

FREN 021: INTERMEDIATE FRENCH I

Prof. Susanna Lee

Course Meeting Time: MTWRF 10:45-12:15pm in

Office Hours: MW 10:00 – 10:40am or by appointment: ICC 421

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I. COURSE DESCRIPTION

The learning goals of the Intermediate sequence (Intermediate French I and II) are three-fold: 1) to enable students to continue exploring French and Francophone cultures; 2) to improve their comprehension of written and spoken French; 3) to develop their ability to express themselves orally and in writing with increasing proficiency and grammatical accuracy.

Intermediate French I explores 6 themes 1) Les jeunes; 2) La femme; 3) La famille; 4) Ville et Campagne; 5) La vie sociale; 6) La vie politique et économique, which correspond to chapters 1-6 of the textbook *Ensemble : Grammaire en action* (see below COURSE MATERIALS). These themes are presented and discussed through a variety of media. The relevant vocabulary for each theme is studied systematically along with new grammatical structures, all of which will enable students to express themselves in a more complex and sophisticated manner.

Teaching methods will include reading and discussing cultural documents in class, and practicing vocabulary and new grammatical structures in context. Audio exercises and recordings may also be used to enhance listening skills and fluency, as well as to improve pronunciation.

The prerequisite for this course is the successful completion of Introductory II (FREN 002) or Intensive Beginner (FREN 011) at Georgetown, a score of 41-55 on the French Placement or Confirmation Exam (see the departmental web page), or a recommendation from a Georgetown University French Department instructor.

The Intermediate sequence (Intermediate French I and II) builds on the Introductory sequence (Introductory French I and II) and its beginning presentation of French and Francophone cultures, the study and practice of basic and functional vocabulary, and essential grammatical structures. The Intermediate sequence provides students with a solid foundation for pursuing further study of the language and culture at the advanced level (FREN 101 or FREN 111).

II. LEARNING OUTCOMES

By the end of the Intermediate sequence, students will:

- Have developed their understanding and knowledge of various aspects and issues of French and Francophone cultures.
- Be able to understand and discuss a wide range of authentic material, both in writing and orally.
- Have enhanced their vocabulary related to the themes of the sequence.
- Be able to produce well-structured essays on topics related to the themes of the sequence, with precise vocabulary, some complex sentences, and accurate grammar.
- Be able to express themselves orally with a diverse vocabulary, grammatical accuracy, and correct pronunciation.
- Be prepared to take advanced courses.

III. COURSE ORGANIZATION

For each of the six themes and the related vocabulary and grammatical structures, students will be assigned various types of homework. Students will also write compositions and be tested regularly throughout the session by means of chapter tests and a comprehensive final exam. A calendar of deadlines for substantial assignments and daily homework will be provided on Blackboard or as a separate document. Students need to make a note of all deadlines for homework, compositions, and exams as NO EXTENSIONS or MAKE-UP will be given.

Expectations for this course:

1. 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's 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. It is particularly important that students do the audio exercises (*Exercices audio de grammaire*) in order to both develop their listening and speaking skills, and to reach increased fluency in French.

2. Attending every class, being on time, and participating actively.

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

IV. COURSE MATERIALS

A. Required

- 1) *Ensemble: Grammaire en action* by Comeau and Lamoureux, Wiley, ISBN: 0-471-48826-7 : Chapters 1-6.
- 2) *Exercices audio de grammaire, Intermédiaire avec CD* by Maïa Grégoire and Alina Kostucki, CLE International, ISBN : 978-3125298996.
- 3) *Pierrot ou les secrets de la nuit* by Michel Tournier. Folio Cadet. 1979. ISBN 978-2070538867

