**General Education Course Inclusion Proposal**

**SOCIAL RESPONSIBILITY IN A DIVERSE WORLD**

*This proposal form is intended for departments proposing a course for inclusion in the Northern Michigan University General Education Program. Courses in a component satisfy both the Critical Thinking and the component learning outcomes. Departments should complete this form and submit it electronically through the General Education SHARE site.*

**Course Name and Number: Elementary French I (FR 101)**

**Home Department: Modern Languages**

**Department Chair Name and Contact Information** (phone, email):

Tim Compton 906-227-1107 [tcompton@nmu.edu](mailto:tcompton@nmu.edu)

**Expected frequency of Offering of the course** (e.g. every semester, every fall): every fall

**Official Course Status**: Has this course been approved by CUP and Senate? YES

*Courses that have not yet been approved by CUP must be submitted to CUP prior to review by GEC. Note that GEC is able to review courses that are in the process of approval; however, inclusion in the General Education Program is dependent upon Senate and Academic Affairs approval of the course into the overall curriculum.*

**Overview of course** (please attach a current syllabus as well): *Please limit the overview to two pages (not including the syllabus)*

**A. Overview of the course content**

This course introduces students to the language and cultures of the French-speaking world. Students work on the four basic skills (reading, writing, listening and speaking) and expand their knowledge of Francophone culture through their newly acquired language skills.

**B. Explain why this course satisfies the Component specified and significantly addresses both learning outcomes**

Language-learning forces students to reflect on their own language, enhances their understanding of how we communicate and encourages comparison between different methods of expressing ideas. This course, therefore, teaches a new language as a tool to understanding another culture and it includes material that requires comparison between differing cultures and traditions.

*Critical Thinking*: To satisfy all dimensions, FR101 requires students to evaluate language choices, integrate new information with previously-learned information and evaluate language choices for communication.

*Social Responsibility in a Diverse World*: To satisfy all dimensions, FR101 requires students to demonstrate knowledge and intercultural awareness between their own culture and the cultures of the ~~Spanish~~ French-speaking world. They must also be able to engage their understanding and recognize ethical issues in different cultural contexts.

**C. Describe the target audience (level, student groups, etc.)**

This course does not have a prerequisite, so it is open to students at all stages of their studies. Traditionally students begin with the basic language courses early so they have time to progress through the more advanced levels, but this is not required.

**D. Give information on other roles this course may serve (e.g. University Requirement, required for a major(s), etc.)**

While this course is not required for the major or the minor, it is a prerequisite for the more advanced language courses that do count towards the major and/or minor.

**E. Provide any other information that may be relevant to the review of the course by GEC**

**PLAN FOR LEARNING OUTCOMES  
CRITICAL THINKING**

*Attainment of the CRITICAL THINKING Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Critical Thinking Rubric for more information on student performance/proficiency in this area. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

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| --- | --- | --- |
| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Evidence** | Assesses quality of information that may be integrated into an argument | **Task Type and Frequency**: 2 exams requiring both discrete and open-ended responses from students in French  Students begin to work with linguistic registers and learn to assess communicative situations, then apply what they have learned appropriately as they express themselves in the target language.  **Overall Grading Weight**: 35-50%  **Expected Proficiency Rate**: Although 100% mastery is ideal, it is reasonable to expect about 75%, which constitutes an average success rate. |
| **Integrate** | Integrates insight and/or reasoning with existing understanding to reach informed conclusions and/or understanding | **Task Type and Frequency**: 2 exams requiring both discrete and open-ended responses from students in French  After learning new vocabulary and grammatical structures, students must be able to integrate what they have learned in order to respond appropriately in various contexts and to demonstrate their understanding of the language.  **Overall Grading Weight**: 35-50%  **Expected Proficiency Rate**: Although 100% mastery is ideal, it is reasonable to expect about 75%, which constitutes an average success rate. |
| **Evaluate** | Evaluates information, ideas, and activities according to established principles and guidelines | **Task Type and Frequency**: 2 exams requiring both discrete and open-ended responses from students in French  The various elements of the exams require students to determine how to respond appropriately according to the principles they have learned.  **Overall Grading Weight**: 35-50%  **Expected Proficiency Rate**: Although 100% mastery is ideal, it is reasonable to expect about 75%, which constitutes an average success rate.  (Note: Although formal assessment will take place through the exams, students must perform critical thinking in every class period and in all assignments. Each time they are asked a question or given an activity to complete, they must rapidly assess the context, evaluate the possible responses [verb form, pronoun choice, syntactical arrangement, etc.], and apply their knowledge to construct an appropriate response. They are constantly integrating new material with their existing understanding since they are constantly building on what they have already learned.) |

