

Term Information

Effective Term Autumn 2018
[Previous Value](#) [Spring 2014](#)

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

We would like to make a slight title change and lower the level of our advanced French grammar course, FR 5101, which is required for the major. We would like to rename and renumber the course 4100, "Advanced French Grammar for Contemporary Contexts" (4101 is already being used)

What is the rationale for the proposed change(s)?

We find that our minors and majors tend to have less formal training in grammar than in the past. 5101, which has included very advanced grammatical and literary structures, seems to have become more challenging for more students. This could also be due in part to the fact that we have over twice as many minors as majors now, whereas it was the reverse before semester conversion. While 5101 is not required for the minor, many minors want to take it to improve their language skills. The fact that they do not tend to have taken as many other French courses before taking 5101 makes it especially challenging for them. In order to make this course more "minor-friendly" and better suited to today's minors and majors overall, the vast majority of whom do not go on to graduate school in French, we want to lower the level a slightly, drop some of the most advanced (usually literary) structures, and contextualize the grammar more by having students read and analyze current event news items.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

We will convert 5101 to 4100 this Autumn, if possible. It will be a requirement for the major, in place of 5101 (but of course students who have already taken 5101 will not have to take it). Regarding graduate students, incoming non-native-French-speaking students take a grammar exam to see if they need to take 5101. For those who do (a minority), they take 5101, but it does not count toward their program requirements; it is "remedial" in a sense, so it does not matter whether the course is at the 4000- or 5000-level. We will continue to administer this test, and those students who do not pass it will take either 4100 or 5103, Translation, depending on their results. 5103 does count toward their program requirements, and it covers the finer grammar points and advanced idiomatic expressions on which 4100 will no longer focus.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	French
Fiscal Unit/Academic Org	French & Italian - D0545
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Previous Value	Graduate, Undergraduate
Course Number/Catalog	4100
Previous Value	5101
Course Title	Advanced French Grammar for Contemporary Contexts
Previous Value	Advanced French Grammar
Transcript Abbreviation	Advanced Grammar
Course Description	Review and expansion of grammatical structures as they are used in speaking and writing in a variety of especially contemporary contexts.
Previous Value	Systematic review of French grammar with composition and other exercises based on contemporary writers; modern tendencies in syntactic analysis.

Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam Yes
Exam Type Departmental Exams
Admission Condition Course Yes
Admission Condition Foreign Language - Level
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites Prereq: 3101 (401) and at least two other courses taught in French at the 3000- (400-) level or above; or Grad standing with permission of graduate advisor.
Previous Value Prereq: 3101 (401), and at least two other courses taught in French at the 3000- (400-) level or above; or Grad standing.
Exclusions Not open to students with credit for 5101 or 601.
Previous Value Not open to students with credit for 601.
Electronically Enforced Yes
Previous Value No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 16.0901
Subsidy Level Baccalaureate Course
Previous Value Doctoral Course
Intended Rank Freshman, Sophomore, Junior, Senior
Previous Value Freshman, Sophomore, Junior, Senior, Masters, Doctoral

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

Course Details

COURSE CHANGE REQUEST
4100 - Status: PENDING

Last Updated: Heysel,Garett Robert
01/25/2018

Course goals or learning objectives/outcomes

- Understand articles published in a variety of French-language textual media, using Le Monde (French national newspaper) as a reference point.
- Identify formal, standard, and popular registers in readings and be able to choose the register most appropriate to various communicative situations.

Previous Value

- *Goal NA*

Content Topic List

- Review of intermediate grammar
- Advanced morphology and syntax
- Contemporary usage
- Register
- Grammatical analysis
- Current events in the Francophone world

Previous Value

- *Advanced morphology and syntax*
- *Contemporary usage*
- *Register*
- *Literary style*
- *Grammatical analysis*

Sought Concurrence

No

Attachments

- FR 5101 syllbus English.docx: old 5101 syllabus and schedule
(Syllabus. Owner: Willging,Jennifer)
- FR 4100 sample syllabus.docx: new 4100 syllabus
(Syllabus. Owner: Willging,Jennifer)
- FR 4100 sample daily schedule.docx: new 4100 sample daily schedule
(Syllabus. Owner: Willging,Jennifer)
- FR UG curricular map rev 1-24-18.docx: revised UG curricular map
(Other Supporting Documentation. Owner: Willging,Jennifer)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Willging,Jennifer	01/25/2018 09:48 AM	Submitted for Approval
Approved	Renga,Dana	01/25/2018 10:34 AM	Unit Approval
Approved	Heysel,Garett Robert	01/25/2018 08:15 PM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Oldroyd,Shelby Quinn Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler	01/25/2018 08:15 PM	ASCCAO Approval

