

**UCEAP LANGUAGE AND CULTURE (INTENSIVE TRACK)
PARIS, FRANCE**

**INTENSIVE ADVANCED FRENCH AND COMPOSITION
FRENCH 60 - FRENCH 101**

SUMMER 2018

1. COURSE INFORMATION

Class Times: M/Tu/W/Th 9:30-11am and 11:30am-1pm (see course schedule for F sessions)

Site visits: M 1:30-3:30pm

Class Location: ACCENT Study Center

Language of Instruction: French

UC Quarter/Semester Credits: 10/6.67

UCEAP Course Subject(s): French

Course Duration (weeks): 7 weeks

2. FACULTY INFORMATION

Faculty: Pierre Bras, Ph.D.

Faculty Contact Information: ucpierrebras@gmail.com

Office: UC Paris Study Center

Office Hours: by appointment

3. COURSE DESCRIPTION

This seven-week program is an intensive grammar course sequence intended to immerse students in the French language and culture through daily class sessions and weekly instructor-led site visits. The French summer program teaches listening, speaking, reading and writing with a focus on communication. Students will have the opportunity to use everything they learn in class as they go about their daily activities. Students can expect to be able to talk about a wide variety of topics, such as politics, literature, and the arts, as well as other activities. While they are improving their language skills, students will continue to deepen their knowledge of the culture of the French-speaking world. To immerse students in the language, **only French will be spoken in class**. Although students are not expected to understand every word, they should try to follow the gist by paying attention to the context. Students will find their comprehension increasing as the course progresses.

4. COURSE MATERIALS

Schultz, J.M. and M.P. Tranvouez, Réseau: Communication, Intégration, Intersections, Prentice Hall, 2nd Ed., 2015.

Course Reader: FR101: *France, cent frontières*

5. COURSE LEARNING OUTCOMES

The goal of the 60-101 course sequence is to help students develop the ability to communicate in spoken and written French. By the end of the course sequence, students will have been presented and should be able to understand/perform/possess the following at a level appropriate to an advanced-low learner (ACTFL scale):

- Understand and use all the verb tenses of high-frequency regular and irregular verbs including reflexive verbs; use the indicative, imperative, conditional, subjunctive and infinitive moods, as well as use subject, stressed and object pronouns, articles, expressions of quantity, prepositions, possessive and demonstrative adjectives and pronouns, negative and interrogative expressions, relative pronouns, hypothetical sentences and the passive voice, etc.
- Apply the above-mentioned aspects of French grammar (such as verb tense, mode, and conjugation) to written and oral communication
- Possess a working vocabulary and engage in conversations with an interlocutor in French, using both simple and more complex sentences and vocabulary, with use of past and future tenses as well as conditional and subjunctive moods, on familiar topics and to express their basic everyday needs, as well as on topics relating a variety of contemporary sociological and cultural issues that touch on questions

- of the arts, literature, cinema, vernacular French, multicultural society, France in the European Union, etc., and to discuss themes in contemporary French culture and society
- Employ the listening strategies and skills necessary to understanding a wide variety of discourse
 - Understand information on French and Francophone culture on the following topics: health and illness, vacation time, family structures, schooling and values of the French Republic, the distribution of household chores, environmental protection, cuisine, grocery shopping and eating habits, the workplace, café life, multi-ethnic society, youth culture, and the geography, music and cuisine of the francophone world
 - Individually and/or collectively present orally information, concepts, and ideas to an audience of sympathetic listeners on a variety of topics
 - Read, understand, answer questions and discuss texts from a variety of genre as well as multimedia material
 - Write summaries, dialogues or skits, as well as produce short (3-5 pages) compositions
 - Reflect upon basic cultural differences as reflected in a variety of French and Francophone contexts, such as varying levels of familiarity/formality, etiquette, cuisine and dietary habits, family structures, commerce and the professional world, etc., as well as in cultural products such as film, performances, news, and music

Enrollment Advice for Fall Term

The following recommendation for continuing the study of French upon completion of the FR60-FR101 course sequence is not meant to provide a definitive prescription, but rather a helpful suggestion. Students are required to follow placement procedures as defined by their home campus French department.