**PLAN FOR LEARNING OUTCOMES  
SOCIAL RESPONSIBILITY IN A DIVERSE WORLD**

*Attainment of the SOCIAL RESPONSIBILITY IN A DIVERSE WORLD Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Rubric for more information on student performance/proficiency in this learning outcome. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

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| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Knowledge of cultural worldview frameworks** | Knowledge of elements important to members of another culture | **Task Type and Frequency**: 2-4 exams with sections on cultural readings and/or short writing assignments  Students learn about a wide range of cultural topics relevant to French-speaking communities around the world.  **Overall Grading Weight**: 15-45%  **Expected Proficiency Rate**: Although 100% mastery is ideal, it is reasonable to expect about 75%, which constitutes an average success rate. |
| **Intercultural Awareness** | Awareness of multiple cultural perspectives | **Task Type and Frequency**: 2-4 exams with sections on cultural readings and/or short writing assignments  Students encounter ideas and traditions which vary from their own and are exposed to the breadth and variety of Francophone cultures.  **Overall Grading Weight**: 15-45%  **Expected Proficiency Rate**: Although 100% mastery is ideal, it is reasonable to expect about 75%, which constitutes an average success rate. |
| **Intercultural Engagement** | Being willing to engage with cultures other than one’s own | **Task Type and Frequency**: 2-4 exams with sections on cultural readings and/or short writing assignmentsAwareness of other cultural perspectives invites students to compare different value systems. **Overall Grading Weight**: 15-45%  **Expected Proficiency Rate**: Although 100% mastery is ideal, it is reasonable to expect about 75%, which constitutes an average success rate.  (Note: Although study abroad is not required, all basic language programs encourage students to take advantage of opportunities to live abroad and therefore these cultural readings are often a point of departure for discussions about differing value systems which students may encounter should they take part in a study abroad program.) |
| **Ethical Issue Recognition** | Awareness of ethical issues as they relate to cultures | **Task Type and Frequency**: 2-4 exams with sections on cultural readings and/or short writing assignments  A number of the cultural readings address topics with ethical implications.  **Overall Grading Weight**: 15-45%  **Expected Proficiency Rate**: Although 100% mastery is ideal, it is reasonable to expect about 75%, which constitutes an average success rate. |

**SAMPLE SYLLABUS**

**French 101**

Fall 2014

Dr. Tara Foster

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\*\*PLEASE LOG ON TO EDUCAT TO PRINT OUT THE COURSE SYLLABUS!\*\*

***Promenades*** Supersite: <http://promenades.vhlcentral.com/>

For technical support call: (800) 248-2813

**Required Materials**

*Promenades* Second Edition, Mitschke & Tano, Vista Higher Learning, 2014, ISBN 978-1-61857-100-7 (Student Edition with Supersite PLUS + WebSAM Code). New textbook includes a passcode to access the online workbook materials.

If you buy a used textbook, you will need to buy your passcode separately – you cannot complete your coursework without it! Codes can be purchased from the publisher’s website: http://vistahigherlearning.com/students/store/french-programs/promenades-2nd-edition.html

Note that your code is good for the entire academic year and that we use this textbook for the full elementary sequence, so if you take FR102, you will not have any new materials to purchase!

**Recommended Materials**

Headset with microphone and a speaker for each ear; the microphone placement on the headset will make your recordings easier to understand. They are available online and very inexpensive.

