

## Syllabus Summer 2022

### FRENCH 022-20

**Dates: July 11th to August 12th**

**Time: 10:50 am to 12:45 pm MTWR**

**Location: ICC 205B**

**Professor: Zohreh Mirsharif**

**Professor Contact Information: [zm130@georgetown.edu](mailto:zm130@georgetown.edu)**

**Virtual Office Hours: by appointment**

### 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 II explores 3 themes 1) *Mode et cuisine*; 2) *Voyageurs et touristes*; 3) *Langue et communication*. 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. Some class activities will be done asynchronously.

The prerequisite for this course is the successful completion of Intermediate French I (FREN 021) at Georgetown, a score of 56-71 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).

## COURSE LEARNING OBJECTIVES

By the end of this course, you should be able to:

1. Have developed their understanding and knowledge of various aspects and issues of French and Francophone cultures.
2. Be able to understand and discuss a wide range of authentic material, both in writing and orally.
3. Have enhanced their vocabulary related to the themes of the sequence.
4. 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.
5. Be able to express themselves orally with a diverse vocabulary, grammatical accuracy, and good pronunciation.
6. Be prepared to take advanced courses.

## COURSE ORGANIZATION

**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.

## COURSE MATERIALS

### A. Required

1) *Reprise. A French Grammar Review Worktext* by Stillman and Gordon, McGrawHill, ISBN-10:0-07-353541-9/ A PDF version of needed pages will be available on Canvas.

2) *A selection of texts on Canvas.*

3) *Exercices audio de grammaire, Intermédiaire avec CD* by Maïa Grégoire and Alina Kostucki, CLE International, ISBN : 978-3125298996.

To purchase the book “Exercices audio de grammaire”, please consult our [course site](#) at the GU bookstore. If you buy this book through a source other than the university bookstore, please make sure you are buying the same edition listed on the GU bookstore site.

### 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, 8<sup>th</sup> 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>

## COURSE ASSIGNMENTS AND GRADING CRITERIA

### Graded Assignments

For each of the three 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 semester by means of short quizzes, chapter tests, and a comprehensive departmental final exam. Towards the end of the semester, there will 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. Students need to make a note of all deadlines for homework, compositions, and exams as NO EXTENSIONS or MAKE-UP will be given!

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 two (2) 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.**

### Final Grade Calculation

- 30%: 3 tests
- 15%: A final exam
- 15%: 4 quizzes
- 15%: Homework assignments, preparation for class, and participation
- 10%: Two compositions (with rewrites)
- 15%: An oral exam

Grade	participation will be evaluated in the following manner:
<b>A</b>	<p>Student is always well-prepared: has done his/her very best on homework assigned.</p> <p>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.</p> <p>Always speaks in French except for the occasional tricky question that needs to be asked in English.</p> <p>Uses full sentences and sometimes spontaneously expresses himself/herself in more than one sentence.</p>

<b>B</b>	<p>Student is usually well-prepared: has done his/her very best on homework assigned, most of the times.</p> <p>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.</p> <p>Speaks in French but is easily tempted to switch to English if cannot easily express a thought or a question.</p> <p>Does not always speak in full sentences. Rarely uses more than one sentence at a time.</p>
<b>C/D</b>	<p>Student is not often prepared for class: has not completed many of the homework assignments.</p> <p>Participates in class minimally, and never spontaneously.</p> <p>Quickly resorts to English and does not try hard enough to speak French at all times.</p> <p>Rarely speaks in full sentences.</p>
<b>F</b>	<p>Student is not prepared and does not participate in class.</p> <p>Does not make the effort to speak French at all times.</p>

### Grading Scheme

93 - 100 % = A

90 - 92 % = A-

87 - 89 % = B+

83 - 86 % = B

80 - 82 % = B-

77 - 79 % = C+

73 - 76 % = C

70 - 72 % = C

67 - 69 % = D+

60 - 66 % = D

Below 60 % = F

## COURSE SCHEDULE

This course begins with an Orientation and is divided into 3 modules. Below is an outline describing the course structure. Students are required to move through each module in sequential order.

**ORIENTATION:** Opens 07/11/2022

The orientation provides an overview of the course and introduces you to your instructor and peers. You will also learn about the technology requirements and where to get support.

**MODULE 1:** → *Mode et Cuisine*

**MODULE 2:** → *Voyageurs et Touristes*

**MODULE 3:** → *Langue et Communication*

## INFORMATION ABOUT TOOLS AND TECHNICAL REQUIREMENTS

You can expect to:

- Communicate with your professor and classmates regularly via email, discussion boards, and other technologies available.
- Navigate the internet using a web browser (note that certain tools may require a specific browser).
- Use applications such as Microsoft Office or Google Docs to create documents and work on projects.
- Submit assignments in Canvas.
- Upload and download saved files (including text, audio, and video).
- Use a microphone to record audio.
- Use a webcam to record video.