UCEAP Paris Course	Equivalency on UC Quarter Campuses	Equivalency on UC Semester Campuses	Continuing Students : Enrollment Advice for Fall Term
FR60-FR101 Sequence	Quarter 6 + upper-division writing course	Semester 4 + upper-division writing course	Campus specific: Typically upper-division coursework

6. PREREQUISITES

5 quarter/3 semester (or its equivalent) of French.

7. METHODS OF INSTRUCTION

Instruction will consist of presentations on grammar; all class activities; small group activities; individual and group presentations; and visits to pertinent neighborhoods and sites to provide students with opportunities to practice their language skills and to learn about their host city’s history and culture.

8. COURSE REQUIREMENTS

Class Meetings & Site Visits

Class meetings will last 3.0 hours per day (2 sessions of 1.5 hours each). Class time will be divided between presentations on grammar and student activities in which active student participation is required. Students are expected to study the material assigned for each class and to be prepared to practice the material in class.

In addition, students will meet for periodic site visits:

- Week 2: Le Marais
- Week 3: Le Quartier Latin
- Week 4: Opéra
- Week 5: Saint-Germain des Prés
- Week 6: Montmartre

Class Participation

Active participation is required. Students are expected to study the assigned material and complete all homework for each class meeting beforehand, and to participate actively in all class activities and discussions.

Written Assessment – Homework

Every handwritten assignment must be completed on a neat, squared sheet of paper, be written in a legible way with a pen and include the following: student’s name, instructor’s name, the date, and where applicable reference to the page number(s) of the exercise/activity.

Written Assessment – Compositions

Compositions are an opportunity for students to use French creatively, pulling together everything they have learned to describe their experiences. An “A” composition will be accurate, thoroughly address the topic and express something unique about the writer. Compositions are to be typed, double-spaced 12-point font (Times NR) and to meet length requirements as specified on the prompts.

All work submitted must be the student’s own. The use of translating/writing programs or online-websites (or friends or family members who speak more advanced French) for composition assignments is not permitted. Assignments produced in this manner will not receive credit. Students should approach their assignments and compositions as exciting opportunities to put to use their developing language skills in a creative manner. Also, it is not a good idea to begin an assignment in English with the intent to translate it into French. Students should use the vocabulary and structures they are learning in class for their assignments and compositions. Use of a bi-lingual dictionary to look up words is acceptable.

Written Assessment – Chapter Tests

Chapter tests will occur on a weekly basis. The tests aim at evaluating students’ knowledge and understanding of grammar, vocabulary and culture.

Oral Presentations

The oral presentations aim at evaluating students’ oral skills. Students are required to present on the assigned topic and to do so without a script. Using visual or other extra-linguistic supports is acceptable.

Visit Report (FR101 segment of course sequence)

The visit report is a cumulative project that covers all the site visits. Students are provided with a series of questions that ask them to describe what they saw, what they appreciated, and what they learned from each of the five visits. The project includes both a written and oral evaluation in a format similar to the compositions and oral presentations.

Final Exams

The final exam at the end of each course in the course sequence aims at evaluating the students’ cumulative knowledge and understanding of grammar, vocabulary and culture.

9. ASSESSMENT AND GRADING CRITERIA

The two courses in the FR60-FR101 sequence will be graded on a 100-point scale. The final grades will be determined as follows:

FR60		FR101	
➤ Class Participation	15%	➤ Class Participation	15%
➤ Homework	10%	➤ Homework	10%
➤ Compositions	15%	➤ Compositions	15%
➤ Chapter Tests	20%	➤ Chapter Tests	20%
➤ Oral Presentations	10%	➤ Oral Presentations	10%
➤ Final Exam	30%	➤ Visit Report	10%
		➤ Final Exam	20%

The numerical average will correspond to the following degrees of competence:

- 90 – 100 *Outstanding degree of competence*
- 80 – 89 *Good degree of competence*
- 70 – 79 *Adequate degree of competence*
- 60 – 69 *Basic degree of competence*
- 0 – 59 *Failure to demonstrate a basic degree of competence*

10. ATTENDANCE POLICY

Attendance is expected in all course meetings, course-related activities and visits/excursions on UCEAP programs.