**Other Useful Texts**

*English Grammar for Students of French* (ISBN 093403432X). If you do not know English grammar or have any questions about grammatical terminology (adverb, preposition, direct object, article, pronoun, etc.), this book will be very helpful for you.

*501 French Verbs* (ISBN 061370696X). At the beginning level, this book contains far more information than you need, but some students have found it to be a nice reference tool.

**Course Description**

French 101 is a beginner’s course for learning to communicate effectively in French when speaking, listening, reading and writing. Your work in and out of the classroom this semester will allow you to develop all four of those skills and will give you broader exposure to French and Francophone cultures.

The course is conducted primarily in French, and you will be expected to ask and answer questions, interact with other students, and participate *actively* in group work ***in French*** . Do not worry about making mistakes when speaking in class! Mistakes are a natural part of the learning process, and if you do not try, you cannot learn.

Outside of class, you will study vocabulary and grammar, listen to and watch the audio and video programs that accompany our textbook, and do a variety of practice activities to help you assimilate the material you are learning. You will be asked to study the vocabulary and grammar ***before*** coming to each class so that a maximum amount of class time may be spent putting the language to use through communicative and meaningful activities. Studying grammar and vocabulary means MEMORIZING grammar and vocabulary, the same way you had to memorize English grammar and vocabulary, multiplication tables, etc. If you do not memorize the words and the rules, you cannot hope to produce any kind of meaningful communication!

Remember that the university-wide expectation is that students put in a minimum of two hours of work outside of class for each credit hour that they take; you can therefore expect to do at least two hours of work for each class meeting. There is (free) drop-in tutoring available at the Language Lab; see <http://www.nmu.edu/modernlanguages/node/131> for schedule. You are also welcome to meet with me individually to go over any of the material.

***Participation in class is essential*** since using the language is the goal of our courses, rather than mere passive knowledge of the rules. Remember: the more you put into the class, the more you will get out of it – your participation is what will make the class fun for everyone! If your participation meets the standard (see rubric posted on EduCat), it will not impact your final course grade. Participation that does not meet the standard will definitely have a negative impact on your final course grade. Participation that exceeds the standard, on the other hand, might have a positive impact on your final course grade.

**If you have taken several years of high school French**, you might already be prepared for second-year French (FR201). To check your level, please take the online placement test at http://webcape.byuhtrsc.org?acct=nmu. The password is wildcats1.

**Learning Outcomes**

In this course, students will develop a basic level of proficiency in French (listening, speaking, reading, and writing) and an awareness of French-speaking cultures. They will learn to communicate effectively at an elementary level by applying the basic structures of French grammar to familiar topics that relate to personal interests and activities. Upon successful completion of this course, students should be able to:

Conjugate a variety of common regular and irregular verbs in the present and near future tenses (as measured by the final exam).

Write brief, comprehensible narratives to communicate personal experiences (as measured by the final exam).

Demonstrate understanding of basic spoken French by writing and/or responding appropriately (as measured by the final exam).

**Attendance Policy**

You are permitted four absences, excused or unexcused. USE THEM WISELY. Beginning with your fifth absence, **2% will be deducted from the percentage of your final grade**. THIS COULD EASILY TRANSLATE INTO LOSING A FULL LETTER GRADE (OR MORE) FOR YOUR FINAL GRADE. Again, participation is essential in this class, and you cannot participate if you are not present!

**Homework Assignments**

The lessons listed on the schedule are the lessons that we will cover in class that day. You should study those lessons in the book ***before*** you come to class. After you have studied the new vocabulary and grammar in the book, log on to the Supersite to see which exercises you need to complete before coming to class. These exercises will help you assimilate what you are learning and verify that you understood what you just studied. Homework to be done after studying material for the first time (*before* we work with it in class) will be graded as credit/no credit on the Supersite. You will receive a score when you submit the exercise, but the gradebook will only record that you completed the assignment and that you completed it on time. The **Supersite assignments are due by 11:45am (for Section 1), 12:45pm (for Section 2) or 1:45pm (for Section 3) *on the day of class***, so the date listed will be the same as the date of the class meeting. If you made mistakes on the credit/no credit material, those mistakes will not be taken into account when computing your grade. If you submit the exercise late (after 11:45am/12:45pm/1:45pm), however, the late penalty will be taken into account when computing your grade. If you see “unlimited attempts remaining” at the top of the activity dialogue box, it is a credit/no credit activity.

