

## University of Memphis – Department of World Languages and Literatures

**FREN 1020, ELEMENTARY FRENCH II  
SPRING 2019, SECTION 002 (Tue Thu)**

**Our class site (past & upcoming files, etc.):** <http://autrefois.org>  
**Supersite (online HW, vText, etc.):** <http://vhlcentral.com>

**Bonjour!** 😊



**1) Instructor:** Dr. Errol M. O'Neill  
**Office location:** Jones Hall 253-D  
**Email:** [emoneill@memphis.edu](mailto:emoneill@memphis.edu)  
**Contact info:** <http://tinyurl.com/contact-errol>

**Office hours:** Tuesday, 1:00-2:00 p.m.  
Wednesday, 10:00 - 11:00 a.m.  
Thursday, 2:00 - 3:00 p.m.  
Or by appointment

**2) Course objective and communicative goals.** French is spoken by **over 100 million people** around the world. This class gives you an opportunity to expand on your previous experience with French so you can learn how to communicate better in the language and explore French-speaking cultures.



**Topics.** For each unit, you'll be learning about a variety of topics related to day-to-day life and French-speaking culture. Some examples of things you'll be able to understand and do by the end of this class include:

- o *talking about what things you like to do in your free time*
- o *discussing things that you did in the past*
- o *learning about different celebrations in French-speaking countries*
- o *using useful vocabulary to talk about vacations and transportation*
- o *exploring culture in different French regions and other countries where French is spoken, etc.*

**"I Can Do" Goals.** The way we'll do this is by working towards specific goals of what you can do. For each unit there is a checklist that will help you keep track of your progress. Some examples of skills you will be acquiring include being able to:

- o *discuss information about leisure time activities and sports*
- o *say what the weather is like*
- o *use past tenses to describe past actions and descriptions*
- o *utilize numbers above 100*
- o *gather key information from real documents*
- o *improve pronunciation and comprehension of important sounds*
- o *learn strategies to get specific details from a conversation*
- o *understand what is said in authentic videos (ads, etc.)*
- o *create and understand basic documents in French*
- o *find out what to do and see in France & other places French is spoken*
- o *and much more...*



**3) The process – Preview, Do, Review.** The more you're exposed to & use French, the better you'll learn it. To help with this, we're going to use 3 steps to make sure you have good practice:

**Preview** – Supersite Plus homework BEFORE a given lesson to prepare you for language (vocab, structures) and culture we'll be doing.

**Do** – Activities to provide you exposure to and experience communicating with language and about culture. Communicative and meaningful form-based activities with input and output.

**Review** – Supersite Plus homework AFTER a lesson to reinforce, practice, or expand on language and culture you have already used before so that it sinks in.

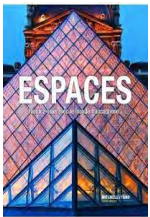
**4) Keys to success in learning a language – Input and output.** If you learn language in a meaningful context, instead of just memorizing it, you're more likely to retain it and be able to use it to communicate.



When you have **comprehensible input** (language you can understand that's conveying a message), your brain makes connections between the meaning and the forms (words, grammar). That way, you learn what they mean and how to use them, just like with your first language growing up.

The more input you have, the easier it will be to create **comprehensible output** (language you're producing so others can understand) to communicate what you want to say. In class, we'll focus on input and output that express meaning so you can understand people and they can understand you.

**5) Required text. IMPORTANT: no matter which option you choose, YOU MUST HAVE AT LEAST ACCESS TO SUPERSITE PLUS (w/ WebSAM + vText) for Espaces, 3<sup>rd</sup> edition so you can do the homework.**



Please read the information below that applies to you.

**A) I took FREN 1010 in person or online with UofM Global (section M50) at the University of Memphis** – You already have Supersite access – there is NO NEED to purchase additional access: your code is valid for 3 years.

**B) I didn't take FREN 1010 on UofM Global (section M50) or in person at the University of Memphis.** There are 3 options to get the Supersite Plus for *Espaces*, 3rd edition, which you need for this course.

