

**WELCOME to GEORGETOWN UNIVERSITY**

**SUMMER 2017**

**FRENCH 181-10 FRENCH FOR STUDY ABROAD**

**Professor Cohen-Scali**

**email: [cohenscs@georgetown.edu](mailto:cohenscs@georgetown.edu)**

**Office hours: M T W R F 12:25-12:50  
and by appointment**

**Office: ICC 415**

**Telephone: (202) 687 8260**

**Meeting time of class: M- F 1:00 - 2:35pm**

**Location of class: ICC 205A**

**I. COURSE DESCRIPTION**

This course is designed to accommodate students of varying levels of French language proficiency to improve all of their language skills in preparation for direct matriculation to study abroad programs.

Therefore, the teaching will focus on strengthening the following areas:

- grammatical knowledge of French
- understanding of oral French
- understanding of written French
- ability to express ideas orally and hold a conversation
- ability to express thoughts in writing

To achieve these goals, the professor will provide various activities in class, including but not limited to written exercises, grammar reviews and drills, debates, real life scenarios improvisation, listening to audio-visual documents, oral presentations...

**II. LEARNING OUTCOMES**

- all points mentioned by students would have been addressed
- increased fluency in oral and written skills

**III. COURSE ORGANIZATION**

At the beginning of the session, students will identify what they need to improve and the professor will provide, a schedule including every aspect of the language mentioned by the students.

Each class will concentrate on a grammatical unit with exercises completed by students as homework, then practice of the language from a broad range of written and audio documents. Throughout the session, students will make oral presentations.

## Expectations

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

Students are expected to be well prepared for every class and review on their own, according to the professor's directions.

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

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

## IV. COURSE MATERIAL

No SPECIFIC MANUAL IS REQUESTED, however the following are STRONGLY RECOMMENDED:

### A. Recommended Grammar Reference Books

- *Bouées de Grammaire: Le Français en tableaux*, (2011), Cohen-Scali, New Academia Publishing. (ISBN: 0983245150, \$26.00)
- a grammar book of quality (suggested: *French Three Years* by Blum and Stein)
- *English Grammar for Students of French*, (2009), Morton, Olivia & Hill Press. (ISBN: 0934034370, \$19.95)

### B. Recommended Verb Books/Websites

- *Complete Guide to Conjugating 12,000 French Verbs*, (1995), Bescherville, Hatier-Didier,. (ISBN: 2218065916, \$24.95)
- *501 French Verbs*, (2007), Kendris, Barron's Education Series. (ISBN: 0764179837, \$18.99)
- view the news every day on *France 2*, *TV5.FR* (or other French speaking news)

### C. Recommended Bilingual English-French Dictionary:

- *French Concise Dictionary*, (2010), Harper Collins. (ISBN: 006199863X, \$17.99)
- *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.

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 Safe Assign 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. 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.

On the first day of the session, one of the students will volunteer to be the person I will contact by phone in case we cannot meet during our regular time due to inclement weather. Then, that student will sent to the entire group an e-mail with my message so the class will know what to do in order to make up the class time as well as what to prepare for the following class.

## **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**

Class participation, preparation and involvement of the students for the course is essential. In addition, there will be compositions (2 with rewrites) and oral presentations and/or skits.

Class participation .....	40%
Compositions (2).....	30%
Oral Presentation(s)/ skits .....	30%

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

<b>A</b>	<b>A-</b>	<b>B+</b>	<b>B</b>	<b>B-</b>	<b>C+</b>	<b>C</b>	<b>C-</b>	<b>D+</b>	<b>D</b>	<b>F</b>
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

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:

Grade	
<b>A</b>	<ul style="list-style-type: none"> <li>- Always well-prepared, participates actively but allows other students to speak, as well</li> <li>- Makes an effort to speak in French</li> <li>- Uses full sentences in responses to questions as often as possible</li> <li>- Asks questions, makes the most of each group's activity with his/her partner. Attempts to extend his/her learning to new material</li> </ul>
<b>B</b>	<ul style="list-style-type: none"> <li>- Usually well-prepared, often participates but sometimes needs to be called upon</li> <li>- Usually speaks in French but quickly switches to English if encountering difficulty</li> <li>- Asks questions and completes each group activity as required, but without pursuing further</li> <li>- Occasionally speaks in full sentences</li> </ul>
<b>C</b>	<ul style="list-style-type: none"> <li>- Often not prepared for class, participates minimally and not spontaneously</li> <li>- Quickly resorts to English and does not try to speak French unless supervised</li> <li>- Rarely speaks in full sentences or asks questions</li> </ul>
<b>D</b>	<ul style="list-style-type: none"> <li>- Frequent absences and/or tardiness</li> <li>- Participates minimally, usually only when called upon.</li> <li>- Relies primarily on English and only uses French when directly prompted</li> <li>- French utterances are not typically complete sentences</li> </ul>
<b>F</b>	<ul style="list-style-type: none"> <li>- Not prepared, often late, or absent</li> <li>- Unable to speak French even when called upon</li> </ul>

## **IX. MORE PRACTICE IN FRENCH? :-) 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'Eté