French 4100: Advanced French Grammar in Contemporary Contexts

call #, meeting days and time

Instructor :
instructor.1@osu.edu
Tel: 614-292-4938

Office hours:
XXX Hagerty Hall

Description:

In this course, we will review basic and intermediate grammatical structures then gain knowledge of more advanced structures especially through reading and analyzing news articles from current French-language media. We will alternate between language theory (using an advanced grammar text book) and practice (reading a variety of current event articles; writing responses to small, on-line discussion groups; and speaking in class). Mainstream texts will provide contextualized examples of advanced grammatical structures, syntax, and vocabulary while opening a window on contemporary French-speaking societies. Small group work will focus on interpretation, grammatical analysis, and translation exercises.

Prerequisites:

French 3101 and at least two other courses in French at the 3000 level or above.

Course format:

Lecture meets twice a week for 1H20 minutes

Course objectives:

By the end of the course, learners will be able to:

- Understand articles published in a variety of French-language textual media, using *Le Monde* (French national newspaper) as a reference point.
- Give grammatical explanations of advanced grammatical structures encountered in readings.
- Identify formal, standard and popular registers in readings and be able to choose the register most appropriate to various communicative situations.
- Express themselves in standard written French on internet forums, engaging and debating other users on diverse topics.

Student responsibilities:

- Review French sentence structure in general and specific cases in particular that are problematic for English-language speakers.
- Learn new advanced grammatical structures, idiomatic expressions and advanced lexical items which are typical of expository and analytical writing (e.g., signal words).
- Present an annotated contemporary text, identifying and explaining advanced grammatical structures discussed in class.

Required textbooks:

Rochat, D., *Contrastes: grammaire du français contemporain*, 2nd edition, Pearson (ISBN : 9780205646999)

Rochat, D., *Contrastes: grammaire du français contemporain, Workbook*, 2nd edition, Pearson (ISBN : 9780205628483)

Recommended texts:

Bourns, S. *Contextualized French Grammar*. Boston : Heinle, 2013. (ISBN-13 : 978-1-111-35414-5). Highly accessible explanations of basic concepts.

Website : <http://french.about.com> (advanced grammar, verbs, articles, etc.)

Methods of Evaluation:

- 20% Participation in class and completion of daily homework
- 40% 4 midterm exams (grammar, translations, readings)
- 15% 3 grammar quizzes (emphasis on morphology, e.g., verb conjugations, gender and plural of nouns, etc.)
- 10% Presentation of an annotated article with commentary on 10 advanced topics
- 15% 10 weekly posts and responses to discussion group members

Before each class, students should . . .

- Read assigned pages in *Contrastes*
- Complete corresponding written exercises in Workbook
- Correct exercises using the Answer Key at the end of the Workbook

If there are several possible translations, note them all and ask about differences.

If you have questions about the versions in the Answer Key, ask in class.

We will discuss difficult examples in class, but you will be responsible for the new and review material in all assigned exercises when it comes to tests.

Completing homework assignments as assigned and taking an active part in class discussions are indispensable. Language takes meaning in context, and while knowing rules and structures is the basis of understanding, it alone is not the key to interpretation. Together in class we will regularly read texts from Francophone media written for a mainstream, educated readership. Frequently enough, we will encounter sentences that we are either hard-pressed to understand or that we outright misinterpret. Together in class we will look at all the elements that determine, contradict and ultimately combine to create meaning.

Each student will turn in on an assigned date an annotated text taken from a Francophone media source. Students will underline and comment on 10 grammatical structures discussed during the semester. This assignment is designed to encourage students to notice advanced structures as they read and to describe how their often-unusual presentations are critical to meaning.

Once a week each student will post a link to an article from any one of a variety of Francophone internet sources. The link will be followed by a post summarizing its content and the reasons behind the student's choice. As a member of a discussion group, each student will also read and respond to the posts of two other group members.

FAQs concerning the class and exams:

If you need to find out what we have covered in class because of an absence, please contact another student.