- Students should plan to arrive on time to all course meetings. Students will be marked absent if they are not present at the start of class. Students will also be marked absent if they skip out early.
- Roll will be called as a matter of course. The class register is the official record of student attendance.
- Absences will adversely affect course participation grades.

Students will be required to meet with the Academic Director if it is determined that their lack of participation in a course has a negative impact on the other students in the class (e.g., group presentations). When appropriate, the Academic Director will confer with UCEAP on disciplinary measures to take, including probation and dismissal from the program.

- No MAKE-UPS for missed work: if a student is absent on a day when there is some form of assessment (quiz, test, presentation, exam, etc.), there will be no make-ups.
- NO LATE ASSIGNMENTS: due to the intensive nature of the program, no late assignments will be accepted and no extensions will be given.
- No guests are allowed to participate in any UCEAP courses or site visits.

11. CLASS ETIQUETTE

Students studying abroad are ambassadors for the University of California and as such, should act with decorum and respect for others at all times. As participants on the UCEAP Summer Program in Paris, students are subject to student conduct policies of UCEAP and ACCENT.

Students should seek to play their part in making the class a success. Students should arrive punctually for classes, taking special care to allow for journey times between the various venues. They should come to class with the necessary materials for taking notes, and bringing with them any books or suchlike required for the class. Students will be responsible for obtaining their own copies of any missed assignments and materials.

Food and drink may NOT be brought into the classroom or consumed during class. Cell phones and other electronic devices should be switched off upon entering the classroom or lecture room.

For more information, please consult the UCEAP Student Conduct and Discipline Policy at http://eap.ucop.edu/Documents/Policies/student_conduct_discipline.pdf.

12. ACADEMIC INTEGRITY

Students should remember that they are subject to the academic integrity provisions of the University of California. The principle of honesty must be upheld if the integrity of scholarship is to be maintained by an academic community.

All academic work—compositions, exams, and/or other assignments—must be done by the student to whom it is assigned, without unauthorized aid of any kind. Likewise, any act of academic misconduct, such as cheating, fabrication, forgery, plagiarism, or facilitating academic dishonesty, will subject a student to disciplinary action.

For more information, please consult UCEAP Academic Conduct Policy at http://eap.ucop.edu/Documents/Policies/academic_conduct.pdf.

13. STUDENT ACCOMMODATIONS



UCEAP is committed to facilitating welcoming and reasonably accessible programs. Any student who because of a disability may require special arrangements in order to meet course requirements should present appropriate verification from the campus Student Disability Office to UCEAP advisors during the application process, and should contact Paris Director upon arrival to confirm the approved accommodations. No requirement exists that accommodations be granted prior to completion of this approved university procedure. Disability status is confidential and should always be discussed in private.

For more information, please consult UCEAP Official website at <http://eap.ucop.edu/Diversity/Pages/students-with-disabilities.aspx>

