

Summer 2025 at Georgetown University
Department of French & Francophone Studies in ICC 416

Welcome to Introductory French I
French 1001-10 M-T-W-R 8:30-10:30 am in ICC 216

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OFFICE HOURS	- Tu & W from 10:45 -11:15 am by appointment (in the classroom if available) AND by appointment on Zoom-Office Hours.		



COURSE SYLLABUS¹

I. COURSE DESCRIPTION

The learning goals of the Introductory sequence are as follows: 1) To introduce students to the French language and Francophone cultures; 2) To help students develop the ability to express themselves in French (orally as well as in writing); 3) To help students develop their comprehension skills of spoken and written French.

Introductory French I explores 6 themes: 1) *Pour commencer* 2) *Comment sont-elles?* 3) *Qu'est-ce que tu aimes faire?* 4) *En famille*, 5) *Bon appétit!* and 6) *On est à la mode!*, which correspond to Chapters 1-6 in the textbook *En Avant* (see below COURSE MATERIALS). These themes are presented and discussed through a variety of media, including *En Avant's* companion website *Connect French* and its accompanying audiovisual programs, *Le coin vidéo*, *Le coin chanson*, and *Le coin ciné*. The relevant vocabulary for each theme is studied systematically along with new grammatical structures, all of which enable students to begin to understand French and express themselves in the language.

Teaching methods will include reading and discussing cultural documents in class and practicing vocabulary and new grammatical structures in context. *En Avant* follows a focused approach with systemic review and recycling of topics. It also emphasizes active learning in class and integrates modern cultural themes into each lesson.

Introductory French I (FREN 1001) is the first course in the Introductory French sequence at Georgetown University. Students who enroll in this course are typically “true beginners,” meaning that they have not

¹ In rare instances, the syllabus may need to be altered, and the instructor retains the right to do so. In those instances, the class must be notified of those changes in a timely manner.

previously studied the language. All students with prior exposure to French are required to take the online French Department Placement Test at their convenience, following the directions on the French Department website under the tab “Resources,” then the heading “Students.” Students who enroll in FREN 1001 will have received a score between 0-25.

II. LEARNING OUTCOME

By the end of this Introductory French course, students will:

- Greet others using appropriate formal and informal expressions
- Spell words, use accents, count numbers, tell time and express the date
- Describe age, nationality, gender, preferences, hobbies, and professions
- Provide basic portraits of family members and friends
- Give short narratives using regular and irregular verbs in the present tense
- Know how to order food in a French restaurant and discuss their culinary likes and dislikes.
- Discuss plans using the future progressive tense and ask basic questions

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 in a pleasant atmosphere and be successful in their studies. While learning, it is important to keep in mind that making errors is a part of the learning journey and therefore, no one should be embarrassed. As your instructor, I have to correct your mistakes in order to help you learn. I intend to do this in a gentle manner, orally in class and in writing on homework and tests. 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. To that effect, in order to help you improve in 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 on Zoom Office Hours either during *Office Hours* as stated on our syllabus or by appointment.

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

IV. ORGANIZATION OF COURSE

For each of the six themes, students will use their textbook, *En Avant*, the companion website *Connect French* (which includes an electronic version of the textbook), and the accompanying audiovisual programs *Le coin vidéo*, *Le coin chanson*, and *Le coin ciné* to study grammatical structures and vocabulary introduced in context. They will complete exercises designed to provide systematic listening, speaking, reading, and writing practice of the material. In addition, they may refer to suggested materials as useful references for the presentation and practice of specific grammatical structures. Students will also write compositions and be tested regularly throughout the session by means of quizzes, tests, and a final exam. During the session, there will be an oral

presentation or exam. Deadlines for homework will be provided on Canvas and/or *Connect French*. Students need to make a note of all deadlines for homework, compositions, and exams as NO EXTENSIONS or MAKE-UPS will be given!

EXPECTATIONS FOR THIS COURSE

A. 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 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!

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

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

V. USE of CANVAS and GMAIL in OUR CLASS

- In **CANVAS**, you will find all pertinent information about the course which are the following :

Announcements.

- How to make an appointment on the Google Calendar

Modules.

- Questionnaire (first day of class)
- Course : syllabus, calendar
- Compositions : code used to identify what needs to be corrected
- Folder for chapters syllabus

- **GMAIL** will be used for :

- Email Communication : please don't hesitate sending questions and concerns you have, request a zoom meeting, inform me of absences, ...

Should you miss class for Covid related issues, I will gladly meet with you to go over what you would have missed. In addition, please let me know no later than 8:00am about you being absent so you will be able to join class through Zoom.

VI. COURSE MATERIALS

A. Required Materials

- **En Avant (2024 Release) + Connect French Access**, Anderson, Dolidon, McGraw-Hill Publishing Co., Inc.
 - One-year e-book + Connect access (ISBN 9781264778775)
 - Two-year Connect access + looseleaf textbook (ISBN 9781264413720)

B. Optional Materials

- *Bouées de Grammaire: Le Français en tableaux*, (2011), Cohen-Scali, New Academia Publishing. (ISBN: 0983245150)

C. Recommended Reference Books with Explanation in English and Grammatical Charts

- *Quick Guide to French Grammar*, (2007), Pearson, Prentice Hall. (ISBN: 0132428598)
- *English Grammar for Students of French*, (2009), Morton, Olivia & Hill Press. (ISBN: 0934034370)

D. 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: 07641798)

E. Recommended Bilingual English-French Dictionary

- *French Concise Dictionary*, (2010), Harper Collins. (ISBN: 006199863X, \$13.50)
- *Le Larousse*, online: <http://www.larousse.fr/dictionnaires/francais-anglais>
- *WordReference*, online: <http://www.wordreference.com>

VII. HONOR CODE

Students 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 the student's personal work without help in any form other than dictionaries and grammar books.

All students 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. 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. Students will receive instructions from the instructor by email detailing the manner in which such a disruption is to be handled.

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.

X. SYLLABUS STATEMENT endorsed by the Faculty Senate

XI. GRADING AND ASSESSMENT

A. Final Grade Calculation

Students are evaluated by means of quizzes, multi-chapter tests throughout the session, and a final exam. Each test will have an oral component (short-answer questions, listening comprehension, or a *dictée*, for example); exercises based on the material of the chapters being tested; and, a written component which asks students to respond at length to an open-ended question or another prompt. Writing competence will be further evaluated through exercises and short compositions. Speaking skills will be evaluated through short presentations.

Class Participation	15%
Tests	25%
Final Exam	25%
Compositions	10%
Homework, Quizzes	15%
Oral Presentations	10%

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

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%.

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 a student takes an active role in his or her 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



Bonne Session d'été!