

SUMMER 2021

WELCOME to GEORGETOWN UNIVERSITY

DEPARTMENT of FRENCH & FRANCOPHONE STUDIES

FRENCH 021-10 - INTERMEDIATE FRENCH I - M - R 10:45-12:45 pm

Professor Cohen-Scali

cohenscs@georgetown.edu

Office hours T & R
8:00-8:20 am / 12:50- 1:30 pm
& by appointment

Office in ICC 415

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 you to continue exploring French and Francophone cultures; 2) To build your comprehension skills of written and spoken French; 3) To improve your ability to express yourself 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, and other cultural documents. The relevant vocabulary for each theme is studied systematically along with new grammatical structures, all of which will enable you to express yourself 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, you will:

- Have developed your 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 your 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 yourself 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 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 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, you will be assigned various types of homework. You 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 exam as well. A calendar of deadlines for substantial assignments and daily homework will be provided on Canvas or as a separate document. Please make a note of all deadlines for homework, compositions, and exams. Should you need more time for returning assignments, please let me know in advance; should you miss class, always contact me and when applicable provide me with an official note.

Expectations for this course:

1. Preparatory work and review at home

You are expected to prepare well for every class and review on your own, following my directions. 75% of language's learning takes place outside of the classroom: class time is for answering questions and reinforcing what you studied at home. You cannot learn a language by just being in class. It is particularly important that you do the audio exercises (*Exercices audio de grammaire*) in order to both develop your 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. You should therefore attend every class, participate actively.

V. COURSE MATERIALS

A. Required

- 1) *Reprise. A French Grammar Review Worktext* by Stillman and Gordon, McGraw-Hill, ISBN-10:0-07-353541-9
If you don't have a copy of the book, scanned copies of the textbook will be available on Canvas.
- 2) *A selection of texts available on Canvas.*
- 3) *Exercices audio de grammaire, Intermédiaire avec CD* by Maïa 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. (ISBN 978-0983245155)

VI. GRADING AND ASSESSMENT

A. Class Participation

- Because this course is a language course, you are expected to attend class regularly and arrive on time. Because I respect your outside life, you are allowed 3 unjustified absences but after the first three (3) absences not justified by a letter from the Dean or an official note, the final grade will be reduced by 3% for each additional unjustified absence. *If you miss class, always communicate with me as soon as possible (before is always best).*
- 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	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 time. 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, finish 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

VII. COURSE POLICIES AND EXPECTATIONS

A. Student Expectations

You are expected to complete all readings, assignments, and activities on time. Participation is essential to your success in this class.

B. Communication Expectations

Please feel free to contact me with your questions, concerns during a meeting by appointment or an email.

VIII. ACCOMODATIONS

A. Students with Disabilities

Under the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, individuals with disabilities have the right to specific accommodations that do not fundamentally alter the nature of the course. Some accommodations might include note takers, books on tape, extended time on assignments, and interpreter services among others. Students are responsible for communicating their needs to the [Academic Resource Center](#), the office that oversees disability support services, (202-687-8354; arc@georgetown.edu; <https://academicsupport.georgetown.edu/disability/>) before the start of classes to allow time to review the documentation and make recommendations for appropriate accommodations. The University is not responsible for making special accommodations for students who have not declared their disabilities and have not requested an accommodation in a timely manner. Also, the University need not modify course or degree requirements considered to be an essential requirement of the program of instruction. For the most current and up-to-date policy information, please refer to the [Georgetown University Academic Resource Center website](#). Students are highly encouraged to discuss the documentation and accommodation process with an Academic Resource Center administrator.

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.

B. Accessibility and Inclusion

One of the central tenets of Georgetown's educational mission is *cura personalis*, a Latin phrase meaning "care of the whole person." Georgetown is committed to showing care and concern for each student by creating an inclusive and accessible learning environment that follows universal design principles to meet the needs of its diverse student body.

I am committed to creating a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.). If your name or pronoun needs to be corrected, please let me know early in the semester so that I can make the appropriate changes to my records.