In this course we will use the following tools:

- Google Doc/ Discussion/ Collaboration/ Zoom (all features are on Canvas).

### Computer Requirements

- You will need access to a computer and adequate Internet service to complete this course. Although you can use other devices such as smartphones and tablets for some online coursework, please note that some tools, such as Proctorio, do not work on tablets or smartphones.
- You will also need an internal or external microphone and camera to complete this course. While you can use any browser to access Canvas please note that some tools only work with certain browsers (e.g., Proctorio only works with Chrome).

The minimum requirements needed to use Canvas can be found in this [Canvas guide](#).

## COURSE POLICIES AND EXPECTATIONS

## Student Expectations

You are expected to complete all readings, assignments, and activities on time. Participation is essential to your success in this class. You are expected to actively participate in discussions with your peers, and contribute to the group assignments. It is important to subscribe to the course discussion boards so that you receive notifications when new messages are posted. In order to get full credit for participation, you will have to complete all of your module assignments and quizzes on time.

## Time Expectations

Our classes are designed to meet 4 times a week / for 2 hours. You can think of each module equal to the same level of participation, commitment, and academic rigor as a Fall or Spring class. Students should plan on spending approximately 6-7 hours per week on homework.

## Communication Expectations

### *Communication with Peers*

You will be expected to engage with your peers via the discussion board and other required tools on a regular basis.

### *Communication with Professor*

Please feel free to email me with your questions, concerns, and/or to schedule a time to meet over Zoom. When sending emails please remember to follow the guidelines outlined below.

If you have general questions about assignments and course materials please post these questions in the General Question Discussion Board Forum [[https://georgetown.instructure.com/courses/108848/discussion\\_topics](https://georgetown.instructure.com/courses/108848/discussion_topics)], which you can access by clicking Discussions in the course navigation menu. This is an open forum, and you are encouraged to give answers and help each other.

- *Check the syllabus.* Before sending your email or message, be sure that your question has not already been addressed in the syllabus or announcements.
- *Be patient.* If you have a concern and send me a message, you can expect a response within one business day. Please allow 3 business days for assessment submission feedback.
- *Specify subject.* Subject line should include the topic of the message and class title.
- *Greet & Close.* E-mails should begin with a formal greeting and end with you signing your name in all messages/emails.
- *Check writing.* Proofread (i.e. grammar and spelling) your message before sending.

## *Etiquette Guidelines*

To promote the highest degree of education possible, we ask each student to respect the opinions and thoughts of other students and be courteous in the way that you choose to express yourself. Students should be respectful and considerate of all opinions.

In order for us to have meaningful discussions, we must learn to genuinely try to understand what others are saying and be open-minded about others' opinions. If you want to persuade someone to see things differently, it is much more effective to do so in a polite, non-threatening way rather than to do so antagonistically. Everyone has insights to offer based on his/her experiences, and we can all learn from each other. Civility is essential.

## ACCOMMODATIONS

### **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](mailto: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.

### **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.



## 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.*

### 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](#).

## SUPPORT SERVICES

Georgetown recognizes that COVID-19 has a significant impact on everyone in the Georgetown community. Georgetown offers a variety of support services for students that can be accessed online and has put together [this newsletter](#) which aims to provide you with information about well-being resources and virtual meetings that can connect you with mental health professionals on and off campus during this time. Below are some resources available to you:

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

### **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>

### **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](mailto: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/>

### **Georgetown Library**

If you have a question for a librarian you can go to their [“Ask Us”](#) page where you will have the option to chat online, send an email, or schedule a Zoom appointment to discuss a research topic, develop a search strategy, or examine resources for projects and

papers. Librarians offer an overview of and in-depth assistance with important resources for senior or master's theses, dissertations, papers and other types of research. This service is available to currently enrolled students who need assistance with Georgetown-assigned projects and papers. Please review the [Services & Resources Guide for Online Students](#) for additional information.

## **eResources**

Students enrolled in courses have access to the University Library System's eResources, including 500+ research databases, 1.5+ million ebooks, and thousands of periodicals and other multimedia files (films, webinars, music, and images). You can access these resources through the [Library's Homepage](#) by using your NetID and password.

## **Learning Resources**

Georgetown offers a host of [learning resources](#) to its students. Two that you might find particularly helpful in this course are the [Writing Center](#) and [Refworks](#).

- [The Writing Center](#) offers peer tutoring by trained graduate and undergraduate students who can assist you at any point in the writing process. They help at any stage of your writing process, from brainstorming to revision. Tutors can offer advice on thesis development, use of evidence, organization, flow, sentence structure, grammar, and more. The Writing Center will not proofread or edit papers; rather, they will help to improve your proofreading and editing skills to become a better writer. Appointments can be booked online through their website.
- [Refworks](#) is an online research management tool that aids in organizing, storing, and presenting citation sources for papers and projects.

## **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](#).