Please exchange your contact information here : _____

For information and updates on the class schedule, homework, written assignments, quizzes and tests, please go to Carmen. Note that practice quizzes and review guides for exams are also available there.

Quizzes and midterms will be given at the beginning of class. If you are late, you may not have enough time to complete your work.

Please remember to turn off your cell phones before the beginning of class.

Grading scale :

A 93-100	A- 90-92	B+ 87-89	B 83-86	B- 80-82	
C+ 77-79	C 73-76	C- 70-72	D+ 67-69	D 65-66	E under 65

Disability services. The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Mental Health. As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

Our community. The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Academic integrity. It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student

academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

**French 5101 : Advanced French Grammar
Spring 2015**

Hagerty Hall 056

MoWeFr 9:10AM - 10:05AM

Dr. Gloria Torrini-Roblin
Torrini-roblin.1@osu.edu
Tél: 292-4938
Bureau : Hagerty Hall 308

Office hours (walk-in) :
Mon: 10 :15-12 :15
Wed : 3 :45-4 :45
Fri : 8-9, 10:15-11:15

Description :

This course introduces students to advanced French grammar through analyses of literary and other texts and consolidates students' knowledge of advanced structures through exercises in written composition.

Prerequisites:

- French 3101 (401). If you did not earn a **B or better in this 3101 it is highly recommended that you** audit it again before enrolling in 5101
- at least **two other courses at the 3000 level**
- have at least 10-15 hours of time to dedicate to this course
- can attend all the classes, as the course is fast-paced, making it hard to catch up

Required textbooks :

Mise au Point. Grammaire. 5^e édition. Harcourt Brace. 2004.

Mise au Point. Cahier d'exercices.

Recommended:

-Bourns, S. Contextualized French Grammar. Boston : Heinle, 2013. (ISBN-13 : 978-1-111-35414-5). For simple, clear explanations of grammatical terms and structures as well as discussions of grammar as it changes across language levels and according to context.

- For all other course-related materials, visit **Carmen:** <https://carmen.osu.edu/>

- *About French* is a useful and dependable on-line resource: <http://french.about.com> (advanced grammar, verbs, articles, etc.)

In this course, students will:

- Review basic sentence-level grammar concepts and fill in any gaps
- Focus on grammatical structures that pose difficulties for English-language speakers
- Learn advanced structures typical of literary and journalistic writing
- Learn to explain rules and apply them with the help of intensive written exercises
- learn advanced idiomatic expressions
- recognize stylistic differences
- improve comprehension and expression, both written and oral

Grade

60% 4 grammar exams (fill in the blanks, translation, explanations)

20% 4 grammar quizzes (primary focus on morphology, i.e., verb conjugations, gender and plural of nouns, adjective agreement, order and placement of pronouns, etc.)
10% an oral presentation of a model text with grammar commentary
10% attendance and class participation

Final exam: Friday May 1, 10:00 am-11:45 am

Grading scale:

A 93-100	A- 90-92	B+ 87-89	B 83-86	B- 80-82	
C+ 77-79	C 73-76	C- 70-72	D+ 67-69	D 65-66	E under 65

Student responsibilities

1. Each student is responsible for reading the pages in *Mise au point* and doing the written exercises in the Workbook, as indicated on the syllabus. Written exercises are to be corrected in a different color using the answer key at the end of the Workbook.
 - If there are several possibilities for a given sentence or problem, note them all.
 - Take note of your questions on any mistakes or other discrepancies between your answers and the answer key.
 - We will focus in class on your questions and problematic exercises. You are responsible for all other work as well. Exams will test questions that arise in class as well as those that don't.
2. Each student will do an oral presentation of a "**texte exemplaire**" or « model text » which contains contextualized examples of grammar topics studied in 5101. The presentation will both allow the class to see grammar at work in an authentic sample, as well as give the presenter the opportunity to identify and explain the technical reasons behind various usages.
3. **Attendance, with homework completed in advance, is necessary for mastery of the concepts and skills as well as for the final grade.** This represents 10% of the grade.
4. Disability services. Any students who feel that they may be academically disadvantaged due to the impact of a documented disability should contact me and the Office of Disability Services in Room 150 Pomerene Hall (292-3307) to arrange accommodations.
5. Academic integrity. All students are responsible for reading, understanding, and following university rules regarding cheating and plagiarism, which will be strictly enforced (see Faculty Rule 3335-31-02 on Academic Misconduct in the Ohio State University Student Handbook).
6. Our community. In its classrooms, the Department of French and Italian maintains a positive learning environment free from all harmful forms of discrimination. You are expected to adhere to this policy.