14. COURSE SCHEDULE


Date	Contents	Coursework & Site Visits
<p><i>SEMAINE 1</i> 60</p> <p>jeudi 21 juin</p> <p>9h30-11h et 11h30-13h</p>	<p>Présentation du cours ; présentation des étudiants par eux-mêmes</p> <p>Grammaire : catégorie et syntaxe des verbes pronominaux (<i>Réseau</i>, p. 302-304) ; l'accord du participe passé des verbes pronominaux (<i>Réseau</i>, p. 305-306)</p> <p>Vocabulaire : intersections esthétiques, (<i>Réseau</i>, p. 294-295 & 297)</p>	<p>❖ Devoirs pour la prochaine séance : 9-1 ; 9-2 ; 9-4 ; 9-5 ; 9-7 ; 9-11</p>
<p><i>SEMAINE 1</i> 60</p> <p>vendredi 22 juin</p> <p>9h30-11h et 11h30-13h</p>	<p>Grammaire : l'infinitif passé (<i>Réseau</i>, p. 316) ; verbes et locutions suivis d'un infinitif (<i>Réseau</i>, p. 316-319) ; le participe présent ; le gérondif (<i>Réseau</i>, p. 331-332).</p>	<p>❖ Devoirs pour la prochaine séance : 9-14 ; 9-15A ; 9-16 ; 9-13 (utiliser « avant de » ou « après » suivant les cas et utiliser, dans l'ordre, les verbes : rencontrer ; préparer ; retrouver ; rejoindre ; passer dans ; admirer ; visiter ; se promener) ; 9-20 ; 9-21 ; 9-23 ; 9-19 (utiliser, dans l'ordre, les verbes : être ; avoir ; ne jamais sortir ; ne pas comprendre ; baisser ; accepter ; entrer ; voir ; croire ; toujours vouloir ; pleurer ; se jurer) + réviser pour le test</p>
<p><i>SEMAINE 1</i></p> <p>samedi 23 juin rdv 8h45</p>		<p>Excursion : Chantilly</p>
<p><i>SEMAINE 2</i> 60</p> <p>lundi 25 juin</p> <p>9h30-11h et 11h30-13h</p>	<p>À propos de l'excursion à Chantilly – Discussion</p> <p>Grammaire : le futur proche ; le futur simple (<i>Réseau</i>, p. 348-350) ; le futur antérieur (<i>Réseau</i>, p. 351)</p> <p>Vocabulaire : Cinéma, (<i>Réseau</i>, p. 342-343 ; p. 344)</p>	<p>❖ Devoirs pour la prochaine séance : 10-1 ; 10-2 ; 10-4 ; 10-5 ; 10-7 ; 10-8 (écrivez trois phrases) ; 10-10 ; 10-12 ; 10-13 ; 10-14 ; 10-9 (utiliser, dans l'ordre, les verbes : aller, devoir, promener, voir, acheter, manger, envoyer, falloir, asseoir, pleuvoir, pouvoir) + mémoriser la conjugaison des verbes irréguliers p. 350</p>
<p><i>SEMAINE 2</i> 60</p> <p>lundi 25 juin</p> <p>13h30-15h30</p>		<p>60-101 Sortie 1 Paris historique : Le Marais</p>
<p><i>SEMAINE 2</i> 60</p> <p>mardi 26 juin</p> <p>9h30-11h et 11h30-13h</p>	<p>Grammaire : la formation et utilisation du conditionnel présent + 10-16 (<i>Réseau</i>, p. 359-360) ; le conditionnel passé (<i>Réseau</i>, p. 362)</p>	<p>Récitation individuelle des verbes irréguliers de la p. 350.</p> <p>❖ Devoirs pour la prochaine séance : 10-15 ; 10-17 ; 10-19 ; 10-20 ; 10-21 + mémoriser la conjugaison des verbes irréguliers p. 360 + préparer la composition FR60 n°1</p>

