

Georgetown University

Department of French

Summer 2024

FREN 1501: INTERMEDIATE FRENCH I *Grammar, Vocabulary and Culture: a communicative focus*

Prof. Smorodinsky

Office Hours by appointment

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I. COURSE DESCRIPTION

The learning goals of the Intermediate sequence (Intermediate French I and II) are threefold: 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) Pierrot. These themes are presented and discussed through a variety of media, including cultural readings, a short story by Michel Tournier *Pierrot ou les secrets de la nuit* (see below COURSE MATERIALS), 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 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 1002) or Intensive Beginner (FREN 1011) or French for Spanish Speakers (FREN 1009) at Georgetown, a score of **41-55** on the French Placement or Confirmation Exam (see the departmental web page: [Placement Scale](#)), 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. 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 in-class with re-writes and be tested regularly throughout the semester by means of short quizzes, unit tests, and a comprehensive departmental final exam. Towards the end of the semester, there will be an oral presentation as well. A calendar of deadlines for substantial assignments and daily

homework will be provided on Canvas. 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. You should expect to spend at least one hour and a half of homework for every class meeting. 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. In addition, 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.

IV. COURSE MATERIALS

A. REQUIRED (All three books will be used in FREN 1502 as well)

1) *Grammaire progressive du français*. 4ème édition (2019). Maïa Grégoire et Odile Thiévenaz. CLE International. 978-3-12-529989-4.

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

3) *Bescherelle Poche Conjugaison*. Hatier. ISBN. 978-2-401-04461-6. If you already have the *Bescherelle La conjugaison* (ISBN 978-2401052352) or another verb book, you do not need to buy the *Bescherelle Poche*.

To purchase the books “Grammaire progressive du français. Intermédiaire. 4ème édition”, “Exercices audio de grammaire” and “Bescherelle Poche Conjugaison”, please consult our course site at the GU bookstore. If you buy these books through a source other than the university bookstore, please make sure you are buying the same edition listed on the GU bookstore site. Please let me know if you encounter any difficulties in purchasing these books.

B. Strongly recommended reference books and free websites

1) **A bilingual French-English dictionary:** Oxford Essential French Dictionary (ISBN 978-0-19-957638-8) or the *Collins Robert French Unabridged Dictionary*, 11th edition (ISBN 978-0061338175) or *Le Larousse* online <http://www.larousse.fr/dictionnaires>.

2) “English grammar for students of French. Olivia & Hill Press. 7th edition. ISBN 978-0934034425. **If you struggle with grammatical concepts, please consider purchasing or renting this book.**

3). **A French language dictionary.** *Le Petit Robert*. <https://dictionnaire.lerobert.com> (also available as an application for desktop, tablet, and phone).

4) **A preposition reference.** *Les verbes et leurs prépositions* (ISBN 978-2090352535) or *Le rouleau des prépositions* online: [Le Rouleau des prépositions - TERMIUM Plus® - Bureau de la traduction](#)

V. HONOR SYSTEM: IMPORTANT!

Students are required to adhere to all aspects of **Georgetown University's Honor System** ([Honor Council](#)) at all times. You are strongly encouraged to read through the entirety of the Honor System document and familiarize yourself with its rules.

-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 or ChatGPT is not allowed as well as the "google doc" corrector tool unless specified by your instructor.**

-During quizzes or tests in class, please make sure **to look only at your copy**. Please note that **looking at your neighbor's copy is considered cheating**.

-Failure to abide by the Georgetown University Honor System at all times will result in a report to the Honor Council and if you are found in violation with the Honor System, your final grade for this class may turn into an F.

VI. STUDENTS WITH DISABILITIES POLICY

Students with disabilities should contact the Academic Resource Center (Leavey Center, Suite 335; (202)687-8354; arc@georgetown.edu; <https://academicsupport.georgetown.edu/>) 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.

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

25% **Homework assignments and asynchronous activities***; preparation for class, and participation

25%: Five short quizzes and three Unit Tests

15%: Two compositions (with rewrites)

15%: One oral presentation

20%: A Final Written Exam on **July 3, 2024**. **Make sure that you do not make arrangements to leave campus before the official date and time of the final written exam as no make-up final exam will be given.**

***:You get the full credit (10/10) for every homework assignment and asynchronous activity that you turn in on time**; on the other hand, if you don't submit a homework assignment or asynchronous activity, it counts as 0/10 in your participation grade.

COVID adjustment to in-person attendance policy: if you believe you may be experiencing COVID symptoms, **DO NOT COME TO CLASS**. Inform your professor of the situation via email, follow Georgetown's testing protocol, and I will work out a way for you to make up for the missed class virtually until you can safely rejoin the class environment.

Class participation will be evaluated in the following manner:

Grade	
A	The student is always well-prepared, having done their very best on homework assigned. Always participates actively but also allows other students to participate: asks questions, responds to questions, makes the most of time spent in small group work. Always speaks in French except for the occasional tricky question that needs to be asked in English.
B	The student is usually well prepared, having done their very best on homework assigned, most of the time. Often participates but sometimes needs to be called upon: asks questions, responds to questions.
C/D	The student is not often prepared for class, having failed to complete many homework assignments. Participates in class minimally, and never spontaneously.
F	Student is not prepared and does not participate in class. Does not make an effort to speak French.

Departmental grading scale

A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	65-66
F	<65

As provided by the University:

Sexual Misconduct

Georgetown University and its faculty and staff 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 or staff member in or outside of the classroom (with the exception of disclosures in papers), that faculty or staff 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 and no action will be taken without the student's awareness. More information about reporting options and resources can be found on the Sexual Misconduct Website:

<https://sexualassault.georgetown.edu/resourcecenter>.

If you would prefer to speak to someone confidentially, Georgetown has a number of fully confidential professional resources that can provide support and assistance. These resources include:

- Health Education Services: Sexual Assault Response and Prevention: sarp@georgetown.edu
- Counseling and Psychiatric Services (CAPS): 202.687.6985

Additional resources are included below:

- Georgetown Self-Care Resource Guide:
<https://studenthealth.georgetown.edu/health-promotion/self-care/>
- Georgetown Wellness Wheel: <https://studenthealth.georgetown.edu/hoya-wellness-wheel/>
- Georgetown Guide to Recognizing Students in Distress:
<https://studentaffairs.georgetown.edu/studentoutreach/facultystaffresources/>

Pregnancy Modifications and Adjustments

Georgetown University is committed to creating an accessible and inclusive environment for pregnant students. At any point throughout their pregnancy students may request adjustments/modifications based on general pregnancy needs or accommodations based on a pregnancy-related complication or medical need. Students may also request accommodations following labor and delivery based on a complication or medical need.

To request pregnancy modifications, please complete the [SCS Pregnancy Modification Request Form](https://forms.gle/ZBfASxui7u13A8TU6):
<https://forms.gle/ZBfASxui7u13A8TU6>

More information about pregnancy modifications can be found on the Title IX Georgetown University Website:
<https://titleix.georgetown.edu/title-ix-pregnancy/student-pregnancy/>