Date	In <i>Mise au Point</i> read explanations; write and correct exercises in designated sections
Wednesday 23 August	<p style="text-align: center;">Introductions and Chapitre 1 + Appendix A (p.413-427 present and imperatives)</p> <p style="text-align: center;">I. C-D II. E-H III. E-F IV. B,F-G</p>
Friday 25	Cont.
Week 2	
Wednesday 30	<p style="text-align: center;">Chapitre 2 + Appendix A (imperfect and past perfect)</p> <p style="text-align: center;">I. B-C II. B-D III. All</p>
Friday 1 September	Cont.
Week 3	
Wednesday 6	<p style="text-align: center;">Quiz #1</p> <p style="text-align: center;">Chapitre 3 (literary tenses) + Appendix A (pluperfect and past perfect ; passé « surcomposé » ; imperfect subjunctive)) +Appendix B</p> <p style="text-align: center;">I. B II. B III.B IV. A-B</p>
Friday 8	Cont.
Week 4	
Wednesday 13	<p style="text-align: center;">Chapitre 14, II et Review (Ch. 1-3, 14 II)</p> <p style="text-align: center;">Ch 14 II. A-C</p> <p style="text-align: center;">Workbook : ch. 1 (A,C-D) ch. 2 (A,C-F) ch. 3 (A,E-G,I) ch. 14 (F,H,I,K)</p>
Friday 15	<p style="text-align: center;">Exam 1-3, 14 II</p> <p style="text-align: center;">Chapitre 4 (pronominal verbs)</p>
Week 5	
Wednesday	

20	Chapitre 4 I. B-J II. A-B
Friday 22	Cont.
Week 6	
Wednesday 27	Chapitre 5 (personal, disjunctive, other pronouns) I. A,D-F II. B,D-F III. B-D IV. A-B
Friday 29	Cont.
Week 7	
Wednesday 4 October	Quiz #2 Chapitre 6 (nouns, articles) I. A-D II. A-F
Friday 6	Chapitre 14, I et Review (Ch. 4-6, 14 I) I. C,D,F Workbook: ch. 4 (D-E) ch. 5 (D-H) ch. 6 (A-C,D-I) ch. 14 (A,D)
Week 8	
Wednesday 11	Exam 4-6, 14 I Chapitre 7 (future, conditional, hypothetical statements)
Friday 13	No classes
Week 9	
Wednesday 18	Chapitre 7 I. B-C,E-H II.B-D,G-H III.B-C IV.A-F
Friday 20	Chapitre 8 (comparative, superlative of adjectives and adverbs) I.A-C II.A-B III.B,D,E IV.A-E

Week 10	
Wednesday 25	<p style="text-align: center;">Quiz #3</p> <p style="text-align: center;">Chapitre 9</p> <p style="text-align: center;">I.D,F-G II.A-E III.All IV.</p>
Friday 27	<p style="text-align: center;">Chapitre 15, II et Review (Ch. 7-9, 15 II)</p> <p style="text-align: center;">Ch.15 II. A</p> <p style="text-align: center;">Workbook: ch. 7 (A, B-C, E-G,I,M-N,P-Q) ch. 8 (B-D,G-H,J-L) ch. 9 (A-B, D-E,I,K,M) ch. 15 (D)</p>
Week 11	
Wednesday 1 November	<p style="text-align: center;">Exam 7-9, 15 II</p>
Friday 3	<p style="text-align: center;">Chapitre 10</p> <p style="text-align: center;">I. C-D,F II. B III. A-C</p>
Week 12	
Wednesday 8	<p style="text-align: center;">Chapitre 11</p> <p style="text-align: center;">I. C,F-H,J II. C-G III. All</p>
Friday 10	<p style="text-align: center;">No classes</p>
Week 13	
Wednesday 15	<p style="text-align: center;">Quiz #4</p> <p style="text-align: center;">Chapitre 12</p> <p style="text-align: center;">I. B,D,F,H-J II.A-C III.A-B</p>
Friday 17	<p style="text-align: center;">Cont.</p>
Week 14	
Wednesday 22	<p style="text-align: center;">No classes</p>

