



Georgia Tech · Ivan Allen College of Liberal Arts

School of Modern Languages

GT-E SUMMER 2023

FREN 1002 – Elementary French II – Section 1

Days 1&3, 3:55-5:50pm

Syllabus and Homework Assignments

Qui parle le français ? Qui l'apprend ?
Quelle est la place de la langue française
dans le monde ? ...



Instructor: Dr. Brigitte Stepanov

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Course Prerequisites: FREN 1001 or having placed into FREN 1002. No native speakers. Please review the registration information outlined at <http://modlangs.gatech.edu/students/registration> before enrolling in this course. If you have taken French classes in high school or are a heritage speaker, you must take the placement test (<https://modlangs.gatech.edu/students/placement-tests>) and provide a copy of your score on the first day of class.

Students will work under the guidance of the instructor using VHL Supersite Plus, which is linked with the textbook *Promenades*. Homework submission will be managed online. Students who register for this course should recognize the value of language study, be genuinely interested in learning to communicate in French, and fully understand the level of autonomy and self-motivation required to reach the expected learning outcomes of this course. This course requires internet access and a computer.

REQUIRED COURSE PACKAGE: PROMENADES, 4th Edition, by Mitchell-Mitschke-Tano, Vista Higher Learning. Digital course package: Supersite Plus (with WebSAM & vText) for PROMENADES, 4th Edition. Your student access code to Supersite Plus includes the vText (= online, interactive, laptop/iPad compatible student edition textbook) & WebSAM (= online workbook/video manual & lab manual & access to the Supersite Plus online resources, including assignments, audio, video, reference tools, etc.) Find it here!

<https://vistahigherlearning.com/store/school/georgiainstituteoftech>

Once purchased, you will redeem your 12-letter student access code at <https://www.vhlcentral.com/>

[Alternate package if you do not want to go fully digital: **Loose Leaf Student Edition with WebSAM & vText for PROMENADES, 4th Edition.** This course package is available at the Barnes and Noble @ Georgia Tech Bookstore. By purchasing the new textbook package from the bookstore, you will receive a **Lunar Blue** envelope shrink-wrapped with the textbook. Inside the envelope will be your 12-letter code that you will redeem at <https://www.vhlcentral.com/>] ***Please Note: If you choose to purchase a used Textbook, you will need to purchase a new separate access code for digital access.

Vista Student Tech Support: 1-800-248-2813

ML PERFORMANCE GOAL #1: PROFESSIONAL COMMUNICATION	
ML Learning Outcome 1: Demonstrate oral and aural proficiency in the target language	FREN 1002: Students will demonstrate oral proficiency at the Novice High level on the ACTFL scale upon completion of the course. They will comprehend French with sufficient ability to grasp the main idea and some supporting details in short conversations (both spontaneous and recorded) that relate to the topics mentioned below (ML learning outcome 2) They will also perform real-time virtual chats related to these topics.
ML Learning Outcome 2: Demonstrate effective presentation skills in the target language	FREN 1002: Students will demonstrate the ability 1) to present themselves and/or others in class as well as “report back” to the others in a wide variety of contexts 2) to describe, narrate, and ask/answer questions in present tense about a variety of topics related to their family, daily activities, interests, vacations, sports, traveling, shopping, eating, clothing, leisure and academic activities 3) to make short statements and ask/answer simple questions in the present, past and future contexts
ML Learning Outcome 3: Demonstrate writing proficiency in the target language	FREN 1002: Students will regularly produce simple written descriptions of themselves and/or others, brochures and interviews at the Novice High level on the ACTFL scale.
ML Learning Outcome 4: Demonstrate proficiency in comprehension of authentic written texts in the target language	FREN 1002: N/A for FREN 1002. (Students will demonstrate their comprehension of numerous learner contextualized texts.)
ML PERFORMANCE GOAL #2: INTERCULTURAL SKILLS AND KNOWLEDGE	
ML Learning Outcome 5: Demonstrate in-depth knowledge of a <i>specific</i> target-language country or region	N/A for FREN 1002. (Students will learn about cultural aspects and patterns of a variety of French regions (Alsace-Lorraine, Burgundy, Franche-Comté, French Antilles and French Polynesia), and French-speaking areas (Senegal, Switzerland, Belgium, Algeria, Morocco, Tunisia, Haiti).
ML Learning Outcome 6: Demonstrate the ability to analyze an issue from target-culture perspective(s)	FREN 1002: Students will display the ability to recognize differences between such behaviors such as greeting or taking leave of others, the register of language to be used in specific contexts when in France, and socially unacceptable behaviors in France and other French-speaking regions.
ML Learning Outcome 7: Demonstrate critical reflection on cultural complexity and context	N/A for FREN 1002.

