

**University of Delaware**  
**Department of Foreign Languages and Literatures**  
**French 105 – Student Syllabus**

**Fall 2008**

Instructor MW:

Instructor TR :

Office:

Office:

E-mail:

E-mail:

Office Hours:

Office Hours:

Phone:

Phone:

**Required Material:**

Thompson, C.P. & Phillips, E.M. (2009). *Mais Oui!* (4<sup>th</sup> edition). Boston: Houghton Mifflin.

Thompson, C.P. & Phillips, E.M. (2009). *Mais Oui! Quia* Workbook online. (4<sup>th</sup> edition). Boston: Houghton Mifflin.

Thompson, C.P. & Phillips, E.M. (2009). *Mais Oui! Audio CD or Cassette* (4<sup>th</sup> edition). Boston: Houghton Mifflin.

**Recommended Material:**

Thompson, C.P. & Phillips, E.M. (2009). *Mais Oui! Multimedia CD-ROM* (4<sup>th</sup> edition). Boston: Houghton Mifflin.)

**Other Resources:**

*Mais Oui! Audio Program* – Audio activities which accompany the Laboratory section of the Workbook/Laboratory Manual/Video Manual. Accessible in the Foreign Language Media Center –30 East Main Street, Jastak-Burgess Hall, Room 006.

*Mais Oui! Web Site* –

[http://college.cengage.com/languages/french/thompson/maisoui/4e/site\\_index.html](http://college.cengage.com/languages/french/thompson/maisoui/4e/site_index.html)

*Web Search Activities, French Web Resources* (Links, Maps, English Grammar for Students of French)

*Mais Oui! Study Modules* – extra practice for each chapter.

<http://college.cengage.com/languages/french/thompson/maisoui/4e/improve/improvep.html>

To prepare for quizzes, do the ACE practice activities for every chapter.

<http://college.cengage.com/languages/french/thompson/maisoui/4e/ace/practiceacep.html>

See your instructor if you have any questions.

\*\*\*Unless told otherwise, please bring your textbook to class **everyday**.\*\*\*

\*\*\*It is essential that you complete the *A l'écoute* sections of each chapter as indicated on the syllabus or you will be at a great disadvantage in class.\*\*\*

**Goals:** Students who successfully complete this course will be able to:

- ✓ perceive and distinguish French sounds; comprehend simple ideas related to everyday concrete topics communicated at a normal rate of speech.
- ✓ understand simple, non-technical French; learn the meaning of new words by inferring from context.
- ✓ pronounce the sounds of French with sufficient accuracy to be understood (with some difficulty) by a native speaker used to dealing with non-native speakers.
- ✓ communicate in survival situations by mainly using memorized language with words, phrases and some sentences and by trying to negotiate for meaning with other speakers of French.
- ✓ create in class (without a dictionary) and outside of class, short texts of sufficient clarity to be understood by a sympathetic native speaker.
- ✓ comprehend short but authentic texts in French by learning to make hypotheses about the content, and by using different strategies for understanding texts.
- ✓ demonstrate basic knowledge of and appreciation for everyday French and Francophone culture and culturally conditioned behavioral patterns.

**Course Grade:**

➤ Written Exams .....	<b>20%</b>
➤ Final Written Exam .....	<b>15%</b>
➤ Quizzes .....	<b>15%</b>
➤ Oral Exam .....	<b>10%</b>
➤ Writing Activities (of varying length with corrections) .....	<b>15%</b>
➤ Web Assignments and other graded homework .....	<b>10%</b>
➤ In-class oral performance (discussions, Jeu de Rôle, scenarios) .....	<b>15%</b>

A = 93-100  
 A- = 90-92  
 B- = 80-82

B+ = 87-89  
 B = 83-86  
 C- = 70-72

C+ = 77-79  
 C = 73-76  
 D- = 60-62

D+ = 67-69  
 D = 63-66  
 F = 0-59

\*Much of the homework will be completed using the *Quia* on-line workbook which accompanies *Mais Oui!* You will be required to create a *Quia* account. Your work will be graded and recorded as homework. Additional homework will be collected and graded throughout the semester.