Please visit <http://vistahigherlearning.com/schools/memphis> to **set up a Supersite Plus** account & **buy** what you need. **Please choose one of the 3 options below.**

- **OPTION ONE – Bundle (Supersite Plus and looseleaf textbook):** If you'd like the Supersite with an optional paper textbook that you can keep/sell later, you can buy the bundle (Supersite Plus AND textbook). Due to a special deal with VHL, our bundle currently costs \$189, which is \$1 LESS than just the Supersite Plus alone. You can do so by visiting the following website: <http://vistahigherlearning.com/schools/memphis>.

- **OPTION TWO – Just Supersite Plus:** If you have a device (phone, tablet, computer) you'll bring to class everyday, then you don't need to have the paper textbook. Access to the Supersite Plus lasts 3 years and costs \$190. You can purchase it by visiting <http://vistahigherlearning.com/schools/memphis>.

- **OPTION THREE – Supersite Plus and separate textbook:** You don't have to buy from the publisher. You can go to <http://vistahigherlearning.com/schools/memphis> to sign up for your account, then get the right material(s) – just Supersite Plus, or Supersite Plus AND textbook – from a bookstore or other retailers. Textbooks and Supersite Plus codes are also available from the University Store at 901-678-2011, and online at: <http://umemphis.bncollege.com>.

**IMPORTANT – Low on cash right now?** Contact Errol right away to request a **free two-week grace** period to give you an additional two weeks to purchase your Supersite access. **After the grace period, you are REQUIRED to purchase** if you haven't already. If you continue on to FREN 2010 online or in person, the good news is you won't need to buy access again as long as you take it within 3 years of purchase.

**6) Where to find stuff online.** The first place to go for info about class is <http://autrefois.org>. Here you'll find:

- **Next Class & HW.** This section of the site lists what you need to do (homework) AND what documents you need to bring (downloaded or printed out) BEFORE you come to the next class.

- **Past Classes.** All the documents (PowerPoints, worksheets, etc.) we did in PREVIOUS CLASSES are here, as well as any reminders from class. If you missed or want to find something again, you should go there.

- **Accents.** How to type accents on different devices. Notice that in the Supersite Plus there is also an accent bar you can



use at the top or bottom or top of each exercise.

- **Grade.** Your overall course grade (including tests, your Supersite grade, and other course components) will be updated about once a week on eCourseware, which is linked to on our website.

- **I Can Do.** Each unit's I Can Do checklist of communicative goals gives what specific skills we're working on. You should use this to keep track of what you've already learned and what you need to practice. Errol checks these at the end of the unit.

- **Syllabus.** This document, as well as the calendar that lists important dates (tests, etc.) and the general topic of what we'll be going over each day in class. IMPORTANT: the "Supersite Plus" has the specific due dates for online HW assignments.

**7) Grades and grading categories.** Here is the grading scale.

|        |    |       |    |       |    |          |    |
|--------|----|-------|----|-------|----|----------|----|
| 97-100 | A+ | 87-89 | B+ | 77-79 | C+ | 67-69    | D+ |
| 93-96  | A  | 83-86 | B  | 73-76 | C  | 63-66    | D  |
| 90-92  | A- | 80-82 | B- | 70-72 | C- | Below 63 | F  |



**8) Categories and details** – Your performance in the class will be evaluated on the following. The number of assessments as well as the percentage of your overall course grade that each type of assessment counts for is indicated.

The grade structure is designed so that several different types of skills are graded: if you try your best but something is not your strong suit, there are other areas you can perform well in and still get a good grade. Details about each assessment are below.

| Written exams  |     | Oral assessments       |     | Other activities and assessments |     |
|----------------|-----|------------------------|-----|----------------------------------|-----|
| Unit Tests (3) | 24% | Participation (weekly) | 15% | Online homework                  | 12% |
| Final Exam (1) | 16% | Oral activities (2)    | 10% | Writing activities (2)           | 10% |
|                |     | Presentation (1)       | 5%  | Quizzes (10+)                    | 8%  |

**A) Written exams –**

- **Three Unit Tests – 24% total (8% each).** At end of Units 5, 6, and 7, you'll take a test that assess your ability to understand and communicate effectively in writing in relation to that unit's I-Can-Do Goals, using structures, vocabulary, and cultural info you've previewed, done, and reviewed.