After we have worked with the material in class, you will be assigned additional exercises to reinforce, expand and practice what you have learned. These exercises will be graded for both accuracy and timely submission. Both mistakes and late submissions (after 11:45am/ 12:45pm/ 1:45pm) will be taken into account when I compute your grade. With the exception of true/false and multiple choice questions with only two choices, you are allowed to correct mistakes before you finally submit your answers. You can request a review of fill-in-the-blanks answers marked incorrect by the computer if you think that your answer is correct. Before requesting that I review it, double-check your spelling and punctuation. An important part of the spelling is the use of accents: if you left them out or used the wrong one, the computer will count it wrong, and it *is* wrong – accents matter in French, and capitalization always matters!

You will see the due dates for upcoming assignments in your dashboard when you sign in to the Supersite, but note that you will only see up to ten assignments. Assignments will disappear from that list as you do them and be replaced with new ones that need to be completed. If you are behind on your homework, you will never see the new assignments since your list will never update until you complete the overdue work. You must click on “Activities” under the heading “Content” to see whether there are upcoming assignments that have already been assigned that are not showing up yet in your list.

As noted above, the due time for the Supersite assignments is 11:45am, 12:45pm or 1:45pm. The penalty is 10% for submitting after the due time but on the due date, and an additional 10% for each late day thereafter.

If you do not already have Audacity on your laptop, go to <http://audacity.sourceforge.net/download/> and download it (free). We will chiefly use the Supersite for recording activities, but I want you to have Audacity available as an alternative should you need it. Directions for downloading and using Audacity are posted on our EduCat page.

Remember, **you** are responsible for checking ***both*** the Supersite and the EduCat announcements for all assignments.

**Lab Days**

This course will be a semi-hybrid course in that there will be occasions when you will do assignments online rather than meet in the classroom. Most of the assignments will be listening comprehension and speaking activities on the Supersite; you will be notified of any other assignments, which will be posted on EduCat. In general, the assignment due date will be set as the following class day so that you can complete the assignments during our class time on the lab day, which is when you are supposed to complete them. You will be permitted to submit these assignments after our class time but before the due date/time for full credit, but if you do not submit them by the due date/time, you will receive the late penalty on all assignments and **you will be counted absent on the lab day**.

**Quizzes and Exams**

You will need to bring your **fully charged, fully functioning** laptop to class on days when we are taking a quiz. If you do not have your laptop or have not made sure that it is functioning properly, *you can expect to receive a zero* on the quiz.

Although they are online, you may **not** take the quizzes outside of the classroom. There will be **NO** make-ups for quizzes if you skip class on a quiz day.

There will be speaking components on both the midterm and the final exam. We will talk about the format for the exams as we get near the exam dates.

The date of the final exam is listed on the schedule of lessons below. Take the date into account when making travel plans, since the schedule is set by the university and the exam will not be given early or late for any reason.

**Laptop Use**

Most of the time, you will not need to use your laptop during class time, but you will use it extensively outside of class to complete your homework, view the videos, etc. As noted above, you should bring your laptop and headset on quiz days. You will be notified on EduCat or in class if you need to bring your laptop and headset with you on other class days to do in-class activities.