**Quizzes** will include vocabulary, listening comprehension, grammar, writing, and culture.

## Course Policies:

1. French 105 is an approximately 60-hour course in elementary French. Successful completion of the course presupposes 60 class hours of direct contact with the French language, in much the same way that a laboratory course or any skill-licensing course presupposes a predetermined number of contact or practical hours.  
Nevertheless, students are allowed four absences for which it is not necessary to present a written excuse. If any of these four absences occurs on a day when oral and written exams, quizzes or any other graded activities take place, students must bring a letter from a physician or the Academic Dean of the appropriate college to document the reason for the absence.  
The four absences are not four free absences; they are four unexcused absences that will not result in a lowering of a student's grade. Students are responsible for any and all information presented in class. After four absences for any reason, a student's final course grade will be lowered by 1% for each additional absence. This excludes absences after the fourth which are due to religious holidays, illness, accidents or other exceptional circumstances. Such absences should be reported promptly and will require written documentation as explained above. No such excuses will be accepted one calendar week (7 days) beyond the day on which the absence occurred.
2. 100-level language courses cannot be taken on a pass/fail basis if the courses are being used to satisfy a requirement or as prerequisites of a course used to satisfy a requirement.
3. No make-up work is accepted for any kind of unexcused absence or late arrival to class. In addition, any request for alternate due dates for any graded assignment due to a previous commitment must be made in writing to your instructor before the end of the free DROP/ADD period. This includes the Final Exam which will be given during Finals Week. Expect to be present and available to take your Final Exam until the last day of Finals Week. Any request for alternate dates for any graded assignment must contain documentation and/or written proof to support it.
4. Any late assignments (i.e. homework) will receive a lowered grade (10% for each day your work is late).
5. In order to successfully complete this course, it is highly recommended that you spend **at least one hour studying for every 50-minute class period**. Studying includes practicing pronunciation, listening, speaking, reading, and writing; practicing and reviewing grammar and learning about French culture.
6. Please read the University's Academic Honesty Policy in the *Student Guide to University Policies*. Also, **note that use of on-line translators is strictly prohibited** and is considered academic dishonesty. If you need help with assignments, please see **only** your instructor(s) unless you have a University approved tutor. Asking native speakers or other students to "look over" and correct your work is considered academic dishonesty. If you have any questions about what constitutes dishonesty, please ask your instructor(s). Students may use the following on-line dictionary:  
***<http://www.wordreference.com> or [www.tv5.org](http://www.tv5.org) (scroll to dictionary)***
7. Graded written and oral activities may be unannounced.
8. **The syllabus schedule for FREN 105 is to be used as a guide**. Readings, activities, and quiz dates may vary slightly according to the needs of the class. You will be given sufficient notice regarding any changes.

**Please Note:** Do not make travel plans during scheduled classes. This is not an excused absence and any work missed, including exams, will not be rescheduled. If you have a problem or a question about the course, please see your instructors as soon as possible.

## Schedule Fall 2008

Along with the recommended Extension Homework exercises, students are also encouraged to use the *Mais Oui!* CD-ROM before each Chapter assessment.

### (W) Sept. 3

**OBJECTIVE:** Introducing yourself, Saying alphabet. Course Policies/ syllabus

**In class:** Introduction activity. Alphabet pp. 2-3.  
Hand out syllabus.

**Homework for next class:** Read over syllabus.

(Extension homework): *Quia* Chap.  
Préliminaire LAB ex. LP 1A L'alphabet

### (R) Sept. 4

**OBJECTIVE:** Greeting others formally and informally

**In class:** Stratégie de Communication pp. 4-5,  
Activités pp. 6-8.

**Homework :** Read *Culture et réflexion* pp. 8-9 and write a brief paragraph describing your reactions, *Quia* Chap. Préliminaire, **ex. A, B.**