- **One final exam** (comprehensive, includes Units 5-7 & Unit 8) tests your ability to understand and communicate effectively in writing in relation to a majority of the semester's Communicative "I-Can-Do" Goals, using structures, vocabulary, and cultural info you've previewed, done, and reviewed during the semester. This assessment will help you and your instructor make sure you are at a level appropriate to reach the next course (FREN 2010).

**B) Oral assessments –**

- **Participation – 15% total (1% per week)** evaluates your active involvement in class activities in a level-appropriate way. Participation is crucial to your success in learning the language (and getting a good grade)!

If you 1) **come to class on time** ready to **listen actively and speak productively** during that day's activities, 2) **use French** with your instructor and classmates (or English in limited, appropriate contexts), and 3) **complete group/peer and individual activities** to the best of your abilities, then you'll receive full points.



If you don't do these things all of the time, you'll receive reduced points based on how much/well you do in these areas.

**Important: Participation is emphasized over accuracy** (mistakes aren't penalized; not participating productively is).

• **Two oral activities – 10% total (5% each)** assess your ability to communicate orally at a level-appropriate manner in French with classmates (first oral activity) and one-on-one with the instructor (second oral activity).

• **One presentation – 5% total** looks at your ability to communicate cultural and/or personal information orally at a level-appropriate manner in the target language in front of your peers and instructor.

### C) Other activities and assessments –

• **Weekly online homework – 12% total (about 1% each)** provides the chance to improve in reading, writing, listening, and speaking through Supersite Plus activities, accessible via <http://autrefois.org> or directly at <http://vhlcentral.com>. Activities are aimed at expanding your contact with the language outside of class. I will drop two of the lowest scores.



The purpose of online activities is generally to **preview** (introduce & practice with language and cultural items not covered in class yet) or to **review** (get additional practice and expansion on items already covered in class).

**Completion, successful communication, and grammatical accuracy** are considered (mistakes can be penalized as appropriate to the assignment, to encourage thoughtful completion and work towards native-like speaking/writing).

• **Two Writing activities – 10% total (5% each)** assess your ability to understand topics and documents, and to produce level-appropriate written language on the given topic either working with classmates (first written activity) or individually (second written activity).

• **Approx. 10 Quizzes – 8% total (about 1% each)** assess your abilities in using (understanding or producing) the language and familiarity with cultural information. Quizzes allow your instructor and you to see how well you are doing with material covered previously OR that is about to be used that day (which you have read and/or completed preview exercises on). I will drop at your lowest quiz grade(s) so that you have your 8 best grades for Quizzes.

### <><><> POLICIES <><><>

**9) ATTENDANCE.** When learning any language, it's important to make sure you're in class to get practice hearing and seeing the language (input) and speaking and writing it (output) in a communicative way with your classmates and teacher. Here is the attendance policy we use in the French section:

***The Department of World Languages has a mandatory attendance policy. No more than 6 absences in courses that meet 2 times a week can be allowed without penalty. For each absence beyond this, 3 points (TR) may be deducted from the student's FINAL AVERAGE.***



**10) Excused Absences DON'T count against your total** for the semester. If you think you have a **valid reason** for missing class, **even if you're not sure** it's valid, you should **let me know ASAP** and **explain** or be ready to show proof for your absence. **Note:** It's better to ask & see if your absence can be excused than to just assume it's not.

**Examples of things typically excused:** serious/contagious illness, sudden car trouble, last-minute shift change, university-sponsored travel, etc.

**Examples of things typically NOT excused:** appointment with an advisor (should be done outside of class time), a job that frequently involves you being absent during class time, travel for vacation, sleeping in, etc.

**11) Make-ups & late work.** Whether your absence is excused or not, you should go to <http://autrefois.org> to see what you missed and what's coming up.

**TESTS, ACTIVITIES, PRESENTATION** – If you miss an assessment (test, oral activity, presentation etc.) for a valid reason, please contact me to schedule a make-up. If you don't have a valid excuse, you risk getting a zero.