IX. ACADEMIC INTEGRITY

Students at Georgetown University are expected to maintain the highest standards of academic and personal integrity. Although most Georgetown students conduct themselves in accordance with these standards, occasionally, there are students who violate the code of conduct. Cheating harms the University community in many ways. For example, honest students are frustrated by the unfairness of cheating that goes undetected and students who cheat can skew the grading curve in a class, resulting in lower grades for students who worked hard and did their own work.

Academic dishonesty in any form is a serious offense, and students found in violation are subject to academic penalties that include, but are not limited to failure of the course, termination from the program, and revocation of degrees already conferred. All students are expected to fully adhere to the policies and procedures of [Georgetown's Honor System](#) and to take the Honor Code Pledge.

Honor Code Pledge

In pursuit of the high ideals and rigorous standards of academic life I commit myself to respect and to uphold the Georgetown University honor system; to live out a commitment to integrity in all my words and actions; to be honest in every academic endeavor; and to conduct myself honorably, as a responsible member of the Georgetown community as we live and work together; to live out the ideals of Georgetown University I commit myself to be a person for others in my daily life, respectful of difference and disagreement; To care for this venerable campus and all of those with whom I share it; and to fulfill in all ways the trust placed in me to carry on the Georgetown tradition.

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.**

Plagiarism

Stealing someone else's work is a terminal offense in the workplace, and it will wreck your career in academia, too. Students are expected to work with integrity and honesty in all their assignments. The Georgetown University Honor System defines plagiarism as "the act of passing off as one's own the ideas or writings of another." More guidance is available through the [Gervase Programs](#). If you have any doubts about plagiarism, paraphrasing, and the need to credit, check out [Plagiarism.org](#).

All submissions must be your original work. Any submission suspected of plagiarism will be immediately referred to the Honor Council for investigation and possible adjudication. All students are expected to follow Georgetown's honor code unconditionally. If you have not done so, please read the honor code material located online at the [Honor Council website](#).

X. SUPPORT SERVICES

Georgetown offers a variety of support services for students. Below are some resources available to you:

- [Academic Resource Center](#)
202-687-8354 | arc@georgetown.edu
- [Counseling and Psychiatric Services](#)
202-687-6985
- [Institutional Diversity, Equity & Affirmative Action \(IDEAA\)](#)
(202) 687-4798

A. Title IX/Sexual Misconduct

Georgetown University and its faculty are committed to supporting survivors and those impacted by sexual misconduct, which includes sexual assault, sexual harassment, relationship violence, and stalking. Georgetown requires faculty members, unless otherwise designated as confidential, to report all disclosures of sexual misconduct to the University Title IX Coordinator or a Deputy Title IX Coordinator. If you disclose an incident of sexual misconduct to a professor in or outside of the classroom (with the exception of disclosures in papers), that faculty member must report the incident to the Title IX Coordinator, or Deputy Title IX Coordinator. The coordinator will, in turn, reach out to the student to provide support, resources, and the option to meet. [Please note that the student is not required to meet with the Title IX coordinator.]. More information about reporting options and resources can be found on the Sexual Misconduct Website: <https://sexualassault.georgetown.edu/resourcecenter>

B. Title IX/Pregnancy and Parenting Accommodations

Georgetown University is committed to creating an accessible and inclusive environment for pregnant and parenting students. Students may request adjustments based on general pregnancy needs or accommodations based on a pregnancy-related complication. SCS students must complete the [Pregnancy Adjustment Request Form](#) (<https://titleix.georgetown.edu/title-ix-pregnancy/student-pregnancy/>) and submit it to the SCS Deputy Title IX Coordinator at titleixscs@georgetown.edu. Upon receiving the completed form, the Deputy Title IX Coordinator will schedule a meeting with the student to discuss the requested adjustments and implementation process. More information about pregnancy modifications can be found on the Title IX at Georgetown University Website: <https://titleix.georgetown.edu/title-ix-pregnancy/student-pregnancy/>

C. Technical Support

All students have 24/7 access to Canvas technical support 24 hours a day, 7 days a week, including live chat and a support hotline at 855-338-2770. Use the 'Help' icon in the lower left of your Canvas window to view all available support and feedback options. If you're looking for help on a specific feature, check out the [Canvas Student Guide](#).

Always remember you should contact me for either questions, comments, help.
Bonne Session d'Eté !