(Extension homework): *Quia* Chap.  
Préliminaire LAB ex. LP 1B, 1C, 2A

### (M) Sept. 8

**OBJECTIVE:** Identifying classroom objects and people

**In class:** *A l'écoute* pp. 9-10, Structures, pp. 10-12, Activités pp. 12-13

**Homework:** Read and study classroom expressions on page 13, *Quia* Chap. Préliminaire **ex. C**

(Extension homework): *Quia* Chap.  
Préliminaire LAB ex. LP 2B

### (T) Sept. 9

**OBJECTIVE:** Media Center Orientation 006 Jastak-Burgess Hall

**In class:** We will all meet at the Media Center.  
All students are expected to have registered for *Quia* by this date. Website for *Mais Oui* 4<sup>th</sup> ed. to be presented to the students.

**Homework:** Study for Thursday's Quiz

(<http://college.cengage.com/languages/french/thompson/maisoui/4e/improve/improvep.html>)

### (W) Sept. 10

**OBJECTIVE:** Using classroom expressions, counting, saying your age

**In class:** Review pp. 12-13, Activités p. 13-14,  
Les nombres pp. 14-15. If time, culture p. 15.

**Homework:** *Quia* Chap. Préliminaire **ex. D, STUDY FOR TOMORROW'S QUIZ!!!**

(Extension homework) : *Quia* Chap.  
Préliminaire LAB ex. LP 2C



**(R) Sept. 11**

**OBJECTIVE:** Review, Chap. Préliminaire (QUIZ A)

**In class:** Révision Chap. Préliminaire themes, take quiz

**Homework:**

**(M) Sept. 15**

**OBJECTIVE:** Describing nationalities and professions of self and others

**In class:** *A l'écoute* pp. 20-21, verb *être* & *pronoms* pp. 22-23

**Homework:** *Quia* Chap. 1 ex. A

**(T) Sept. 16**

**OBJECTIVE:** Describing nationalities and professions of others

**In class:** Activités pp. 24-26, *Notes Culturelles* p. 25, *Jeu de rôle* p. 26

**Homework:** *Quia* Chap. 1 ex. B, C

(Extension homework): *Quia* Chap. 1 LAB ex. L1-1, 2, 3, 4

**(W) Sept. 17**

**OBJECTIVE:** Describing physical attributes of oneself and others

**In class:** Introduction of adjectives p. 27, Pronunciation ex. p. 28, Activités pp. 30-31.

**Homework:** *Quia* Chap. 1 ex. D, E, read p. 29 and answer the 3 questions in box, p. 29.

(Extension homework): *Quia* Chap. 1 LAB ex. L1-1, 2, 3, 4

**(R) Sept. 18**

**OBJECTIVE:** Specifying people and things

**In class:** Discussion *L'accord des adjectifs* p. 29, *C'est... -il/elle est...* p. 32, Activités pp. 33-34

**Homework:** *Quia* Chap. 1 ex. F, G

(Extension homework): *Quia* Chap. 1 LAB ex. L1-1, 2, 3, 4

**(M) Sept. 22**

**OBJECTIVE:** Describing celebrities in a role play, discussing culture

**In class:** Review masculine and feminine adjectives, read *Culture et réflexion* p. 37 and discuss in class, prepare *jeu de rôle* p. 36 to present on Tuesday.