Friday 24	No classes
Week 15	
Wednesday 29	<p style="text-align: center;">Quiz #4</p> <p style="text-align: center;">Chapitre 13</p> <p style="text-align: center;">I. B-C II.A-C III. A-B</p>
Friday 1 December	Cont.
Week 16	
Wednesday 6	<p style="text-align: center;">Chapitre 15 I, Review (Ch. 10-13, 15 I)</p> <p style="text-align: center;">Ch.15 I. A-C</p> <p style="text-align: center;">Workbook: ch. 10 (A,C,E,G,I,K-M)</p> <p style="text-align: center;">ch. 11 (B-D,G-I,K-M)</p> <p style="text-align: center;">ch. 12 (A-B,F-H,J-K,M-N)</p> <p style="text-align: center;">ch. 13 (A,C,D,F-K)</p> <p style="text-align: center;">ch. 15 (D)</p>

French 4100 sample schedule

Date	Read <i>Contrastes</i> and complete exercises in <u>Workbook</u>	Independent study for quizzes in <u>Contrastes</u>
Wednesday August 23	<p align="center">Course introduction, a textual commentary <u>Indicative present tense and imperative (Ch.1)</u> Ch. 1, p. 1-9 and Register PPT</p> <p align="center">Reading : Ch.1 third person imperative--J'ai honte, la guerre en Syrie</p> <p align="center">http://www.liberation.fr/planete/2016/11/30/j-ai-honte_1532115</p>	<p align="center">Present and Imperative verb forms Appendix 4 pp.354-367</p>
Friday 25	<p align="center"><u>Present tense, Cont. and Time expressions (Ch.17)</u> Ch. 1, p. 1-9 Ch.17, pp.235-241</p> <p align="center">Reading : Ch. 1 & 17 temporal expressions : Touchés par la crise, les jeunes diplômés peinent à « quitter le nid »</p> <p align="center">https://www.lemonde.fr/emploi/article/2014/12/15/vous-habitez-chez-vos-parents_4540514_1698637.html</p>	
Week 2		
Wednesday 30	<p align="center"><u>Nouns (Ch.21) and articles (Ch.2)</u> Ch.21 , pp.304-309 Ch.2, pp.10-29</p> <p align="center">Reading: Ch. 2 articles--Les contrôles au faciès, une réalité gare du Nord</p> <p align="center">http://www.liberation.fr/societe/2012/09/27/les-contrôles-au-faciès-une-réalité-gare-du-nord_849281</p>	<p align="center">Plural of nouns pp.304-309</p>

Friday September 1	Cont. Reading : Ch 21 plurals and agreement--L'inacceptable insulte Haïti 2018 http://lenouvelliste.com/article/181707/linacceptable-insulte	
Week 3		
Wednesday 6	<u>Pronouns</u> Ch. 3, pp.30-45 Reading : Ch. 3 personal pronouns --Chiens et chats n'échappent pas au tout connecté http://www.lapresse.ca/techno/201801/13/01-5149887-chiens-et-chats-nechappent-pas-au-tout-connecte.php?utm_categorieinterne=traficdrivers&utm_contenuinterne=cyberpresse_B52_animaux_1769568_section_POS1	Order of pronouns pp.47-48
Friday 8	Quiz 1 (present and imperative verbs, plural of nouns, order of pronouns) <u>Disjunctive pronouns</u> Ch.4, pp.50-58	
Week 4		
Wednesday 13	<u>Disjunctive pronouns, Cont.</u> <u>Demonstratives</u> Ch.5, pp.65-75 Reading: Ch. 5 demonstratives : Génocide rwandais-- la justice française bloque trois nouvelles extraditions https://www.lemonde.fr/afrique/article/2014/02/26/genocide-rwandais-la-justice-francaise-bloque-trois-nouvelles-extraditions_4373816_3212.html	Demonstrative adjectives and pronouns pp.65 (for Midterm 1)