**SUPERSITE** – If you have a valid excuse for it being late, please let me know so you can get full credit for the assignment. If you don't have a valid excuse, you get an automatic 10% deduction for each day it is late.



**12) Cheating.** Cheating of any kind won't be tolerated! According to University policy, **not knowing if something counts as cheating is NOT a valid excuse.** If you have questions about what is or isn't allowed, please contact me BEFORE doing it.

For tests or other graded assignments, it's cheating to copy someone else's work; to have another person (tutor, friend, student, etc.) help you edit, correct, or write your work; to let another student copy your work; to use unauthorized materials; or to copy from a source without citation.

**13) Technology.** You're encouraged to use a **laptop, tablet, or another electronic device** to use the Supersite Plus' vText, take notes, or do other tasks directly related to what we're doing in class.



**If you do NOT have a device to bring with you for class**, please make sure to

- have the paper textbook with you (or printouts of the pages for that chapter)
- printouts of any sheets we will be doing that day ("Next Class" on <http://autrefois.org>)
- something to write with.

**If you don't have a device you will regularly bring to class**, please let me know since for some activities, like quizzes, I may assume everyone has a phone, tablet, and/or computer.

#### <><><> OTHER NOTES <><><>



**14) Accommodations.** Any student who may need **class or test accommodations** is encouraged to **speak with your teacher privately** to discuss your specific needs. Students with disabilities or in need of other accommodations should also contact **Disability Resources for Students (DRS)** at 110 Wilder Tower, 901-678-2880 (<http://www.memphis.edu/drs>). DRS provides documentation to instructors about accommodations and works with instructors to meet instructional needs.

**15) Statement from Office of Institutional Equity.** The University is committed to **ensuring equality in education and eliminating any and all misconduct** from its campus. Sexual misconduct includes sexual harassment, sexual assault, dating violence, domestic violence, and stalking. If you or someone you know has been harassed or assaulted, you can make a report to the Office for Institutional Equity at [oe@memphis.edu](mailto:oe@memphis.edu) (901-678-2713) or you can make a confidential report to the University Counseling Center at 214 Wilder Tower (901-678-2068). Please note that if you make a report to me, your teacher, I am required to report it.



**16) Extra credit & events.** There will be a variety of events locally or online that you can participate in to improve your French or cultural knowledge. **Extra credit opportunities** are optional questions or assignments that can raise your score on a given assignment or on your overall course grade. Any extra credit assignments during the semester will be announced in class and also posted on the course website, <http://autrefois.org>.



**17) Your teacher's promise.** My goal is to make this class as useful and interesting for you as possible, whether you're into French or just fulfilling a requirement. I will speak French almost all the time (about 90%) because this is what will help you best with learning French – **don't panic if you don't understand everything**. I will try to have homework and tests graded in timely fashion (three class days or less). I will treat you with respect and try to make class enjoyable and beneficial for you.



**18) My advice to you.** Making **mistakes** or not understanding a foreign language is **completely normal** – this happens to everyone. **But you will improve.**

When in doubt, try to **guess** or get the **gist** from context (situations, pictures, etc.), use the **tools** you have (knowledge about how the world works, vocab and structures you do know, your books and notes...), and ask **questions**. Listening to and communicating in French will help you begin to understand, speak, and write.

Please make sure **not to focus just on what you have to learn, but also appreciate what you CAN already do** so you can have **fun** learning about the language & culture.

***Preparing before class, participating in class, & practicing after class are the keys to help you succeed.  
If you have any questions, please don't hesitate to ask me.***

