

FREN 1001 – ELEMENTARY FRENCH I
Syllabus

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Digital course package: Supersite Plus Code (w/ WebSAM & vText) for PROMENADES, 3rd Edition. , by Mitchell-Mitschke-Tano, Vista Higher Learning, Boston 2018. ISBN: 978-1-68005-003-5.

Your student access code to PROMENADES Supersite Plus vhlcentral.com include **vText** (= online, interactive, laptop/iPad compatible student edition textbook) & **WebSAM** (= online workbook/video manual & lab manual & access to Supersite Plus textbook's online resources (assignments, audio, video, reference tools, assessment, gradebook, teacher-student communication, etc.). It is available at Barnes & Noble at Georgia Tech bookstore or can be ordered online at <https://vistahigherlearning.com/catalog/product/view/id/8339/s/promenades-3rd-edition/category/213/> (click on the “Digital format” tab and Add to cart). Once purchased, you will redeem your 12 letter student access code at <https://www.vhlcentral.com/> . To set up your VHL student account, please follow this link <https://vistahigherlearning.com/student-startup>

[Alternate: **Loose Leaf Student Edition with WebSAM & vText for PROMENADES, 3rd Edition. Course package ISBN: 978-1-68005-025-7.** This course package available at the *Barnes and Noble @ Georgia Tech* bookstore or can be ordered online at <https://vistahigherlearning.com/catalog/product/view/id/8339/s/promenades-3rd-edition/category/213/> (click on the “Loose-leaf format” tab and Add to cart). 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/>

COURSE OBJECTIVES

ML PERFORMANCE GOAL #1: PROFESSIONAL COMMUNICATION	
ML Learning Outcome 1 : Demonstrate oral and aural proficiency in the target language	FREN 1001: 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 1001: 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 1001: 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	FREN 1001: N/A for FREN 1001. (Students will demonstrate their comprehension of numerous learner contextualized texts.)

written texts in the target language	
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 1001. (Students will learn about cultural aspects and patterns of a variety of French regions (Paris & Paris metro area, Normandy, Brittany, Loire Valley, Southwest, Provence, Alps, Rhone Valley, Tahiti), and French-speaking areas (province of Quebec))
ML Learning Outcome 6: Demonstrate the ability to analyze an issue from target-culture perspective(s)	FREN 1001: 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 1001.

COURSE EVALUATION

EVALUATION

- Class attendance, participation & course preparation : 20%
- Quizzes 1 : 10 % (5% each)
- Exam 1 : 20 %
- Midterm : 25 %
- Final exam: 25 %

Grade Scale: A=90-100 B=80-89 C= 70-79 D= 60-69 F=<60

- **Class participation** is graded based upon your **desire to bring input**, your **completion of the preparation assignments** and **knowledge of the material to be studied for that day**. The following rubric sets out the criteria upon which you will be evaluated:

A+	A	B	C	D	F
Actively supports, engages and listens to peers (ongoing) Arrives fully prepared at every session Plays an active role in discussions (ongoing) Comments advance the level and depth of the dialogue (consistently) Group dynamic is consistently better because of the student's presence	Actively supports, engages and listens to peers (ongoing) Arrives fully prepared at almost every session Plays an active role in discussions (ongoing) Comments occasionally advance the level and depth of the dialogue Group dynamic is often better because of the student's presence	Makes a sincere effort to interact with peers (ongoing) Arrives mostly, if not fully, prepared (ongoing) Participates constructively in discussions (ongoing) Makes relevant comments based on the assigned material (ongoing) Group dynamic is occasionally better (never worse) because of the student's presence	Limited interaction with peers Preparation, and therefore level of participation, are both inconsistent When prepared, participates constructively in discussions and makes relevant comments based on the assigned material Group dynamic is not affected by the student's presence	Virtually no interaction with peers Rarely prepared Rarely participates Comments are generally vague or drawn from outside of the assigned material Demonstrates a noticeable lack of interest (on occasion) Group dynamic is harmed by the student's presence	No interaction with peers Never prepared Never participates Demonstrates a noticeable lack of interest in the material (ongoing) Group dynamic is significantly harmed by the student's presence

We will cover 6 chapters.