**Homework:**

(Extension homework): *Quia* Chap. 1 LAB ex. L1 -7A-B, C

**(T) Sept. 23**

**OBJECTIVE:** Presenting a role play, Using effective reading strategies

**In class:** Present role play to the class, Reading activity: *Le petit Nicolas est malade* pp. 38-39.

**Homework:** Complete reading activity questions on p. 38. (Extension homework): *Quia* Chap. 1 LAB L1-7F

**(W) Sept. 24**

**OBJECTIVE:** Asking yes/no questions

**In class:** *L'Interrogation* pp. 40-41. Activités p. 41 ex. Q, R (practicing question formation)

**Homework:** *Quia* Chap. 1 ex. H, I

**(R) Sept. 25**

**OBJECTIVE:** Asking questions and answering negatively.

**In class:** *La négation* p. 42, Activités pp. 42-43, *Stratégie de communication* p. 43. Activité V, p. 44.

**Homework:** *Quia* Chap. 1 ex. J, K (please write 2 paragraphs for ex. K!)

(Extension homework): *Quia* Chap.1 LAB ex. L1 7G

**(M) Sept. 29**

**OBJECTIVE:** Using effective reading strategies to complete a literary passage

**In class:** *L'accent grave* pp. 45-46, Activités pp. 46-47 or *Jeu de rôle* p.44

**Homework:** STUDY FOR QUIZ B !!!



**(T) Sept. 30**

**OBJECTIVE:** Review, Chap. 1 (QUIZ B)

**In class:** Review Chap. 1 themes & activities not done in class; take quiz

**Homework:**

**(W) Oct. 1<sup>st</sup>**

**OBJECTIVE:** Identifying family members

**In class:** Introduction of instructor's family members, *A l'écoute* pp. 52-53, Activité p. 54 and Activité A, p. 55 if time.

**Homework:** *Quia* Chap. 2 ex. A, read *Note Culturelle* p. 57 and write a brief reaction paragraph

(Extension homework): Pronunciation exercises on *Quia* Chap. 2 LAB L2. 1-5

**(R) Oct. 2**

**OBJECTIVE:** Identifying family members and expressing ownership

**In class:** Discussion *Note Culturelle*, Activités p. 57, Possessive adjectives p. 55-56, Activités pp. 56-57.

**Homework:** *Quia* Chap. 2 ex. B, C, bring photos of your family to present tomorrow to the class!!

(Extension homework): *Quia* Chap. 2 LAB ex. L2. 1-5

**(M) Oct. 6**

**OBJECTIVE:** Presenting your family, Describing what you do with your family

**In class:** Individual presentations of one's family using pictures, *Les loisirs et la famille* p. 59

**Homework:** Data interpretation activity p. 60-61 ex. 2, 3, 4, *Quia* Chap. 2 ex. D.

(Extension homework): *Quia* Chap. 2 LAB ex. L3. 7C-D

**(T) Oct. 7**

**OBJECTIVE:** Talking about leisure activities

**In class:** -ER verbs pp. 62-63, Activités G, H, I pp. 64-65; presentation of *Impératif*, p. 66-67.

**Homework:** Read p. 67-68 (questions) and write 5 questions you would ask to interview a potential new roommate, *Quia* Chap. 2 ex. E, F, G Study for quiz C.

**(W) Oct. 8**

**OBJECTIVE:** Asking questions about leisure activities, Presenting a role play

**In class:** Asking questions using interrogative pronouns p. 67, Activités pp. 68-69, *Jeu de rôle* p. 69 using questions from homework assignment

**Homework:** STUDY FOR TOMORROW'S QUIZ!!

**(R) Oct. 9**



**OBJECTIVE:** Review, first part of Chap. 2 (QUIZ C)

**In class:** Revision, take Chap.2 Quiz C, Introduction of 1<sup>st</sup> Writing Assignment

**Homework:** 1<sup>st</sup> Writing Assignment due Oct. 15<sup>th</sup>.

**(M) Oct. 13**

**OBJECTIVE:** Talking about age, Counting

**In class:** *A l'écoute* pp. 71-72, Intonation exercise p. 73, Numbers 70-100 p. 74, Activités p. 74

**Homework:**

(Extension homework): *Quia* Chap. 2 LAB ex. L3.7F

**(T) Oct. 14**

**OBJECTIVE:** Talking about age and appearance

**In class:** Verb *avoir* and interrogative adjective *quel* pp. 75-76, Activités R, S, T, U p. 77

**Homework:** *Quia* Chap. 2 ex. H, I, J, STUDY FOR EXAM I on Mon. !!! (you may want to do ACE practice test. See Mais Website above)