You can expect a negative impact on your overall course grade for inappropriate use of laptops during class. Although you may have access to the V-Text of our book, you may not use your laptop in class instead of your book. If you have your laptop open and have not been instructed to bring your laptop to class and to open it up, **I will mark you absent for the day**, doubling the negative impact on your grade. If you have been instructed to bring your laptop and to open it up but I see you using your laptop for things that are not related to our classwork (checking e-mail, Facebook, etc.), **I will mark you absent for the day**, doubling the negative impact on your grade. **The same policy applies to sending/reading texts on your phones, etc., during class time.**

**Peter White Public Library Project & Mentoring Program:**

This semester, you will create French-themed ornaments for the Winter Wonderland display at the Peter White Public Library as an Academic Service Learning project. You might want to consider signing up for the Superior Edge program to take advantage of these ASL hours. The guidelines and due date for the ornament will be posted on EduCat.

Students from French 201 will organize a number of activities related to French culture or language during the semester. These activities may include attending a French Club meeting, movie showings or dinners, cooking something together, having coffee in town or eating a meal together at a local Francophone restaurant. You will attend two of these meetings; you may attend a third for extra credit. The sign-up sheets with the date, time, and location of each activity will be distributed in class as soon as they are available.

**Common Courtesy and Common Sense**

Please be sure to turn off your cell phones, iPods, etc. before class starts so that the class will not be interrupted. Listen attentively to me and to your classmates, especially when your classmates are presenting an activity. Respond to greetings and questions, and do your best to respond in French! Remember, the more you put into the class, the more you will get out of it and the more fun we will all have working together.

If you are struggling, *DO SOMETHING ABOUT IT EARLY IN THE SEMESTER*. Do not wait until the end of the semester and then ask for a major extra credit assignment to make up for everything that you didn’t do all semester long! Extra credit opportunities will be extremely limited in quantity and in scope, and they will not make up for failing to do the required coursework. Out of fairness to the rest of the students in all of the sections, I cannot “give” you a grade that you did not earn.

**Academic Dishonesty**

The academic community regards dishonesty as an extremely serious matter, with serious consequences that range from probation to expulsion. Refer to Section 2.2.3 of the Student Code.

**ADA Statement**

 If you have a need for disability-related accommodations or services, please inform the Coordinator of Disability Services in the Dean of Students Office at 2001 C. B. Hedgcock Building (227-1700). Reasonable and effective accommodations and services will be provided to students if requests are made in a timely manner, with appropriate documentation, in accordance with federal, state, and University guidelines.

**Grading System**

Mentoring Program 5%

PWPL Project 10%

Homework 25%

Quizzes 20%

Midterm Exam 20%

Final Exam 20%

**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 = 63-66 D- = 60-62 F = 0-59

**Schedule of lessons – Note that all dates except that of the final exam are subject to change**

DATE LEÇON GRAMMAR/ACTIVITIES

lundi 25 août 1A Contextes 1A: Ça va?, Les sons 1A: *The French alphabet*

mardi 26 août 1A Structures 1A.1: *Nouns and articles*

mercredi 27 août 1A Structures 1A.2: *Numbers* 0-60, Supersite Setup

jeudi 28 août 1A Vidéo 1A: Au café, Révision

lundi 1er septembre **\*\* Labor Day – no class \*\***

mardi 2 septembre 1B Contextes 1B: En classe, Les sons 1B: *Silent letters*

mercredi 3 sept. 1B Structures 1B.1: *The verb*  être

jeudi 4 septembre 1B Structures 1B.2: *Adjective agreement*

lundi 8 septembre 1B Vidéo 1B: Les copains, Révision

mardi 9 septembre 2A Contextes 2A: Les cours, Les sons 2A: Liaisons

mercredi 10 sept. 2A Structures 2A.1: *Present tense of regular*  -er *verbs*

jeudi 11 septembre 2A Structures 2A.2: *Forming questions and expressing negation*

lundi 15 septembre 1B & 2A Lab Day

mardi 16 septembre 1B & 2A Vidéo 2A: Trop de devoirs!, Révision

mercredi 17 sept. 1B & 2A CONTRÔLE LEÇONS 1B & 2A

jeudi 18 septembre 2B Contextes 2B: Une semaine à la fac, Les sons 2B: *The letter* ***r***