B. Strongly recommended reference books and/or free websites

- 1) **A verb book:** *Bescherelle's Complete Guide to Conjugating 12 000 French Verbs* (ISBN 978-218065910) or online <http://bescherelle.com> (Le conjugueur)
- 2) **A good bilingual French dictionary:** *Collins Robert French Unabridged Dictionary, 8th edition* (ISBN 978-0061338175) or *Le Larousse* online <http://www.larousse.fr/dictionnaires>
- 3) **A preposition reference.** *Les verbes et leurs prépositions* (ISBN 978-2090352535) or *Le rouleau des prépositions* online: <http://termium.com/tpv2guides/guides/rdp/index-fra.html?lang=fra>

V. HONOR CODE

Students are required to adhere to all aspects of **Georgetown University's Honor Code** at all times (<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 only, without help in any form other than dictionaries and grammar books. Using online automatic translators is not allowed. Failure to abide by the Georgetown University Honor Code will result in a report to the Honor Council.

All students are held to the Honor Code regardless of whether they write or state it. The Honor Code pledge follows:

In the pursuit of the high ideals and rigorous standards of academic life, I commit myself to respect and uphold the Georgetown University Honor System: To be honest in any academic endeavor, and To conduct myself honorably, as a responsible member of the Georgetown community, as we live and work together.

Students agree that by taking this course all required papers may be subject to submission for a Textual Similarity Review to SafeAssign for the detection of plagiarism. All submitted papers will be added as source documents in this reference database solely for the purpose of detecting plagiarism of such papers in the future.

VI. GRADING AND ASSESSMENT

A. 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%.

Similarly, homework assignments turned in late without prior authorization from the instructor, will see their grade marked down by 10% per day late; a week-late assignment will be given an automatic F, but is still expected to be turned in. This policy will be waived if justified either by a letter from your dean or from your doctor.

Class participation takes 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.

Students with disabilities should contact the Academic Resource Center (Leavey Center, Suite 335; 202-687-8354; arc@georgetown.edu; 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.

B. Final Grade Calculation

20%	Homework, preparation for class and class participation
10%	Compositions
10%	Oral Presentations
40%	Tests
20%	Final

SCALE of final course grades for Undergraduate Students:

A = 100-93	B+ = 89-87	C+ = 79-77	D+ = 69-67	F = less than 65
A- = 92-90	B = 86-83	C = 76-73	D = 66-65	
	B- = 82-80	C- = 72-70		

Class participation will be evaluated in the following manner:

GRADE	
A	Student is always well-prepared: has done his/her very best on homework assigned. Always participates actively but also allows other students to participate: asks questions, responds to questions, makes the most of each group's activity with his/her partner, even when the activity is theoretically finished but that other students have not finished it yet. Always speaks in French except for the occasional tricky question that needs to be asked in English. Uses full sentences and sometimes spontaneously expresses himself/herself in more than one sentence.
B	Student is usually well-prepared: has done his/her very best on homework assigned, most of the times. Often participates but sometimes needs to be called upon: asks questions, responds to questions, and completes each group's activity but does not make the most of each group's activity. For example, finishes the activity as quickly as possible instead of trying to continue to speak with his/her partner in a creative manner. Speaks in French but is easily tempted to switch to English if cannot easily express a thought or a question. Does not always speak in full sentences. Rarely uses more than one sentence at a time.
C/D	Student is not often prepared for class: has not completed many of the homework assignments. Participates in class minimally, and never spontaneously. Quickly resorts to English and does not try hard enough to speak French at all times. Rarely speaks in full sentences.
F	Student is not prepared and does not participate in class. Does not make the effort to speak French at all times.

VII. FRENCH LANGUAGE INSTITUTE DESCRIPTION

The French Language Institute at Georgetown Summer School combines the benefits of formal classroom learning and real-world applications to accelerate students' understanding of the language, both written and orally. Courses are supplemented with various activities outside of the classroom that expose students to the French language and its cultures through a unique combination of classroom learning and authentic interactions with native speakers in a laid back, informal setting.

Your instructor will inform you of the various activities organized by the French Language Institute at Georgetown Summer School. Although these activities are not mandatory and will not affect grades, all students are strongly encouraged to participate in these events.

Bonne Session d'été !