrease 89.5 (A-) to 87.0 (B). This policy will be strictly respected.

Being on time is crucial to the successful language-learning environment. If you are late, your participation grade is going to be significantly lower for that specific week.

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) 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 **does not** count as adequate documentation for an absence. Rather, a dated and signed note from a doctor stating that you were unable to attend class is required.

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.

Class roster

If you prefer to be called a different name than what is on the class roster, please let me know. Feel free to correct me on your preferred gender pronoun or pronouns you use. If you have any questions or concerns, do not hesitate to contact me.

Instructor absence

If your instructor does not arrive for class and no explanation from the department is posted, please send a representative from your class to the FRIT main office (GISB, 3rd floor west wing) to consult an administrative staff member.

Religious Observance

Indiana University excuses absences for students who are observing an officially recognized religious holiday. You must submit an official form to your instructor within the first two weeks of the semester (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://www.indiana.edu/~deanfac/holidays.html>.

Students with Disabilities

Students with documented disabilities who will require accommodations should contact the Office of Disability Services for Students at 812-855-7578. If you already have a memo from this office, please bring it to your instructor during office hours or by appointment as soon as possible so that you may discuss together a plan for the semester.

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 F265 course supervisor.

Academic Honesty

All work in F265 must be entirely your own. Cheating in any form results in sanctions ranging from no credit for the assignment in question to a grade of "F" in the course, at the discretion of the instructor and/or Course Supervisor. In addition, regardless of the sanction imposed, ALL cases of academic dishonesty are reported to the Office of Student Ethics (Dean of Students) and become part of the student's disciplinary record.

Please read, sign, and return the Statement of Academic Honesty by the end of the first week.

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/conjuteur.php>

Translation programs, native speaker friends/family/acquaintances or tutors are not permitted to write or correct your written work in F200 and F250! This includes other students of French, or family members and acquaintances that may have experience studying French.

What is the difference between translation software and a dictionary?

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

Translation software is any tool, including Google, that allows you to submit a portion of a sentence, whole sentence, paragraph or entire composition to be translated from one language to another. Typing “How do you say ‘The student who was next to me on the bus’ in French?” into the Google search bar (or AboutFrench.com, or any other software, search engine or website that has translation capabilities) is unethical, for example, since it constitutes a complex noun-phrase. **Use of any kind of translation tool beyond single words/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 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.

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.

SYLLABUS F265 Spring 2018

Homework is listed for each day under “Préparation”. Homework is due on the day it appears on the calendar. For example, for Wednesday, January 17, **BEFORE** coming to class you are to study the vocabulary (VOC) on pages 35-37) and do the corresponding exercises on MyFrenchLab (find the hw for any given day by accessing the MFL site and clicking on the alarm clock icon for any given day).

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

KEY TO SYLLABUS ABBREVIATIONS:

VOC = vocabulary

GR = grammar

DQ: Discussion question

MFL = My French Lab online exercises

Lundi	Mardi	Mercredi	Jeudi
<p>8 janvier</p> <p>En classe: -Introduction</p>	<p>9 janvier</p> <p>CHAPITRE 1 Préparation: Vocab practice and discussion pp. 4,6. MFL</p>	<p>10 janvier</p> <p>Préparation: Grammar practice – present indicative Discussion. MFL</p>	<p>11 janvier</p> <p>Préparation: Culture reading pp. 17-18 DQ Pronominal verbs l’impératif (pp27-29) MFL</p>
<p>15 janvier</p> <p>No class Martin Luther King Day</p>	<p>16 janvier</p> <p>Préparation: Literary reading pp. 24-25 PO: (Ionesco et Théâtre de l’absurde)</p> <p>Petit essai 1(sujet 1 OU 2, p. 29) à rendre via Canvas Assignments avant la classe) Les expressions temporelles (pp. 21-22) MFL</p>	<p>17 janvier</p> <p>CHAPITRE 2 Préparation: Orientation culturelle (p. 33) Vocab practice and discussion : pp. 35, 36 → MFL Le genre des noms, le pluriel, p. 40-45 → MFL</p>	<p>18 janvier</p> <p>Préparation: Vocab. p. 37 Grammar practice and discussion L’article définis, indéfinis et partitif : pp. 52-55, MFL</p>