<p><i>SEMAINE 2</i> 60 mardi 26 juin 17h-18h30</p>		<p>Atelier de cuisine</p>
<p><i>SEMAINE 2</i> 60 mercredi 27 juin 9h30-11h et 11h30-13h</p>	<p>Récitation individuelle des verbes irréguliers de la p. 360 Grammaire : les emplois idiomatiques du verbe « devoir » (<i>Réseau</i>, p. 363) ; les phrases conditionnelles (1) : idée générale ; hypothèses sur le futur ; les phrases conditionnelles (2) : hypothèses sur le présent ; hypothèses sur le passé (<i>Réseau</i>, p. 373-374)</p>	<p>✚ Rendre la composition FR60 n°1</p> <p>❖ Devoirs pour la prochaine séance : 10-22 ; 10-23 ; 10-30 ; 10-31 ; 10-35 ; 10-37 + exercices sur les phrases conditionnelles</p>
<p><i>SEMAINE 2</i> 60 jeudi 28 juin 9h30-11h et 11h30-13h</p>	<p>Grammaire : le « il » impersonnel (<i>Réseau</i>, p. 400-402) ; les adjectifs et pronoms démonstratifs (<i>Réseau</i>, p. 389-391) ; le « faire » causatif (<i>Réseau</i>, p. 410) Vocabulaire : Identité nationale, (<i>Réseau</i>, p. 384) ; Jugements (<i>Réseau</i>, p. 386)</p>	<p>✚ Exposés FR60 n°1</p> <p>❖ Devoirs pour la prochaine séance : 11-1 ; 11-2 ; 11-4 ; 11-5 ; 11-7 ; 11-8 ; 11-10 ; 11-11 ; 11-13 ; 11-17 ; 11-18 ; 11-19 ; 11-20 + réviser pour le test + préparer la composition FR60 n°2</p>
<p><i>SEMAINE 3</i> 60 lundi 2 juillet 9h30-11h et 11h30-13h</p>	<p>Grammaire : les verbes de perception (<i>Réseau</i>, p. 411) ; la voix passive (<i>Réseau</i>, p. 425-427)</p>	<p>✚ Test sur le chapitre 10 ✚ Rendre la composition FR60 n°2</p> <p>❖ Devoirs pour la prochaine séance : 11-22 ; 12-9 ; 12-10 ; 12-11</p>
<p><i>SEMAINE 3</i> 60 lundi 2 juillet 13h30-15h30</p>		<p>60-101 Sortie 2 Paris pratique, Paris des Parisiens : Le Quartier Latin</p>
<p><i>SEMAINE 3</i> 60 mardi 3 juillet 9h30-11h et 11h30-13h</p>	<p>Grammaire : les adjectifs indéfinis (<i>Réseau</i>, p. 433-434) ; les pronoms indéfinis (<i>Réseau</i>, p. 436-437) Vocabulaire : Politique et Europe, (<i>Réseau</i>, p. 420 ; 422)</p>	<p>✚ Exposés FR60 n°2</p> <p>❖ Devoirs pour la prochaine séance : 12-1 ; 12-2 ; 12-4 ; 12-5 ; 12-9 ; 12-10 ; 12-11 ; 12-13 ; 12-14 ; 12-15 ; 12-18 ; 12-19 ; 12-22 ; 12-23 + préparer la composition FR60 n°3</p>
<p><i>SEMAINE 3</i> 60 mercredi 4 juillet 9h30-11h et 11h30-13h</p>	<p>Grammaire : les prépositions de lieux (<i>Réseau</i>, p. 446-450) Révision pour l'examen final FR60</p>	<p>✚ Rendre la composition FR60 n°3</p> <p>❖ Devoirs pour la prochaine séance : Réviser en vue de l'Examen Final</p>

