

SUMMER 2021

WELCOME to GEORGETOWN UNIVERSITY

DEPARTMENT of FRENCH & FRANCOPHONE STUDIES

FRENCH 181-10 : FRENCH FOR STUDY ABROAD

Professor Cohen-Scali

M - R 8:30-10:30 am

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

Office : ICC 415

Welcome to our class !



I. COURSE DESCRIPTION

This course is designed to accommodate students of varying levels of French language proficiency to improve all their language skills, in particular through the exploration of various techniques of expression in a number of writing forms, both toward pursuit of the French minor, and, if applicable, toward possible future overseas study in a French or Francophone program.

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, I 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

- On the first day of class you will fill out a questionnaire in which you will mention what you need to go over indicating from a scale from 1 to 5 (5 = absolutely needs to be reviewed) ; I will make it a priority to address everything you would have mentioned.
- To increase fluency in oral and written skills.

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. 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, composition, or oral presentation, 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

At the beginning of the session, you will fill out a form where you will identify what you need to improve (grammar, pronunciation, oral expression...) and I will provide a weekly schedule according to your needs.

Each class will concentrate on a grammatical unit with exercises completed by you as homework, followed by practice of the language from a broad range of written and audio documents. Throughout the session, you will also make oral presentations and receive feedback during office hours.

V. EXPECTATIONS

A. Preparatory work and review at home

You are expected to be well prepared for every class by doing the homework mentioned on the weekly syllabus; it could be written exercises to be completed, reading an article that a classmate will present in class (making a summary of the article), or watching the news and reporting.

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

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

VI. COURSE MATERIAL

- No specific grammar manual is required, however the following (See section A) are recommended.
- Croisière en Langue Française: Escales Grammaticales*, (2020), Cohen-Scali, New Academia Publishing (ISBN: 978 0 9995572 4 2)

A. Recommended Grammar Reference Books

- Bouées de Grammaire: Le Français en tableaux*, (2011), Cohen-Scali, New Academia Publishing. (ISBN: 978 0 983245155)
- French Three Years* by Blum and Stein (ISBN: 978 1 5311292 9 3)
- English Grammar for Students of French*, (2009), Morton, Olivia & Hill Press. (ISBN: 0934034370)

B. Recommended Verb Books/Websites

- Complete Guide to Conjugating 12,000 French Verbs*, (1995), Bescherelle, Hatier-Didier,. (ISBN: 2218065916)
- 501 French Verbs*, (2007), Kendris, Barron's Education Series. (ISBN: 0764179837)
- view the news on the Internet every day on *France 2*, *TV5.FR* or *le français facile RFI* (or other French speaking news)

C. Recommended Bilingual English-French Dictionary

- French Concise Dictionary*, (2010), Harper Collins. (ISBN: 006199863X)
- Le Larousse*, online: <http://www.lafousse.fr/dictionnaires/francais-anglais>
- Word Reference*, online: <http://www.wordreference.com>

VII. HONOR CODE

You 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 your personal work* without help in any form other than dictionaries and grammar books. For example, you are not allowed to use web translations or ask friends or family to look over your work.

All of you 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.

VIII. GRADING AND ASSESSMENT

A. Final Grade Calculation

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

Class participation	40%
Compositions (2)	30%
Oral Presentations	30%

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

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).*

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 you take an active role in your own learning process.

Class participation will be evaluated in the following manner:

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

IX. 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.

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/) (<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/](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.

