Course Syllabus[[1]](#footnote-1)

French 002 — Introductory French II

Summer 2016

**MTWRF 1:00 pm - 2:30 pm Intercultural Center 210B**

## Georgetown University Intercultural Center 416

**Dept. of French & Francophone Studies Phone: (202) 687-5717**

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*Welcome to Introductory French II at Georgetown University!*

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**Please read the following information carefully to ensure your success in this course. Then, enjoy learning French!**

**I. Course Description:**

The learning goals of the Introductory sequence are as follows: 1) To introduce students to the French language and Francophone cultures; 2) To help students develop the ability to express themselves in French (orally as well as in writing); 3) To help students develop their comprehension skills of written and spoken French.

Introductory French II explores 5 themes: 1) *Dans le passé* 2) *L’enfance et la jeunesse* 3) *À table* 4) *Parlons de la Terre* and 5) *L’enseignement, les carrières et l’avenir*, which correspond to Chapters 5-9 in the textbook *Deux Mondes*. These themes are presented and discussed through a variety of media, including *Deux Monde*’s companion website *Connect French Plus* and its accompanying audiovisual program, *Les Francophones sur le vif*. The relevant vocabulary for each theme is studied systematically along with new grammatical structures, all of which enable students to begin to understand French and express themselves in the language.

Teaching methods will include reading and discussing cultural documents in class and practicing vocabulary and new grammatical structures in context. *Deux Mondes* employs a communicative approach in which audio exercises, recordings, and videos will also be used to enhance listening skills and fluency, as well as to improve pronunciation.

As Introductory French II (FREN 002) builds upon Introductory French I (FREN 001), the prerequisite for this course is the successful completion of Introductory French I (FREN 001) at Georgetown, a minimum score of 26 on the French Placement or Confirmation Exam (see the department web page), or a recommendation from a Georgetown University French Department instructor. The completion of Introductory French II (FREN 002) provides students with the foundation necessary to pursue further study of the language and culture at the intermediate level (FREN 021 or FREN 032).

**II. Learning Outcomes:**

**By the end of this Introductory French course, students will:**

* Recount events and personal experiences using regular and irregular verbs in the compound past tense (*le* *passé composé*)
* Describe what they used to do and past states of being using the imperfect tense (*l’imparfait*)
* Employ negative expressions and construct more complex sentences using relative pronouns
* Discuss food and drink preferences, restaurants, and *l’art de la cuisine*
* Express location, destination, and origin using prepositions and place names
* Discuss plans using the future tense

**III. Organization of Course:**

For each of the five themes, students will use their textbook, *Deux Mondes*, the companion website *Connect French Plus* (which includes an electronic version of the textbook), and the accompanying audiovisual program *Les Francophones sur le vif* to study grammatical structures and vocabulary introduced in context. They will complete exercises designed to provide systematic listening, speaking, reading, and writing practice of the material. In addition, they may refer to suggested materials as useful references for the presentation and practice of specific grammatical structures. Students will also write compositions and be tested regularly throughout the semester by means of short quizzes, tests, and a comprehensive departmental final exam. In the middle and end of the semester, there will be an oral presentation or exam. Deadlines for homework will be provided on Blackboard and/or *Connect French Plus*. Students need to make a note of all deadlines for homework, compositions, and exams as NO EXTENSIONS or MAKE-UPS will be given!

**Expectations for this Course:**

**A. Preparatory work and review at home:**

Students are expected to prepare well for every class and review on their own, following their professor’s directions. 75% of language learning takes place outside of the classroom: class time is for answering questions and reinforcing what students studied at home. Students cannot learn a language by just coming to class!

**B. Attending every class, being on time, and participating actively:**

Attending class and participating actively are also essential to learning a language. Students should therefore attend every class, participate actively, and be on time.

**IV. Course Materials:**

1. **Required Materials:**

* Textbook: ***Deux Mondes***,7th Edition (2012)*,* Terrell, Rogers, Kerr, Spielmann,

McGraw-Hill Publishing Co., Inc. (ISBN: 0073386456**,** $217.75)

* *Connect French Plus* (Online companion to textbook),packaged with textbook or purchased online at <http://connect.customer.mcgraw-hill.com/products/connect-for-terrell-deux-mondes-7e/>

1. **Recommended Reference Books with Explanation in English and Grammatical Charts:**

* *Quick Guide to French Grammar,* (2007), Pearson, Prentice Hall. (ISBN: 0132428598, $12.00)
* *English Grammar for Students of French*, (2009), Morton, Olivia & Hill Press. (ISBN: 0934034370, $19.95)
* *Bouées de Grammaire: Le Français en tableaux*, (2011), Cohen-Scali, New Academia Publishing. (ISBN: 0983245150, $26.00)