***Have a great semester!***



**Image sources:**

<http://www.french-online.fr/wp-content/uploads/2013/03/parlez-vous-francais-300x227.jpg>, [http://blog.digjoh.com/wp-content/uploads/2013/02/file\\_type\\_icon\\_grid.png](http://blog.digjoh.com/wp-content/uploads/2013/02/file_type_icon_grid.png), <http://cmpcoaching.ca/4-avantages-se-fixer-objectif/#VKwZWnnAOgN>, <http://givinginadigitalworld.org/2012/06/08/my-test-for-great-digital-fundraising-content/>, <http://free-letters.com/english/material/028.png>, <http://salidacivic.org/wordpress/wp-content/uploads/2013/05/Participate.jpg>, [http://www.straighterline.com/wp/wp-content/uploads/image-archive/writing\\_hand.gif](http://www.straighterline.com/wp/wp-content/uploads/image-archive/writing_hand.gif), <http://picsbox.biz/key/dip%20art%20children%20talking>, <http://pixshark.com/oral-presentation-dipart.htm>, <http://pictogram-free.com/material/199.png>, <http://images.medicaldaily.com/sites/medicaldaily.com/files/styles/headline/public/2014/02/06/college-students-taking-notes-classroom.jpg?tok=6xqk18sM>, <http://sidsavara.com/personal-development/i-work-too-damn-hard-to-make-excuses>, <http://halo.wikia.com/wiki/Cheating?file=Nocheating.gif>, ClipArt compiled by Errol M. O'Neil, Microsoft Word 2011, <http://sortirdumoule.com/2-techniques-pour-dynamiser-vos-brainstorming/>, <http://www.janekdickinson.com/wp-content/uploads/2013/04/Advice-logo-new.jpg>

Français 1020 — PRINTEMPS 2019 (les mardis et les jeudis) — Errol O'Neill

This calendar lists **general topics** that will be covered in class, **pages** to read, and **important dates** (tests, etc.).

- Specific goals are provided on the **Communicative Goals Checklist** for each unit.
- You should **read** the pages indicated on the calendar **BEFORE** you come to class each day.
- Please check the **Supersite** for **homework due dates** and any **announcements** or changes.
  - If you have any **questions**, please contact your instructor.

Je vous souhaite un bon semestre / I hope you have a good semester! 😊



| lundi (Mon.)  | mardi (Tue.)  | mercredi (Wed.) | jeudi (Thu.)  | vendredi (Fri.)            | samedi (Sat.) | dimanche (Sun.) |
|---|---|-----------------|---|----------------------------|---------------|-----------------|
| le 14 janvier   | <b>le 15 janvier</b> <ul style="list-style-type: none"> <li>• Introductions and Review</li> <li>• Syllabus, Supersite</li> <li>• How to succeed in FREN 1020</li> </ul>   | le 16 janvier   | <b>le 17 janvier</b> <ul style="list-style-type: none"> <li>• Say what sports and games that you and other people participate in</li> <li>• Discuss what you do</li> <li>• Unité 5, Leçon A pp. 178-187</li> </ul>  | le 18 janvier              | le 19 janvier | le 20 janvier   |
| <b>le 21 janvier</b><br><i>Jour de Martin Luther King – pas de cours</i><br><br><i>Martin Luther King, Jr. Day – no classes</i> | <b>le 22 janvier</b> <ul style="list-style-type: none"> <li>• Discuss what you have to do</li> <li>• Talk about going out, leaving, and other activities</li> <li>• Describe the weather; talk about dates and seasons</li> <li>• Unité 5, Leçons A-B pp. 187-198</li> </ul>              | le 23 janvier   | <b>le 24 janvier</b> <ul style="list-style-type: none"> <li>• Give the year &amp; use numbers for other purposes</li> <li>• Talk about outdoor cultural activities</li> <li>• Discuss wishes and preferences; talk about common activities</li> <li>• Unité 5, Leçon B pp. 199-211</li> </ul>             | le 25 janvier              | le 26 janvier | le 27 janvier   |
| le 28 janvier   | <b>le 29 janvier</b> <ul style="list-style-type: none"> <li>• Talk about other common activities</li> <li>• Listen for key info; learn to use a dictionary effectively</li> <li>• Discuss cultural info and create authentic documents</li> <li>• Unité 5, Leçon B pp. 209-220</li> </ul> | le 30 janvier   | <b>le 31 janvier</b> <ul style="list-style-type: none"> <li>• <b>Writing Activity 1</b> and Review</li> <li>• Unité 5, Leçons A et B</li> </ul>   | le 1 <sup>er</sup> février | le 2 février  | le 3 février    |
| le 4 février  | <b>le 5 février</b> <ul style="list-style-type: none"> <li>• <b>Test, Unité 5</b></li> <li>• <b>After the test, start Unité 6</b></li> <li>• Talk about celebrations and other life events</li> <li>• Unité 6, Leçon A pp. 221-225</li> </ul>   | le 6 février    | <b>le 7 février</b> <ul style="list-style-type: none"> <li>• Talk more about celebrations and other life events</li> <li>• Specify this person or that thing; talk about Francophone holidays</li> <li>• Say what you and other people did in the past</li> <li>• Unité 6, Leçon A pp. 226-237</li> </ul> | le 8 février               | le 9 février  | le 10 février   |