<p>22 janvier</p> <p>Préparation: Culture reading pp. 47-49 DQ Grammar pp. 62-65 MFL</p>	<p>23 janvier</p> <p>Préparation: Petit essai 2 (sujet 1, 2, 3 OU 4, pp. 66-67) à rendre via Canvas Assignments avant la classe) Literary reading pp.58-60</p>	<p>24 janvier</p> <p>CHAPITRE 3 Préparation: Orientation culturelle, p. 69 Vocab practice and discussion : pp. 70-71 → MFL Formation des adjectifs pp.88-90 → MFL</p>	<p>25 janvier</p> <p>Préparation: Les adverbes pp. 88-91. Voc. pp. 72-73 Grammar practice and discussion. Les adverbes pp. 88-91. → MFL</p>
<p>29 janvier</p> <p>Préparation: Culture reading pp. 84-85 DQ Gramm.ar pp. 96-98 MFL</p>	<p>30 janvier</p> <p>Préparation: Literary reading, pp. 92-94</p>	<p>31 janvier</p> <p>Cours de prononciation + révision</p>	<p>1^{er} février</p> <p>Révision pour l'examen</p>
<p>5 février</p> <p>Examen: Chapitres 1-2-3</p> 	<p>6 février</p> <p>Préparation: CHAPITRE 4 Orientation culturelle. p. 103 Vocab practice and discussion : pp. 104-105 Passé composé, pp. 109-113 et 124-125 MFL</p>	<p>7 février</p> <p>Préparation: Voc. p. 106 Grammar practice and discussion : l'imparfait – p. 116, 125-126 MFL</p>	<p>8 février</p> <p>Préparation: Cultural reading, pp. 119-120 DQ Grammar : plus-que-parfait, 137 MFL</p>
<p>12 février</p> <p>Préparation: Literary reading, pp. 131-134 -Petit essai 3 (sujet 1, 2, 3, 4 OU 5, pp. 141) à rendre via Canvas Assignments avant la classe)</p>	<p>13 février</p> <p>Préparation: CHAPITRE 5 Orientation culturelle, p. 145 Vocab practice and discussion : pp. 146-147 Grammar : Pronoms et adjectifs interrogatifs – p. 153-157 → MFL</p>	<p>14 février</p> <p>Préparation: Voc. p. 148-9 Grammar: Les adjectifs possessifs, pp. 164-166 MFL</p>	<p>15 février</p> <p>Préparation: Culture reading, pp. 159-160 DQ, p. 161 Les pronoms possessifs, p. 166 MFL</p>

<p>19 février</p> <p>Préparation: Literary reading, pp. 168-170 - Petit essai 4: Répondre par écrit et en détail (225 mots) à une des questions dans Approfondissons notre compréhension ou Discutons ensemble, pp. 172-173</p>	<p>20 février</p> <p>Préparation: CHAPITRE 6 Orientation culturelle, p. 183 Vocab practice and discussion : pp. 184-185 Pronoms relatifs, pp. 190-191 MFL</p>	<p>21 février</p> <p>Préparation: Voc. p. 187 Grammar practice and discussion : Pronoms relatifs, pp. 200, 207-8 MFL</p>	<p>22 février</p> <p>Préparation: Culture reading, pp. 195-196 DQ, p. 197 MFL</p>
<p>26 février</p> <p>Préparation: Literary reading, pp. 202-205</p>	<p>27 février</p> <p>Cours de prononciation + révision</p>	<p>28 février</p> <p>Révision pour l'examen</p>	<p>1^{er} mars</p> <p>Examen: Chapitres 4-5-6</p> 
<p>5 mars</p> <p>Préparation: CHAPITRE 7 Orientation culturelle, p. 215 Vocab practice and discussion : pp. 216-217 Grammar practice and discussion : L'emploi et la formation du subjonctif présent et passé, pp. 222-225 MFL</p>	<p>6 mars</p> <p>Préparation: Voc., p. 219 Grammar practice and discussion : pp. 233-235, 237-238) MFL</p>	<p>7 mars</p> <p>Préparation: Culture reading, pp. 229-230 DQ, p. 230 Grammar pp. 245-8 MFL</p>	<p>8 mars</p> <p>Préparation: Literary reading, pp. 239-242 -Petit essai 5 (sujet 1, 2 ou 3, p. 244) à rendre via Canvas Assignments avant la classe)</p>
<p>12 mars SPRING BREAK</p>	<p>13 mars SPRING BREAK</p>	<p>14 mars SPRING BREAK</p>	<p>15 mars SPRING BREAK</p>

