

SUMMER 2020

WELCOME to GEORGETOWN UNIVERSITY

DEPARTMENT of FRENCH & FRANCOPHONE STUDIES

FRENCH 021-10 - INTERMEDIATE FRENCH I

Professor Cohen-Scali

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M - R 10:45-12:45 pm

ICC 204A

OFFICE HOURS on T R

8:00-8:25 am / 12:50- 1:15 pm
& by appointment

Welcome to our class !



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 build their comprehension skills of written and spoken French; 3) To improve their ability to express themselves orally and in writing with increasing proficiency and grammatical accuracy on a variety of contemporary issues of French and Francophone cultures.

Intermediate French I explores 4 themes 1) *Les Jeunes*; 2) *Les relations personnelles*; 3) *Ville et campagne*; 4) *La vie sociale, économique et politique*. These themes are presented and discussed through a variety of media, including cultural readings, short videos, movies, and other cultural documents. 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 will 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) or French for Spanish Speakers (FREN 009) at Georgetown U., 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 good pronunciation.
- Be prepared to take advanced courses.

III. STATEMENT OF MY TEACHING PHILOSOPHY

I am a teacher by choice and I am passionate about what I do. I desire that each of my students learn well in a pleasant atmosphere and be successful in their studies. While learning, it is important to keep in mind that making mistakes is a part of the learning journey and therefore, no one should be embarrassed to make mistakes. As your instructor, it is my job to correct your mistakes in order to help you learn. I intend to do this in a gentle manner, both orally during class and on quizzes and exams. If you perceive my feedback in a different light, please find a way to let me know, as I truly have your best interest at heart.

For me, being a professor does not stop at the classroom, but also extends to the help I can provide to you outside it. To that effect, in order to help you improve in your French or to discuss any issues or feedback I have given you on your homework, test, or composition, I will be happy to meet with you either during regular *Office Hours* as stated on our syllabus or during an appointment.

I wish to each one of you a great session. If you have any comments or suggestions, feel free to communicate with me. Please know I will always appreciate your feedback in order to make the teaching/learning better.

IV. COURSE ORGANIZATION

For each of the four themes and the related vocabulary and grammatical structures, students will be assigned various types of homework. Students will also write two compositions with re-writes and be tested regularly throughout the session by means of tests and a Final exam. Towards the end of the session, there will be an oral presentation or exam as well. A calendar of deadlines for substantial assignments and daily homework will be provided on Canvas 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.

V. COURSE MATERIALS

A. Required

- 1) *Reprise. A French Grammar Review Worktext* by Stillman and Gordon, McGrawHill, ISBN-10:0-07-353541-9
- 2) *A selection of texts to print from Canvas.*
- 3) *Exercices audio de grammaire, Intermédiaire avec CD* by Maia Grégoire and Alina Kostucki, CLE International, ISBN : 978-3125298996.

B. Strongly recommended reference books and/or free websites

- 1) **A verb book:** *Bescherelle's Complete Guide to Conjugating 12 000 French Verbs* (ISBN 978-2218065910) 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>
- 4) *Bouées de Grammaire : le Français en Tableaux.* New Academia. Stella Cohen-Scali.

VI. HONOR CODE

Students are required to adhere to all aspects of **Georgetown University's Honor Code** at all times. 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 and **if you are found in violation with the Honor Code, your final grade for this class may turn into an F.**

VII. 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%.
- 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.

B. Final Grade Calculation

Tests	40%
Final exam	20%
Homework assignments, preparation for class & participation	20%
Two compositions (with rewrites)	10%
An oral exam or presentation	10%

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.

Departmental grading 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

VIII. 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.

IX. STUDENTS WITH DISABILITIES POLICY

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

If you find yourself in a situation where you are having difficulty accessing or understanding the information presented because of a learning or physical disability, please do not hesitate to get in touch. I will do whatever I can to help come up with a solution.

X. 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.

I 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 of you are strongly encouraged to participate in these events as it will help you in your learning.

Bonne Session d'Eté!