| lundi (Mon.)  | mardi (Tue.)  | mercredi (Wed.) | jeudi (Thu.)  | vendredi (Fri.)         | samedi (Sat.) | dimanche (Sun.) |
|---|---|-----------------|---|-------------------------|---------------|-----------------|
| le 11 février   | <b>le 12 février</b> <ul style="list-style-type: none"> <li>•Talk more about what you and other people did in the past</li> <li>•Describe clothing; talk about color and size</li> <li>•Discuss fashion &amp; info about clothes</li> <li>•Unité 6, Leçons A-B pp. 238-247</li> </ul>           | le 13 février   | <b>le 14 février</b> <ul style="list-style-type: none"> <li>•Talk about whom an action is happening to or for</li> <li>•Say who's waiting, who's driving, &amp; other actions</li> <li>•Unité 6, Leçon B pp. 248-255</li> </ul>   | le 15 février           | le 16 février | le 17 février   |
| le 18 février   | <b>le 19 février</b> <ul style="list-style-type: none"> <li>•Understand when an activity is happening</li> <li>•Discuss cultural info about French-speaking places</li> <li>•Obtain and report on info in French</li> <li>•Unité 6, Leçon B pp. 256-264</li> </ul>                              | le 20 février   | <b>le 21 février</b> <ul style="list-style-type: none"> <li>•<b>Oral activity 1</b> and Review</li> <li>•Unité 6, Leçons A et B</li> </ul>  | le 22 février           | le 23 février | le 24 février   |
| le 25 février   | <b>le 26 février</b> <ul style="list-style-type: none"> <li>•<b>Test, Unité 6</b></li> <li>•<b>After the test, start Unité 7</b></li> <li>•Talk about vacations, traveling, and different countries</li> <li>•Unité 7, Leçon A pp. 265-269</li> </ul>   | le 27 février   | <b>le 28 février</b> <ul style="list-style-type: none"> <li>•Talk more about vacations, traveling, and countries</li> <li>•Discuss where you went &amp; other things you did in the past</li> <li>•Say who or what is receiving a certain action</li> <li>•Unité 7, Leçon A pp. 270-279</li> </ul>          | le 1 <sup>er</sup> mars | le 2 mars     | le 3 mars       |
| <b>du 4 au 10 mars</b><br><i>Vacances de printemps — pas de cours / Spring Break — no classes</i> |   |                 |   |                         |               |                 |
| le 11 mars  | <b>le 12 mars</b> <ul style="list-style-type: none"> <li>•Say more about other things you did in the past &amp; who/what received a certain action</li> <li>•Talk about hotels and reservations</li> <li>•Tell what order things happen in</li> <li>•Unité 7, Leçons A-B pp. 276-287</li> </ul> | le 13 mars      | <b>le 14 mars</b> <ul style="list-style-type: none"> <li>•Say how, when, or where something happens</li> <li>•Discuss vacations in Francophone places</li> <li>•Tell someone what to do using a command; talk about saying, reading, &amp; writing things</li> <li>•Unité 7, Leçon B pp. 288-299</li> </ul> | le 15 mars              | le 16 mars    | le 17 mars      |
| le 18 mars  | <b>le 19 mars</b> <ul style="list-style-type: none"> <li>•Talk more about saying, reading, and writing things</li> <li>•Read or create a travel brochure</li> <li>•Discuss cultural info about Francophone places</li> <li>•Unité 7, Leçon B pp. 297-308</li> </ul>                             | le 20 mars      | <b>le 21 mars</b> <ul style="list-style-type: none"> <li>•<b>Writing activity 2</b> and Review</li> <li>•Unité 7, Leçons A et B</li> </ul>  | le 22 mars              | le 23 mars    | le 24 mars      |