<p>SEMAINE 3 60</p> <p>jeudi 5 juillet</p> <p>9h30-11h et 11h30-13h</p>	<p>Le cinéma français Diffusion d'un film français. Activités et discussion.</p>	<p> EXAMEN FINAL 60 (75 minutes)</p> <p>❖ Devoirs pour la prochaine séance : Lire les extraits du Code noir, pp. 1-5. Répondre par écrit aux questions 1, 11 & 24</p>
<p>SEMAINE 4 101</p> <p>lundi 9 juillet</p> <p>9h30-11h et 11h30-13h</p>	<p>La première colonisation française : le Code noir</p>	<p>❖ Devoirs pour la prochaine séance : Lire l'article « Traite des nègres » de Louis de Jaucourt, pp. 6-9. Répondre par écrit aux questions 4, 12 & 21</p>
<p>SEMAINE 4 101</p> <p>lundi 9 juillet</p> <p>13h30-15h30</p>		<p>60-101 Sortie 3 Paris spectacle : Opéra Garnier</p>
<p>SEMAINE 4 101</p> <p>mardi 10 juillet</p> <p>9h30-11h et 11h30-13h</p>	<p>Louis de Jaucourt, « Traite des nègres »</p>	<p>Exposés FR101 n°1 (Préparation en classe)</p> <p>❖ Devoirs pour la prochaine séance : Lire les textes législatifs pp. 40-43. Répondre par écrit aux questions p. 43 : 2 & 8 + Combien de fois et à quelles dates l'esclavage a-t-il été aboli en France ?</p>
<p>SEMAINE 4 101</p> <p>mercredi 11 juillet</p> <p>9h30-11h et 11h30-13h</p>	<p>Les abolitions de l'esclavage : droit, représentations, commémoration Lecture de tableaux. L'orientalisme</p>	<p>❖ Devoirs pour la prochaine séance : Lire pp. 51-52, « Histoire de Saint-Louis du Sénégal » et répondre par écrit à la question 4 ; Lire pp. 54-55, « Sénégal et dépendances » de Jules Verne. Par écrit, relever toutes les fois où Jules Verne parle des Français : comment présente-t-il la relation entre les Français et le Sénégal ?</p>
<p>SEMAINE 4 101</p> <p>jeudi 12 juillet</p> <p>9h30-11h et 11h30-13h</p>	<p>La deuxième colonisation française : l'exemple du Sénégal et de l'Algérie Projection du film <i>La Bataille d'Alger</i>, de Gillo Pontecorvo (1966)</p>	<p>Exposés FR101 n°2 (Préparation en classe)</p> <p>❖ Devoirs pour la prochaine séance : Lire pp. 61-63, « La tunique de Nessus » d'Assia Djébar. Répondre par écrit aux questions 1 & 14 + préparer la composition n°1.</p>
<p>SEMAINE 5 101</p> <p>lundi 16 juillet</p> <p>9h30-11h et 11h30-13h</p>	<p>Le français, « langue marâtre » : le cas d'Assia Djébar <i>La Bataille d'Alger</i> (suite)</p>	<p> Rendre la composition FR101 n°1</p> <p>❖ Devoirs pour la prochaine séance : Lire pp. 66-69, « L'Arbre à dire » de Mohammed Dib. Répondre par écrit aux questions 1, 2 & 16 Préparer le test de mardi.</p>

<p><i>SEMAINE 5</i> 101</p> <p>lundi 16 juillet</p> <p>13h30-15h30</p>		<p>60-101 Sortie 4 Paris littéraire : Saint-Germain-des-Prés</p>
<p><i>SEMAINE 5</i> 101</p> <p>mardi 17 juillet</p> <p>9h30-11h et 11h30-13h</p>	<p>Le français, « langue adoptive » : le cas de Mohammed Dib</p>	<p>✚ Test sur les colonisations françaises.</p> <p>❖ Devoirs pour la prochaine séance : Lire pp. 73-79, l'extrait de <i>Persépolis</i> de Marjane Satrapi. Répondre par écrit aux questions : Quel rôle a joué l'Angleterre dans l'histoire de la Perse ? Que s'est-il passé en Iran en 1979 ? Quelles conséquences l'événement de 1979 a-t-il eu sur l'école ? + Préparer la composition n°2</p>
<p><i>SEMAINE 5</i> 101</p> <p>mercredi 18 juillet</p> <p>9h30-11h et 11h30-13h</p>	<p>Le français, langue adoptée : les cas de Marjane Satrapi, d'Andrée Chédid et Joséphine Baker</p>	<p>✚ Rendre la composition FR101 n°2.</p> <p>❖ Devoirs pour la prochaine séance : Lire p. 85, « Le dormeur du val » d'Arthur Rimbaud. Répondre par écrit aux questions 2, 7 & 10. Préparer le test de jeudi</p>
<p><i>SEMAINE 5</i> 101</p> <p>jeudi 19 juillet</p> <p>9h30-11h et 11h30-13h</p>	<p>De Rimbaud à MC Solaar : poésie partagée</p>	<p>✚ Test sur le français langue marâtre, adoptive, adoptée</p> <p>Exposés FR101 n°3 (Préparation en classe)</p> <p>❖ Devoirs pour la prochaine séance : Préparer la composition n°3</p>
<p><i>SEMAINE 6</i> 101</p> <p>lundi 23 juillet</p> <p>9h30-11h et 11h30-13h</p>	<p>L'immigration en France ; la Françafrique</p>	<p>✚ Rendre la composition FR101 n°3</p> <p>❖ Devoirs pour la prochaine séance : p. 99, où cette photo a-t-elle été prise (région, pays) ? Décrivez les trois principales façons de s'habiller des personnages de la photo. Quelle est la fonction du personnage assis au premier rang à droite ?</p>
<p><i>SEMAINE 6</i> 101</p> <p>lundi 23 juillet</p> <p>13h30-15h30</p>		<p>60-101 Sortie 5 Paris insolite : Montmartre</p>
<p><i>SEMAINE 6</i> 101</p> <p>mardi 24 juillet</p> <p>9h30-11h et 11h30-13h</p>	<p>La France d'outremer</p>	<p>❖ Devoirs pour la prochaine séance : Lire la chronologie, pp. 109-111. Répondre par écrit aux questions p. 112 : 1, 2, 4 & 6</p>