You must actively contribute to pair, group, and class discussions by both asking and answering questions. This also means that you will willingly engage in class activities and will always use French. All students are expected to attend every class day, arrive on time, be prepared for the course, and participate actively in the daily class activities. Absence from class will affect your grade, as will late arrivals, early departures, and regularly entering and leaving the room while class is in session. **Before coming to class each day complete the course preparation.**

- **Homework** will include grammar & vocabulary activities, lab activities and course preparation assignments. Course preparation assignments are to be completed before the class meets.
- **All quizzes and exams will follow the same format:** one listening comprehension section testing your oral/aural skills (20-25%), one grammar section (35-40%), and one vocabulary section (35-40%).

ACCOMMODATIONS

Students with disabilities should contact me and the ADAPTS office for classroom and academic accommodations. If you need an accommodation, please contact Tameeka Hunter, Disabilities Services Specialist and Program Coordinator, at tameeka.hunter@vpss.gatech.edu or (404) 894–2564.

REMINDER OF SOME IMPORTANT RULES

- 1. Use of mobile devices:** *Please turn off your cell phone in the classroom. Sending text messages, surfing the web, checking emails, or otherwise perform non-class-related activities during class will not be tolerated.*
- 2. Examinations/quizzes make-up policy:** Make sure now that you will be able to attend all exams as **no make-up quizzes or examinations will be given without an official excuse** (a medical excuse from GT Stamps Health Services or your personal physician or circumstances listed below). **Students must notify me at least 48 hours in advance to request permission for making up the quiz or examination.**
- 3. Class attendance:** Daily class attendance is expected. **You are allowed 3 unexcused absences** (scheduled flights or trips, picking up relatives at the airport, chauffeuring a friend somewhere, going to a wedding/reunion) **without penalty.** 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).
- 4. 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.
- 5. 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, and will be dealt with accordingly. For any questions involving these or any other Academic Honor Code issues, please consult me or click www.honor.gatech.edu

STUDY TIPS

- 1. Never miss class.** 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. There is no disgrace goofing with something you didn't know; but progress comes from learning from it and doing better next time.
- 2. Make a constant effort to participate in each class.** The classroom is the primary focus. As you are beginner speakers, you should not be afraid to make mistakes. They are a necessary part of the learning process. Never fear to ask for help: often the same thing puzzling you is confusing others too. Get help fast when you need it; do not let problems develop.
- 3. Do not fall behind in your work.** Be organized: do your homework in time. 'Catching up' is extremely difficult in a beginner 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.
- 4. Watch yourself as a learner:** try to determine what type of material helps you learn best and what doesn't. Ask for help from your instructor. 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').
- 5. 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.

6. 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 Supersite Plus grammar tutorials and PowerPoint presentations.

7. 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.

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).

This syllabus is based on the syllabus made by the GT-Atlanta Modern Languages Language Coordinator, Dr. Lionel Gall.

HOMWORK & CALENDAR

- This calendar is aimed at making your learning easier. I spread the homework as evenly as possible to ensure a regular learning process. I urge you to do the homework as advised rather than waiting for due dates, which would put unnecessary pressure on you. If done on a regular basis, it will seem like very little. Moreover, you will learn faster because you will come to class prepared, which in turn will help you participate and feel more comfortable in the classroom.
- Preparing in advance will also enable you to identify potential problems. Write down any questions that you may have. Either ask them in class or e-mail them to me or visit my office my office hours.
- If you ever feel uncomfortable about something in class, if you want me to focus on one aspect of your learning (pronunciation of a certain sound, grammar, vocabulary etc.) or if you need additional practice, let me know. My office hours are devoted to you. Never hesitate to come and talk to me. I want to hear from you.

The dates for quiz#1 and mid-term will be decided to accommodate the learning needs of the class and the evolving pandemic situation.

Promenades program / Specific outcomes for units 1-7 are the following:

- Introducing yourself
- Greeting and saying goodbye
- Learning courtesy expressions
- Talking about yourself and others
- Spelling your name
- Asking and telling time and date
- Describing your university and classroom
- Exchanging information about courses of study
- Asking and responding to simple questions
- Talking about your family and friends
- Describing yourself, other people, and things
- Saying how old you and others are
- Talking about things that belong to you and others
- Ordering food and beverage at a café
- Talking about places and activities around town
- Expressing actions in the near future
- Expressing quantity
- Talking about pastimes, weekend activities, and sports
- Talking about the seasons and weather
- Planning activities
- Talking about and describing clothing preferences in a store
- Talking about how much things cost
- Negotiating and paying for items you buy
- Saying and describing what you bought
- Talking about your vacation plans

- Describing a hotel
- Talking to hotel personnel
- Telling where you went
- Talking about people and places you are familiar with