**(W) Oct. 15**



**OBJECTIVE:** Using effective reading strategies to interpret a literary passage

**In class:** Collect 1<sup>st</sup> Writing Assignment, Reading Activity: *L'homme qui te ressemble* pp. 79-81

**Homework:** *Quia* Chap. 2 ex. K, STUDY FOR THURSDAY'S EXAM!!!

**(R) Oct. 16**

**OBJECTIVE:** Review for Exam I

**In class:** Revision of Chap. Préliminaire, Chap. 1 and Chap. 2 themes

**Homework:** STUDY FOR MONDAY'S EXAM!!!

**(M) Oct. 20**



**EXAM I**

**(T) Oct. 21**

**OBJECTIVE:** Describing the ideal student apartment

**In class:** *A l'écoute* pp. 86-87, Discussion of *Notes Culturelles* p. 87. Pronunciation exercise *Les voyelles nasales* pp. 88-89.

**Homework:** Using ads on p. 86 as an example, write your own classified ad

(Extension homework): *Quia* Chap. 3 LAB ex. L3. 1-4

**(W) Oct. 22**

**OBJECTIVE:** Describing furniture in an apartment

**In class:** *Les meubles et les objets personnels* pp. 91-92, *Activités* pp. 92-93

**Homework:** *Quia* Chap. 3 ex. A, Write a paragraph describing your room

**(R) Oct. 23**

**OBJECTIVE:** Telephoning and asking about an apartment

**In class:** Telephone courtesy pp. 89-90, *Activités* p. 90. Asking information questions pp. 93-94, *Activités* p. 94

**Homework:** *Quia* Chap.3 ex. B, C

(Extension homework): *Quia* Chap.3 LAB L3. 5A

**(M) Oct. 27**

**OBJECTIVE:** Presenting a role play

**In class:** Prepare and present role play on p. 94. In class oral activity.

**Homework:**

**(T) Oct. 28**

**OBJECTIVE:** Describing people, things, and preferences

**In class:** Placement of regular and irregular adjectives (BAGS) pp. 98-99; *Activités* pp. 99-100

**Homework:** *Quia* Chap.3 ex. E, F, G.

(Extension homework): *Quia* Chap.3 LAB ex. L3.6B

**(W) Oct. 29**

**OBJECTIVE:** Giving directions

**In class:** *A l'écoute* pp. 106-107, Getting around town p. 109. *Activités* pp. 110-111. Pronunciation: les sons [u] et [y], p.108.

**Homework:** Read *Culture et réflexion* p. 105 and write a brief reaction Paragraph.

(Extension homework): *Quia* Chap.3 LAB ex. L3.6D

**(R) Oct. 30**

**OBJECTIVE:** Describing where you are going and why in the present and future

**In class:** *La ville et les prépositions de lieu* p. 111, *Activités* p. 112. Volunteers read paragraphs.

**Homework:** *Quia* Chap. 3 ex. J, K  
STUDY FOR Wednesday's QUIZ D!!

(Extension homework): *Quia* Chap. 3 LAB  
ex. L3. 6F

**(M) Nov. 3**

**OBJECTIVE:** Describing the layout of a city

**In class:** *Le futur proche-Les contractions*  
p. 112, Activités pp. 113.

**Homework:** STUDY FOR WED. 'S  
QUIZ D!!!



**(T) Nov. 4<sup>th</sup> (Election day; classes suspended.)**

**(W) Nov. 5**

**OBJECTIVE:** Review and Chap. 3 (QUIZ D)

**In class:** Revision of Chap. 3 themes, take quiz

**Homework:**

**(R) Nov. 6**

**OBJECTIVE:** Describing your course schedule

**In class:** *A l'écoute* p. 124-127, Describe your  
school schedule. Les sons, p. 127.

**Homework:** Read *Notes Culturelles* p.  
124, 130, *Quia* Chap.4 ex. A, B

**(M) Nov. 10**

**OBJECTIVE:** Discussing the French school system, Talking about course schedules

**In class:** Discussion of cultural readings, *L'heure*  
p. 130; Activités p. 130-131.

**Homework:** *Quia* Chap. 4 ex. C

(Extension homework): *Quia* Chap.4 LAB  
ex. L4. 1-4

**(T) Nov. 11**

**OBJECTIVE:** Interpreting a French school calendar, Talking about days and dates

**In class:** *La semaine scolaire* p. 134-135. *Articles  
et prépositions avec le jour et la date* p. 139--140,  
Activités p. 140-141 ; Reacting to news and  
information p. 132-133