Friday 15	Midterm 1 <u>Interrogation</u> Ch.6, pp.76-90	
Week 5		
Wednesday 20	<u>Interrogation, cont.</u> Reading : Ch 6 interrogatives--Malgré quelques voix dissonantes, Donald Trump bénéficie d'un état de grâce chez les républicains http://www.lemonde.fr/donald-trump/article/2017/01/27/malgre-quelques-voix-dissonantes-donald-trump-beneficie-d-un-etat-de-grace-chez-lesrepublicains_5070297_4853715.html#tpFwBOOHTTYJpy7J.99	Interrogative adjectives and pronouns Tables 2 et 3 pp.83-84
Friday 22	<u>Interrogation, cont.</u> <u>Possession</u> Ch.7, pp.91-99	
Week 6		
Wednesday 27	<u>Possession, cont.</u> Ch.7, pp.91-99 Reading : Ch. 7 possession -- Un malade transmet la grippe même sans tousser http://sante.lefigaro.fr/article/un-malade-transmet-la-grippe-meme-sans-tousser/	Possessive adjectives and pronouns pp.91-92
Friday 29	Quiz 2 (Interrogatives and possessives) <u>Negation</u> Ch.8, pp.100-112	Negation (vocabulary, neither . . . nor) pp. 103-107 (for Midterm 2)

Week 7		
Wednesday October 4	<p style="text-align: center;"><u>Negation, cont.</u></p> <p style="text-align: center;"><u>Reading</u> : Ch. 8 negation--L'IA, un assistant très spécialisé</p> <p style="text-align: center;">http://www.liberation.fr/voyage-au-coeur-de-lia/2018/01/22/l-ia-un-assistant-tres-specialise_1624372?xtor=rss-450&utm_source=dvr.it&utm_medium=twitter</p> <p style="text-align: center;"><u>Indicative past tenses</u> Ch.9, pp.113-122</p>	
Friday 6	<p style="text-align: center;"><u>Indicative past tenses, cont.</u></p> <p>Reading : Ch. 9 narrative past tenses--« La veille du procès, elle m'avoue avoir tué son mari et ses enfants »</p> <p style="text-align: center;">https://www.nouvelobs.com/rue89/rue89-un-avocat-un-client/20130213.RUE2984/la-veille-du-proces-elle-m-avoue-avoir-tue-son-mari-et-ses-enfants.html</p>	<p>Imperfect and compound past Appendix 4 pp.354-367</p> <p>Simple past</p>
Week 8		
Wednesday 11	<p style="text-align: center;"><u>Present participles</u></p> <p style="text-align: center;">Ch. 10, pp.128-133</p> <p>Reading: Ch. 10 les participes présents et les exp. temporelles : La procrastination, ennemie des étudiants</p> <p style="text-align: center;">https://www.lemonde.fr/campus/article/2014/10/09/la-procrastination-ennemie-des-etudiants_4503749_4401467.html</p>	
Friday 13	Holiday	

Week 9		
Wednesday 18	Midterm 2	
Friday 20	<u>Reflexive verbs</u> Appendix 2, pp.339-346	
Week 10		
Wednesday 25	<u>Past participles</u> Ch.10, pp.133-138 Reading : Ch. 10 present and past participles--Obama raciste http://www.liberation.fr/planete/2009/10/05/obama-raciste-fox-news-perd-un-annonceur_585847	
Friday 27	<u>Future and conditional tenses</u> Ch. 11, pp.142-154 <u>Hypothetical statements</u> Ch.14, pp.181-191 Reading: Ch. 11 & 14 future and conditional--Lettres inédites de soldats allemands http://www.lemonde.fr/livres/article/2016/09/29/bonnes-feuilles-comme-un-allemand-en-france_5005263_3260.html#vzHDiLeG4t6Jgwi.99	Future and conditional forms pp.143-145, 149-150 + Appendix 4
Week 11		
Wednesday November 1	Hypothetical statements, cont. <u>Subjunctive</u> Ch.12, pp.155-164 Turn in Annotated text	Subjunctive mode pp.156-157 + Appendix 4