EVALUATION

- **Online homework** (Supersite): 20% (due date set by the instructor on VHL Supersite assignment calendar) (3.5% per lesson)
- **Compositions** (2): 10% (5% each; typed, double-spaced, font 12; must be submitted via Canvas as a word doc; 100 words – 150 words)
- **Tests** (6): 60% (10% each)
- **Attendance:** 10%

Grading Scale

According to policy, grades at Georgia Tech are interpreted as follows:

A	90-100	Excellent (4 quality points per credit hour)
B	80-89	Good (3 quality points per credit hour)
C	70-79	Satisfactory (2 quality points per credit hour)
D	60-69	Passing (1 quality point per credit hour)
F	= or <60	Failure (0 quality points per credit hour)

See <http://registrar.gatech.edu/info/grading-system> for more information about the grading system at Georgia Tech.]

- **Online homework** will include grammar and vocabulary activities, cultural readings, and course preparation assignments. The homework should be done on a regular basis to learn about, understand, and practice new features in grammar and vocabulary. The grade for VHL assignments is determined by the activities completed and the percentages earned. The *Promenades* course material is divided into units, and each unit is divided into lesson A and lesson B. Each section starts with the introduction of new vocabulary and exercises to practice the vocabulary and pronunciation exercises. The grammar sections start with examples and explanations and are followed by “fill in the blanks” exercises before moving to more involved conversational exercises. Please read the textbook grammar explanation first, before doing the activities.
- **Compositions:** You will write **2 essays** this semester (100 words – 150 words). The topics and guidelines are on **pages 323** (for composition 1), **and 405** (for composition 2) of your book *Promenades*. Your papers will be typed, double-spaced, with a 1.25 inches margin on all sides, Times New Roman. Please indicate word count. The papers must be your own work and respect the limits of what has been learned so far in the course. **You must submit them as a word doc.** Plagiarism (as defined in the Student Handbook) is banned. Proof-read your work before submitting it! Accents must be typed in. A composition is not a translation. The use of translation software such as Google Translate is strictly forbidden. You may use online dictionaries such as www.wordreference.com. **Compositions turned in late will incur a 10% penalty per day. For due dates, please see the homework calendar below. Please submit via Canvas.**
- **There will be 6 tests.**
- The success of learning a language is directly proportional to the effort you put in. Repetition is the name of the game when it comes to mastering vocabulary. You need to plan spending at least 45-60 minutes each day to keep up with the course work.

ACCOMMODATIONS

Georgia Tech values diversity and inclusion; we are committed to a climate of mutual respect and full participation. Our goal is to create learning environments that are usable, equitable, inclusive and welcoming. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or accurate assessment or achievement, please notify the instructor as soon as possible. If you are a student with learning needs that require special accommodation, contact the Office of Disability Services at (404) 894-2563 or <http://disabilityservices.gatech.edu/>, as soon as possible, to make an appointment to discuss your special needs and to obtain an accommodations letter. Please also e-mail me as soon as possible in order to set up a time to discuss your learning needs.