**Homework:** *Quia* Chap.4 ex. D, E

(Extension homework): *Quia* Chap.4 LAB  
ex. L4. 6A

**(W) Nov. 12**

**OBJECTIVE:** Talking about extracurricular activities

**In class:** Verb *faire* p. 142, Activités p. 142. *Jeu  
de rôle* p. 142

**Homework:** *Quia* Chap.4 ex. F, G

(Extension homework): *Quia* Chap.4 LAB  
ex. L4. 6C

**(R) Nov. 13**

**OBJECTIVE:** Discussing French university life, Stating what you can and want to do

**In class:** *A l'écoute* p. 144-145, Verbs *pouvoir*  
and *vouloir* p. 46-147, Introduction of 2<sup>nd</sup> Writing  
Assignment .

**Homework:** 2<sup>nd</sup> Writing Assignment  
due November 19<sup>th</sup> , STUDY FOR QUIZ  
E!!!

**(M) Nov. 17**

**OBJECTIVE:** Stating what you can and want to do

**In class:** *Pouvoir* and *Vouloir*, discussing what courses you would like to take next semester, Activités p. 147-148

**Homework: STUDY FOR TOMORROW'S QUIZ E!!!**

**(T) Nov. 18**



**OBJECTIVE:** Discussing your classes and what you learn, first part Chap. 4 (QUIZ E)

**In class:** Verbs *prendre*, *apprendre*, and *comprendre* p. 149-150. Activités p. 150.

**Homework: Quia Chap.4 ex. H**

(Extension homework): *Quia* Chap.4 LAB ex. L4. 6D

**(W) Nov. 19**

**OBJECTIVE:** Writing about life at UD

**In class:** Collect 2<sup>nd</sup> Writing Assignment, Writing Activity in groups p. 155, topic #2.

**Homework:**

(Extension homework): *Quia* Chap.4 LAB ex. L4. 6E

**(R) Nov. 20**

**OBJECTIVE:** Presenting a role play and reviewing for exam

**In class:** Prepare and present a role play p. 142 OR p.150, Révision of Chap.3 themes.

**Homework: STUDY FOR EXAM II !!!**

**(M) Nov. 24**

**OBJECTIVE:** Using effective reading strategies to interpret a literary passage, Review for Exam II

**In class:** Reading Activity *Ils vont lui faire éclater le cerveau.*” p. 151-152, Revision of Chap.3 themes.

**Homework: STUDY FOR TOMORROW'S EXAM!!!**

**(T) Nov. 25**



**EXAM II**

**(W) Nov. 26**

**OBJECTIVE:** Talking about what you like and do not like to eat and drink

**In class:** Introduction of food/drink vocabulary, *A l'écoute* p. 160-161. Lire *Notes Culturelles*, p. 161-162.

**Homework:** Study vocabulary on pages 161, 164, 165, Answer the bulleted question on page 165, *Quia* Chap. 5 ex. B, C

(Extension homework): *Quia* Chap. 5 LAB ex. L5.1-4

**Thursday 27-Friday 28. Thanksgiving. Bonnes vacances.**

**(M) Dec. 1<sup>st</sup>**

**OBJECTIVE:** Discussing food and drink, Comparing eating and drinking habits

**In class:** Verb *boire* p.168, *Les articles partitifs* p. 168-169, Activités p. 170-171

**Homework: Quia Chap. 5 ex. D, E**

(Extension homework): *Quia* Chap. 5 LAB ex. L5. 6A

**(T) Dec. 2<sup>nd</sup>**

**OBJECTIVE:** Describing eating and drinking preferences

**In class:** Expression *ne...plus; ne...jamais*,  
Activités p. 175-176. Les expressions de quantité,  
p.177. Le comparatif, pp. 179-180.  
Activities, 180-181. Introduction of 3<sup>rd</sup> Writing  
Assignment