| lundi (Mon.)             | mardi (Tue.)  | mercredi (Wed.)  | jeudi (Thu.)  | vendredi (Fri.) | samedi (Sat.) | dimanche (Sun.) |
|--------------------------|---|--|---|-----------------|---------------|-----------------|
| le 25 mars               | <b>le 26 mars</b><br><ul style="list-style-type: none"> <li>•Test, <b>Unité 7</b></li> <li>•<b>After the test, start Unité 8</b></li> <li>•Talk about your home or finding a place to live</li> <li>•Unité 8, Leçon A pp. 309-313</li> </ul>  | le 27 mars   | <b>le 28 mars</b><br><ul style="list-style-type: none"> <li>•Say what I used to do or how it used to be</li> <li>•Talk about buildings in the French-speaking world</li> <li>•Understand and talk about what happened and how things were in the past</li> <li>•Unité 8, Leçon A pp. 314-325</li> </ul> | le 29 mars      | le 30 mars    | le 31 mars      |
| le 1 <sup>er</sup> avril | <b>le 2 avril</b><br><ul style="list-style-type: none"> <li>•Understand and talk more about what happened and how things were in the past</li> <li>•Talk about housework and items you find in a home</li> <li>•Say where you lived &amp; other simple things about the past</li> <li>•Unité 8, Leçons A-B pp. 322-333</li> </ul> | le 3 avril   | <b>le 4 avril</b><br><ul style="list-style-type: none"> <li>•Say more about what happened and how things were in the past</li> <li>•Discuss cultural info about homes and architecture</li> <li>•Talk about whom &amp; what you know</li> </ul> Unité 8, Leçon B pp. 334-343                            | le 5 avril      | le 6 avril    | le 7 avril      |
| le 8 avril               | <b>le 9 avril</b><br><ul style="list-style-type: none"> <li>•Use clues to help you understand what you hear</li> <li>•Learn strategies to organize your thoughts when writing</li> <li>•Talk about regional &amp; cultural info</li> <li>•Unité 8, Leçon B pp. 344-352</li> </ul>   | <b>le 10 avril</b><br><ul style="list-style-type: none"> <li>•<b>Oral Activity 2</b> (by appointment)</li> </ul> | <b>le 11 avril</b><br><ul style="list-style-type: none"> <li>•<b>Oral Activity 2</b> (by appointment)</li> </ul>  | le 12 avril     | le 13 avril   | le 14 avril     |
| le 15 avril              | <b>le 16 avril</b><br><ul style="list-style-type: none"> <li>•<b>Bring completed Can-Do Checklist</b></li> <li>•<b>Review</b> for Unité 8, Leçons A et B</li> <li>•<b>Preparation</b> for Oral presentations</li> </ul>   | le 17 avril  | <b>le 18 avril</b><br><ul style="list-style-type: none"> <li>•<b>Presentations</b></li> <li>•Review for written final</li> <li>•Unités 5-8</li> </ul>   | le 19 avril     | le 20 avril   | le 21 avril     |
| le 22 avril              | <b>le 23 avril</b><br><ul style="list-style-type: none"> <li>•<b>Presentations</b></li> <li>•Review for written final</li> <li>•Unités 5-8</li> </ul>   | le 24 avril  | <b>le 25 avril</b><br><i>Jour de révision universitaire –pas de cours</i><br><br><i>U of M Study Day – no classes</i>   | le 26 avril     | le 27 avril   | le 28 avril     |
| le 29 avril              | le 30 avril   | le 1 <sup>er</sup> mai   | le 2 mai  |                 |               |                 |

#### Finals information

**Finals information:** Your section will take the final exam in your normal room on the date and time assigned by the University. To see the University's official Final Exam schedule, visit the Registrar's website or go to this link: <https://tinyurl.com/spring19finals>. Note: It is your responsibility to know when your final will be.