Friday 3	<p style="text-align: center;"><u>Subjunctive, cont.</u> Ch.12, pp.164-169 Ch.20, section 16, pp.291-293</p> <p>Reading : Ch. 12 subjunctive-- Vincent Lambert : Hollande souhaite "une solution humaine et digne"</p> <p style="text-align: center;">https://www.lexpress.fr/actualites/1/societe/vincent-lambert-hollande-souhaite-une-solution-humaine-et-digne_1870864.html</p>	verbs + à/de + infinitive p.176
Week 12		
Wednesday 8	<p style="text-align: center;">Quiz 3 (indicative and subjunctive tenses, verbs + à/de + infinitive)</p> <p style="text-align: center;"><u>Infinitives</u> Ch.13, pp.170-180</p> <p>Reading : Ch. 13 infinitives--Tribunal Monsanto, la firme américaine reconnue coupable d'atteinte aux droits humains</p> <p style="text-align: center;">http://www.lemonde.fr/planete/article/2017/04/18/tribunal-monsanto-la-firme-americaine-reconnue-coupable-d-atteinte-aux-droits-humains_5113185_3244.html#bE67T62ly9Cuujdl.99</p>	
Friday 10	holiday	
Week 13		
Wednesday 15	Examen 3	
Friday 17	<p style="text-align: center;"><u>Relative pronouns</u> Ch.16, pp.205-216</p>	

Week 14		
Wednesday 22	holiday	
Friday 24	holiday	
Week 15		
Wednesday 29	<p><u>Relative pronouns, cont.</u> Ch.16, pp.216-225</p> <p>Reading : Ch 16 relative pronouns--Bordeaux dans les méandres de son passé négrier</p> <p>https://www.lemonde.fr/m-actu/article/2017/10/27/bordeaux-dans-les-meandres-de-son-passe-negrier_5206854_4497186.html</p>	
Friday December 1	<p><u>Passive voice</u> Ch.18, pp.242-248</p> <p><u>Causative construction</u> Ch.18, pp.249-254</p> <p>Reading : Ch. 18 passive voice and the causative-- Le neurologue et écrivain Oliver Sacks est mort</p> <p>http://s2.lmde.fr/image2x/2015/08/30/534x0/4740562_6_27bf_le-neurologue-oliver-sacks-lors-d-une_617c39ac6aca3567141297006aaf5442.jpg</p>	
Week 16		
Wednesday 6	<p><u>Indefinite expressions</u></p> <p>Ch.20</p> <p>(aucun (1), certain (3), chaque (4), différent et divers (6), même (7), nul(le) (8), personne (10), plusieurs (11), quelconque (12), rien (17), tel(le) (18), tout (19))</p>	

Curriculum MapFrench - Undergraduate B = beginning; I = Intermediate; A = Advanced

	Cultural Awareness	Comprehension	Speaking	Critical Analysis	Writing and Critical Expr.
Required courses					
1101.01 (GEC)	B	B	B		B
1101.51 (GEC)	B	B	B		B
1102.01 (GEC)	B	B	B		B
1102.51 (GEC)	B	B	B		B
1103.01 (GEC)	B/I	B/I	B/I		B/I
1103.02 (GEC)	B/I	B/I	B/I		B/I
1103.03 (GEC)	B/I	B/I	B/I		B/I
1103.04 (GEC)	B/I	B/I	B/I		B/I
1103.51 (GEC)	B/I	B/I	B/I		B/I
1155.01 (GEC)	B/I	B/I	B/I		B/I
1155.51 (GEC)	B/I	B/I	B/I		B/I
2101.01	I	I	B/I		B/I
2101.51	I	I	B/I		B/I
3101 (required for major and minor)	I	I	I		I
4103 (required for major)	A	A	A	A	A
Elective courses in English					
1801 (GEC)	B			B	B
1802 (GEC)	B			B	B
1803 (GEC)	B			B	B
2801 (GEC)	B			B	B
3801 (GEC)	I			I	I
Elective courses in French					
3102	I	I	I		I
3103	I	I	I		I
3201	I	I	I		I
3202		I	I		
3401	I	I	I	I	I
3402	I	I	I	I	I
3403	I	I	I	I	I
3501	I	I	I		
3701	I	I	I	I	I
4053	A			A	A
4501	A	A	A	A	A
5051	A	A	A	A	A
5102	A	A	A	A	
5103	A	A		A	
5104	A	A	A	A	A
5105	A	A	A	A	A
5201	A	A	A	A	A
5202	A	A	A	A	A

Curriculum MapFrench - UndergraduateB = beginning; I = Intermediate; A = Advanced

5203	A	A	A	A	A
5204	A	A	A	A	A
5205	A	A	A	A	A
5206	A	A	A	A	A
5207	A	A	A	A	A
5401	A	A	A	A	A
5402	A	A	A	A	A
5403	A	A	A	A	A
5701	A	A	A	A	A
5702	A	A	A	A	A