**Homework:** 3<sup>rd</sup> Writing Assignment due  
December 10<sup>th</sup>, *Quia* Chap. 5 **ex. G, I.**

**(W) Dec. 3<sup>rd</sup>**

**OBJECTIVE:** Presenting a role play

**In class:** Prepare and present a role play p. 181  
OR 192

**Homework: PRACTICE FOR  
MONDAY'S ORAL EXAM!**

**(R) Dec. 4**

**OBJECTIVE:** Talking about past actions

**In class:** Presentation of *le passé composé* p.  
205-206. (Recognition only). Activités pp. 205-  
206 if time.

**Homework: PRACTICE FOR ORAL  
EXAM!!**



**(M) Dec. 8**

**ORAL EXAMS**



**(T) Dec. 9**

**OBJECTIVE:** Review for Final Exam (& oral exams).



**(W) Dec. 10**

**OBJECTIVE:** Review for Final Exam

**In class:** Collect 3<sup>rd</sup> Writing Assignment,  
Révision Chap. Préliminaire, Chap.1, 2, 3, 4, 5  
themes

**Homework:**

**Dec. 15- Dec 19 – Final Exam Week (EXAM DATE AND ROOM TBA)**

## IMPORTANT DATES

• September 11 <sup>th</sup>	<b>Quiz A (Preliminary Chap.)</b>
• September 30 <sup>th</sup>	<b>Quiz B (Chap. 1)</b>
• October 9 <sup>th</sup>	<b>Quiz C (Chap. 2)</b>
• October 15 <sup>th</sup>	<b>1<sup>st</sup> writing assignment due</b>
• October 20 <sup>th</sup>	<b>Exam I</b>
• November 5 <sup>th</sup>	<b>Quiz D (Chap. 3)</b>
• November 18 <sup>th</sup>	<b>Quiz E (Chap. 4)</b>
• November 19 <sup>th</sup>	<b>2<sup>nd</sup> writing assignment due</b>
• November 25 <sup>th</sup>	<b>Exam II</b>
• December 8 <sup>th</sup> & part of 9 <sup>th</sup>	<b>Oral Exams</b>
• December 10 <sup>th</sup>	<b>3<sup>rd</sup> writing assignment due</b>
• <b>Dec. 15th- 19<sup>th</sup></b>	<b>Final Exam Week</b>

## French 105 Oral Exam

As stated at the beginning of this syllabus, one of the goals of this course is to help students who successfully complete this course be able to:

*“pronounce the sounds of French with sufficient accuracy to be understood (with some difficulty) by a native speaker used to dealing with non-native speakers, to communicate in survival situations by mainly using memorized language with words, phrases and some sentences and by trying to negotiate for meaning with other speakers of French, and demonstrate basic knowledge of and appreciation for everyday French and Francophone culture and culturally conditioned behavioral patterns.”*

In order to evaluate the extent to which students have achieved the above stated goals, French 105 teachers will test students' oral and listening abilities using the following format: Students will choose partners and sign up on a sheet organized by the teacher. Oral exams will take place in the classroom during a scheduled class that day or in the instructor's office.

On the day of the exam, students discuss a topic provided by the teacher in a card.

1. as a warm-up, students will interact briefly with the teacher: ex. *Bonjour, comment ça va? etc...*
2. The partners will choose a card at random. Depending on situations, students may choose a second or a third card. In each card, there will be a topic studied in the preliminary chapter -chapter 5. Students will use the vocabulary and grammar studied so far. Also, students will use appropriate communicative strategies specific to oral communication (see this syllabus for the communication strategies that will be covered).
3. In addition to the cards mentioned above, your instructor may ask you and your partner additional questions.
4. To assess your oral performance, your teacher will take into account:
  - a. Content and vocabulary
  - b. Grammar used during interaction
  - c. Comprehensibility and pronunciation.

At the end of this syllabus, please find a form that will be used during the oral exams.