lundi 22 septembre 2B Structures 2B.1: *Present tense of* avoir

mardi 23 septembre 2B Structures 2B.2: *Telling time*

mercredi 24 sept. 2B Vidéo 2B: On trouve une solution, Révision

jeudi 25 septembre 3A Contextes 3A: La famille, Les sons 3A: Les accents I

lundi 29 septembre 3A \*Structures 3A.2: *Possessive adjectives*

mardi 30 septembre 3A \*Structures 3A.1: *Descriptive adjectives*

mercredi 1er oct. 2B & 3A Lab Day

jeudi 2 octobre 2B & 3A Vidéo 3A: L’album de photos, Révision

lundi 6 octobre 2B & 3A CONTRÔLE LEÇONS 2B & 3A

mardi 7 octobre 3B Contextes 3B: Comment sont-ils?, Les sons 3B: Les accents II

mercredi 8 octobre 3B Structures 3B.1: *Numbers* 61-100

jeudi 9 octobre 3B Structures 3B.2: *Prepositions of location*

lundi 13 octobre Unités 1-3 Vidéo 3B: On travaille chez moi!, Révision

mardi 14 octobre Unités 1-3 *REVIEW*

mercredi 15 oct. Unités 1-3 *REVIEW*

jeudi 16 octobre Unités 1-3 *MIDTERM WRITTEN EXAM*

lundi 20 octobre Unités 1-3 *MIDTERM SPEAKING TEST*

mardi 21 octobre 4A Contextes 4A: Où allons-nous?, Les sons 4A: *Oral vowels*

mercredi 22 octobre 4A Structures 4A.1: *The verb* aller

jeudi 23 octobre 4A Structures 4A.2: *Interrogative words*

lundi 27 octobre 4A Online Assignments

mardi 28 octobre 4A Vidéo 4A: Star du cinéma, Révision

mercredi 29 oct. 4B Contextes 4B: J’ai faim!, Les sons 4B: *Nasal vowels*

jeudi 30 octobre 4B Structures 4B.1: *The verbs* prendre *and* boire

lundi 3 novembre 4B Structures 4B.2: *Partitives*

mardi 4 novembre 4A & 4B Lab Day

mercredi 5 nov. 4A & 4B Vidéo 4B: L’heure du déjeuner, Révision

jeudi 6 novembre 4A & 4B CONTRÔLE LEÇONS 4A & 4B

lundi 10 novembre 5A Contextes 5A: Le temps libre, Les sons 5A: Intonation

mardi 11 novembre 5A Structures 5A.1: *The verb*  faire

mercredi 12 nov. 5A Structures 5A.2: *Irregular* -ir *verbs*

jeudi 13 novembre 5A Vidéo 5A: Au parc, Révision

lundi 17 novembre 5B Contextes 5B: Quel temps fait-il?, Les sons 5B: Vowels I

mardi 18 novembre 5B Structures 5B.1: *Numbers 101 and higher*

mercredi 19 nov. 5B Structures 5B.2: *Spelling change* -er *verbs*

jeudi 20 novembre 5A & 5B Lab Day

lundi 24 novembre **\*\* Thanksgiving break – no class \*\***

mardi 25 novembre **\*\* Thanksgiving break – no class \*\***

mercredi 26 nov. **\*\* Thanksgiving break – no class \*\***

jeudi 27 novembre **\*\* Thanksgiving break – no class \*\***

lundi 1 décembre 5A & 5B Vidéo 5B: Quel temps!, Révision

mardi 2 décembre 5A & 5B CONTRÔLE LEÇONS 5A & 5B

mercredi 3 déc. Unités 1-5 *REVIEW*

jeudi 4 décembre Unités 1-5 *REVIEW*

**Final Exam for Section 1 (meets 12pm-12:50pm): Thursday 11 December, 12pm-1:50 pm**

**Final Exam for Section 2 (meets 1pm-1:50pm): Tuesday 9 December, 12pm-1:50 pm**

**Final Exam for Section 3 (meets 2pm-2:50pm): Monday 8 December, 2pm-3:50 pm**