1. **Recommended Verb Books/Websites**

* *Complete Guide to Conjugating 12,000 French Verbs*, (1995), Bescherelle, Hatier-Didier,. (ISBN: 2218065916, $24.95)
* *501 French Verbs*, (2007), Kendris, Barron’s Education Series. (ISBN: 0764179837, $18.99)

1. **Recommended Bilingual English-French Dictionary:**

* *French Concise Dictionary*, (2010), Harper Collins. (ISBN: 006199863X, $13.50)
* *Le Larousse*, online: <http://www.lafousse.fr/dictionnaires/francais-anglais>
* *WordReference*, online: <http://www.wordreference.com>

**V. Honor Code:**

Students are required to adhere to all aspects of **Georgetown University’s Honor Code** (<http://scs.georgetown.edu/academic-affairs/honor-code).> You are strongly encouraged to read through the entirety of the Honor Code document and familiarize yourself with its rules. Any grammar exercises, compositions, and other assignments prepared at home must be the student's personal work without help in any form other than dictionaries and grammar books.

**VI. Instructional Continuity Policy:**

In compliance with the university’s Instructional Continuity Policy, all course activities will be maintained in the event of a university closure or delayed opening. During a campus “closure”, the regular class time schedule will be honored, and classes will not be cancelled except in very rare situations. Instead, students will receive instructions from their professor detailing the manner in which such a disruption is to be handled. In the event of a university “closure”, students should immediately check their email for instructions from their professor.

**VII. Students with Disabilities Policy:**

Students with disabilities should contact the Academic Resource Center (Leavey Center, Suite 335; (202)687-8354; [arc@georgetown.edu](mailto:arc@georgetown.edu); <http://ldss.georgetown.edu/index.cfm>) before the start of classes to allow their office time to review the documentation and make recommendations for appropriate accommodations. If accommodations are recommended, you will be given a letter from ARC to share with your instructors. You are personally responsible for completing this process officially and in a timely manner. Neither accommodations nor exceptions to policies can be permitted to students who have not completed this process in advance.

**VIII. Grading and Assessment:**

**A. Final Grade Calculation**

Students are evaluated by means of **five** short quizzes, **three** tests throughout the semester, presentations and a departmental final exam. Each test will have an oral component (short-answer questions, listening comprehension, or a *dictée*, for example); exercises based on the material of the chapters being tested; and, a written component which asks students to respond at length to an open-ended question or another prompt. Writing competence will be further evaluated through exercises and **two** short compositions completed throughout the semester. Speaking skills will be evaluated through short presentations and/or an oral exam during the middle and end of the semester.

Tests (3)…………………………………………… 25%

Final Exam………………………………………… 25%

Compositions (2)………………………………….. 10%

Class Participation………………………………… 15%

Homework (including online) & Quizzes………… 15%

Oral Exams and/or Presentations…………………. 10%

Final grades in this course will be based on the following scale:

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| **A** | **A-** | **B+** | **B** | **B-** | **C+** | **C** | **C-** | **D+** | **D** | **F** |
| 93-100 | 90-92 | 87-89 | 83-86 | 80-82 | 77-79 | 73-76 | 70-72 | 67-69 | 65-66 | 0-64 |

**B. Class Participation**

* Because this course is a language course, students are expected to attend class regularly and arrive on time. For every three (3) times a student arrives more than 5 minutes late to class, he/she will be assessed one (1) unexcused absence.  After the first three (3) absences not justified by a letter from the Dean or a medical excuse signed by a doctor, the final grade will be reduced by 10%; thereafter, for each unjustified absence, the final grade will be further reduced by an additional 10%.
* Grades assigned for class participation will take into account preparedness for class, contributions in class (answers to questions asked as well as asking relevant questions) and, more generally, the degree to which a student takes an active role in his or her own learning process

**Class participation will be evaluated in the following manner:**

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| **Grade** |  |
| **A** | - Always well-prepared, participates actively but allows other students to speak, as well  - Makes an effort to speak in French  - Uses full sentences in responses to questions as often as possible  - Asks questions, makes the most of each group’s activity with his/her partner. Attempts to extend his/her learning to new material |
| **B** | - Usually well-prepared, often participates but sometimes needs to be called upon  - Usually speaks in French but quickly switches to English if encountering difficulty  - Asks questions and completes each group activity as required, but without pursuing further  - Occasionally speaks in full sentences |
| **C** | - Often not prepared for class, participates minimally and not spontaneously  - Quickly resorts to English and does not try to speak French unless supervised  - Rarely speaks in full sentences or asks questions |
| **D** | - Frequent absences and/or tardiness  - Participates minimally, usually only when called upon.  - Relies primarily on English and only uses French when directly prompted  - French utterances are not typically complete sentences |
| **F** | - Not prepared, often late, or absent  - Unable to speak French even when called upon |

1. In rare instances, the syllabus may need to be altered, and the professor retains the right to do so. In those instances, the class must be notified of those changes in a timely manner. [↑](#footnote-ref-1)