<p>19 mars</p> <p>Préparation: CHAPITRE 8 Orientation culturelle, p. 255 Vocab practice and discussion : pp. 256-257 Grammar practice and discussion : pp. 262-263 MFL</p>	<p>20 mars</p> <p>Préparation: Voc., p. 258 Grammar practice and discussion : pp. 265-6 La place des pronoms compléments pp. 274-5 MFL</p>	<p>21 mars</p> <p>Préparation: Culture reading, pp. 269-271 DQ, p. 271 Les pronoms toniques pp. 283-285 MFL</p>	<p>22 mars</p> <p>Préparation: Literary reading, pp. 277-280 -Petit essai 6 (sujet au choix p. 281) à rendre via Canvas Assignments avant la classe)</p>
<p>26 mars</p> <p>Préparation: CHAPITRE 9 Orientation culturelle, p. 293 Vocab practice and discussion : pp. 294-295 Grammar practice and discussion : les verbes pronominaux, pp. 302-6 MFL</p>	<p>27 mars</p> <p>Préparation: Vocab practice and discussion : pp. 297 Grammar practice and discussion : l'infinitif présent et passé pp. 316-319 MFL</p>	<p>28 mars</p> <p>Culture reading, pp. 308-312 DQ, p. 313 Grammar practice and discussion : pp. 331-333 MFL</p>	<p>29 mars</p> <p>Literary reading, pp. 322-327</p>
<p>2 avril</p> <p>Cours de prononciation + révision</p>	<p>3 avril</p> <p>Révision pour l'examen</p>	<p>4 avril</p> <p>Examen: Chapitres 7-8-9</p> 	<p>5 avril</p> <p>Préparation: CHAPITRE 10 Orientation culturelle p. 341 Vocab practice and discussion : pp. 342-343 Futur proche et futur simple, pp. 348-352 MFL</p>
<p>9 avril</p> <p>Préparation: Voc., p. 344 Grammar practice and discussion : Le conditionnel présent et passé : pp. 359-363 MFL</p>	<p>10 avril</p> <p>Préparation: Culture reading, pp. 396-356 DQ, p. 357 Grammar: les phrases conditionnelles: p.373-4 MFL</p>	<p>11 avril</p> <p>Préparation: Literary reading, pp. 366-370 -Petit essai 7 (sujet au choix p. 372) à rendre via Canvas Assignments avant la classe)</p>	<p>12 avril</p> <p>Préparation: CHAPITRE 11 Orientation culturelle, p. 383 Vocab practice and discussion : pp. 384 Grammar: Adjectif et pronom démonstratif, pp. 389-391 MFL</p>

<p>16 avril</p> <p>Préparation: Vocab practice and discussion : p. 386 Grammar practice and discussion : « il » impersonnel , p. 400-401 MFL</p>	<p>17 avril</p> <p>Préparation: Culture reading, pp. 396-398 DQ, p. 398 Grammar: p.410-411 MFL</p>	<p>18 avril</p> <p>Préparation: Literary reading, pp. 405-408 -Petit essai 8 (sujet au choix p. 409) à rendre via Canvas Assignments avant la classe) MFL</p>	<p>19 avril</p> <p>CHAPITRE 12 Orientation culturelle, p. 419 Vocab practice and discussion : p. 420 Grammar practice and discussion : La voix passive, p. 424-427 MFL</p>
<p>23 avril</p> <p>Préparation: Vocab practice and discussion : p. 422 Grammar practice and discussion : Adjectif et pronom indéfinis, pp. 433-437 MFL</p>	<p>24 avril</p> <p>Préparation: Culture reading, pp. 429-431</p>	<p>25 avril</p> <p>Révision examen final</p>	<p>26 avril</p> <p>Révision examen final</p>