REMINDER OF SOME IMPORTANT RULES

1. **Tests/make-up policy:** Make sure now that you will be able to attend all tests as **no make-up tests will be given without an official excuse. You will need to communicate with the Dean of Students office representative at GT-E in order to seek make-ups.**
2. **Class attendance: Attendance is required.** An absence is excused if a) you are required to participate in an official GT activity (documentation required) b) you are under a doctor’s care or scheduled an emergency doctor appointment (documentation required) c) you are granted a leave of absence from GT for reasonable cause by an academic dean (documentation required) d) documented illness or a significant life-event prevents you from attending class e) you are observing a major religious holiday f) going to a job/internship interview (documentation required). *****I record attendance in Canvas (using the “Attendance” feature) right after each class. Please let me know within 48 hours if you observe a discrepancy between what is indicated in Canvas and your actual attendance for that day. Unfortunately, I cannot retroactively change attendance at the end of the semester.**

3. **Honor Code:** When working on homework, you may not work with other students, and doing such is a violation of the GT Academic Honor Code. Submitting any work other than your own is also a violation of the Academic Honor Code. **Do not plagiarize!** Plagiarizing is defined by Webster's as "to steal and pass off (the ideas or words of another) as one's own: use (another's production) without crediting the source." If are caught plagiarizing, you will face the GT Academic Honor Code committee.
4. Cheating off of another person's test or quiz is unethical and unacceptable. Cheating off of anyone else's work is a direct violation of the GT Academic Honor Code. For any questions involving these or any other Academic Honor Code issues, please see www.honor.gatech.edu

CLASS POLICIES AND STATEMENTS

Diversity, Equity, and Inclusion

This is a classroom free of prejudice of any kind, a non-judgmental environment that strives to include a diversity of thought, perspective, and learning styles. All identities are welcome in this class. This course aims to incorporate a variety of voices through varied readings in order to understand multiple perspectives and engage with various social issues. The dynamics of this class are based on courtesy for everyone in the classroom and mutual respect, open communication and discussion free from harassing statements, and good listening. Please feel free to share your name and/or set of pronouns with me and the class. If you have any questions or comments, please don't hesitate to let me know.

Student-Faculty Expectations Agreement

At Georgia Tech we believe that it is important to strive for **an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body.**

See <http://www.catalog.gatech.edu/rules/22/> for an articulation of some expectations that you can have of me and that I have of you. In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech while in this class. A successful learning experience requires mutual respect on the part of the student and the instructor.

STUDY TIPS

1. Use every opportunity to speak, hear and read French. Keep on trying to keep a conversation going. **Be willing to take risks, trying out the new structures and vocabulary you are learning.** Students who play it safe (stick to the simple, reliable forms instead of trying new ones) will only hold themselves back. Progress comes from learning from it and doing better next time. As you are beginners, you should not be afraid to make mistakes. They are a necessary part of the learning process. Often the same thing puzzling you is confusing others too.
2. Do not fall behind in your work. Be organized: do your homework on time. "Catching up" is extremely difficult in a beginners' language course. Success depends largely on regular contact with the material (In practicing a skill, four 15 minute-study periods with full concentration may work better for you than one-hour sessions). Don't be satisfied with knowing the material. Be sure to practice enough times to be able to perform it with relative ease and fluency. Tests examine not only what you know, but how well you know it and how quickly you can put it into use.
3. Watch yourself as a learner: try to determine what type of material helps you learn best and what doesn't. Design your own learning aids: flashcards, charts, lists, repertoires, website, etc. This will help you memorize and recycle the material. Take advantage of cognates while building your vocabulary. Put tricky points on cards to carry with you and take advantage of those mentally idle moments in your day (walking, standing in line, eating breakfast, etc.) to practice the language. Memorize not only vocabulary, but useful formulas you can rely on to get things done. Avoid translation at all costs: you want to develop skills in French, and it doubles your processing time. It is more useful to develop the ability to paraphrase ("circumlocute").

4. Assume that grammar and syntax do mean something. In Romance languages, among others, place, form and endings of words can make a huge difference in meaning, and have for hundreds of years.

Make good use of the **VHL Supersite** resources!

5. Practice out loud. Read the material and learn the spelling of the words. Use the website's suggestions to improve on your speaking and listening abilities. Consider pairing up with a student or two to practice together.

Some of these suggestions come from the Middlebury College Summer Language School Handbook, 1997, the Wake Forest University Romance Languages Home Page and the following individuals: Kara Rabitt, Joan McRae, and Lucile Duperron. Also see Joan Rubin & Irene Thompson, *How to be a More Successful Language Learner*, Heinle & Heinle, 1982, or H. Douglas Brown, *A Practical Guide to Language Learning*, McGraw Hill, 1989).