<p><i>SEMAINE 6</i> 101</p> <p>mercredi 25 juillet</p> <p>rdv 7h45</p>		<p>Excursion : Giverny et La Roche-Guyon</p> <p>(cours rattrapé par l'atelier cuisine et un cours d'une heure et demie le vendredi 27 juillet)</p>
<p><i>SEMAINE 6</i> 101</p> <p>jeudi 26 juillet</p> <p>9h30-11h et 11h30-13h</p>	<p>Le Conseil de l'Europe ; La Cour européenne des droits de l'Homme</p> <p>À propos de l'excursion à Giverny – Discussion</p>	<p>Exposés FR101 n°4 (Préparation en classe)</p> <p>❖ Devoirs pour lundi : Lire, p. 117, la Déclaration Schuman du 9 mai 1950. Répondre par écrit aux questions p. 118 : 1 & 5</p>
<p><i>SEMAINE 6</i> 101</p> <p>vendredi 27 juillet</p> <p>10h-11h30 (cours de rattrapage)</p>	<p>10h00-11h30 (cours de rattrapage) Visite du Musée de l'histoire de l'immigration. Rendez-vous à 10h00, au 293, avenue Daumesnil, 75012 Paris. Métro : Porte Dorée (ligne 8)</p>	<p>Voir les indications données jeudi.</p>
<p><i>SEMAINE 7</i> 101</p> <p>lundi 30 juillet</p> <p>9h30-11h et 11h30-13h</p>	<p>L'Union européenne</p>	<p>❖ Devoirs pour la prochaine séance :</p> <ul style="list-style-type: none"> ✓ Écrire : Rédigez votre rapport final sur les sorties FR60-FR101 : 1-1½ pages (i.e., 225-350 mots). ✓ Préparation orale : Préparez votre rapport oral sur les sorties FR60-FR101 (8-10 minutes). ✓ Préparer la composition n°4
<p><i>SEMAINE 7</i> 101</p> <p>mardi 31 juillet</p> <p>9h30-11h et 11h30-13h</p>	<p>Traités transatlantiques</p>	<p>✚ Rendre le rapport final sur les sorties FR60-FR101</p> <p>✚ Rendre la composition n°4</p>
<p><i>SEMAINE 7</i> 101</p> <p>mardi 31 juillet</p> <p>13h30-15h30</p>		<p>Rapports oraux (individuels) sur les sorties FR60-FR101</p>
<p><i>SEMAINE 7</i> 101</p> <p>mercredi 1er août</p> <p>9h30-11h et 11h30-13h</p>	<p>Révisions en vue de l'Examen Final</p>	<p>❖ Devoirs pour la prochaine séance : Réviser en vue de l'Examen Final</p>

<p><i>SEMAINE 7</i> 101</p> <p>jeudi 2 août</p> <p>9h30-11h et 11h30-13h</p>	<p>Pot de fin de session</p>	<p> EXAMEN FINAL FR101 (75 minutes)</p>
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