

# Course Syllabus<sup>1</sup>

## French 001 — Introductory French I Summer 2019

Georgetown University  
Dept. of French & Francophone Studies

Intercultural Center 223B

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*Welcome to Introductory French I at Georgetown University!*



**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 spoken and written French.

Introductory French I explores 6 themes: 1) *Pour commencer* 2) *Comment sont-elles?* 3) *Qu'est-ce que tu aimes faire?* 4) *En famille*, 5) *Bon appétit!* and 6) *On est à la mode!*, which correspond to Chapters 1-6 in the textbook *En Avant* (see below COURSE MATERIALS). These themes are presented and discussed through a variety of media, including *En Avant*'s companion website *Connect French* and its accompanying audiovisual programs, *Le coin vidéo*, *Le coin chanson*, and *Le coin ciné*. 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. *En Avant* follows a focused approach with systemic review and recycling of topics. It also emphasizes active learning in class and integrates modern cultural themes into each lesson.

Introductory French I (FREN 001) is the first course in the Introductory French sequence at Georgetown University. Students who enroll in this course are typically “true beginners,” meaning that they have not previously studied the language. All students with prior exposure to French are required to take the online French Department Placement Test at their convenience, following the directions on the French Department website under the tab “Resources,” then the heading “Students.” Students who enroll in FREN 001 will have received a score between 0-25.

### II. Learning Outcomes:

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

- Greet others using appropriate formal and informal expressions
- Spell words, use accents, count numbers, tell time and express the date
- Describe age, nationality, gender, preferences, hobbies, and professions
- Provide basic portraits of family members and friends
- Give short narratives using regular and irregular verbs in the present tense
- Know how to order food in a French restaurant and discuss their culinary likes and dislikes.
- Discuss plans using the future progressive tense and ask basic questions

<sup>1</sup> In rare instances, the syllabus may need to be altered, and the instructor retains the right to do so. In those instances, the class will be notified.

### III. Organization of Course:

For each of the six themes, students will use their textbook, *En Avant*, the companion website *Connect French* (which includes an electronic version of the textbook), and the accompanying audiovisual programs *Le coin vidéo*, *Le coin chanson*, and *Le coin ciné* 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 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*. 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:

#### A. Required Materials:

- *En Avant*, 2<sup>nd</sup> Edition (2016), Anderson, Dolidon, McGraw-Hill Publishing Co., Inc. (ISBN: 9781309058787, \$217.65)
- *Connect French*. Online companion to textbook. Packaged with *En Avant* when purchased through university bookstore.

#### B. Recommended Reference Books with Explanation in English and Grammatical Charts:

- *Quick Guide to French Grammar*, (2007), Pearson, Prentice Hall. (ISBN: 9780132428590, \$12.40)
- *English Grammar for Students of French*, (2009), Morton, Olivia & Hill Press. (ISBN: 9780934034425, \$19.95)
- *Bouées de Grammaire: Le Français en tableaux*, (2011), Cohen-Scali, New Academia Publishing. (ISBN: 9780983245155, \$26.00)

#### C. Recommended Verb Books/Websites

- *Complete Guide to Conjugating 12,000 French Verbs*, (1995), Bescherelle, Hatier-Didier,. (ISBN: 9782218065910, \$24.95)
- *501 French Verbs*, (2015), Kendris, Barron's Education Series. (ISBN: 9781438075204, \$19.00)

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

- *French Concise Dictionary*, (2010), Harper Collins. (ISBN: 9780061998638, \$18.00)
- *Le Larousse*, online: <http://www.larousse.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 **three** short chapter quizzes, **three** multi-chapter tests throughout the semester, and a 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).....	20%
Chapter Quizzes (3).....	10%
Final Exam.....	25%
Compositions (2).....	10%
Class Participation.....	15%
Homework (including <i>Connect</i> ).....	10%
Oral Exams and/or Presentations.....	10%

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

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.
  - July 5, 2019 – Final Exam for FREN 001 (12:30pm – 2:30pm)

# Introductory French I Calendar Summer 2019

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<b>Week 1</b> (6/3/19– 6/6/19)	
<b>M</b>	Introduction; Chapter 1
<b>T</b>	Chapter 1
<b>W</b>	Quiz 1 ( <i>Chapter 1</i> ); Chapter 2
<b>Th</b>	Chapter 2

<b>Week 2</b> (6/10/19 – 6/13/18)	
<b>M</b>	Exam 1 ( <i>Chapters 1–2</i> ); Chapter 3
<b>T</b>	Chapter 3
<b>W</b>	Chapter 3
<b>Th</b>	Quiz 2 ( <i>Chapter 3</i> ); Chapter 4

<b>Week 3</b> (6/17/19 – 6/20/19)	
<b>M</b>	Chapter 4
<b>T</b>	Composition 1; Chapter 4
<b>W</b>	Oral Exam 1; Chapter 4
<b>Th</b>	Exam 2 ( <i>Chapters 3–4</i> ); Chapter 5

<b>Week 4</b> (6/24/19 – 6/27/19)	
<b>M</b>	Chapter 5
<b>T</b>	Chapter 5
<b>W</b>	Quiz 3 ( <i>Chapter 5</i> ); Chapter 6
<b>Th</b>	Composition 2; Chapter 6

<b>Week 5</b> (7/1/19 – 7/5/19)	
<b>M</b>	Chapter 6
<b>T</b>	Chapter 6
<b>W</b>	Exam 3 ( <i>Chapters 5–6</i> )
<b>Th</b>	Oral Exam 2; Review/Final Exam ( <i>Partie Orale</i> )

<b>Final Exam</b>	Friday, July 5 <sup>th</sup> , 12:30pm – 2:30pm
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