



**FREN 1002 – Elementary French II –
FALL 2024 – Syllabus and Homework Assignments**

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This is a Core IMPACTS course that is part of the Humanities area.

Core IMPACTS refers to the core curriculum, which provides students with essential knowledge in foundational academic areas. This course will help students master course content, and support students' broad academic and career goals.

This course should direct students toward a broad Orienting Question:

- How do I interpret the human experience through creative, linguistic, and philosophical works?

Completion of this course should enable students to meet the following Learning Outcome:

- Students will effectively analyze and interpret the meaning, cultural significance, and ethical implications of literary/philosophical texts or of works in the visual/performing arts.

Course content, activities and exercises in this course should help students develop the following Career-Ready Competencies:

- Ethical Reasoning
- Information Literacy
- Intercultural Competence

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 you are a heritage speaker, please take the placement test (<https://modlangs.gatech.edu/students/placement-tests>) and provide a copy of your score the first day of class to demonstrate eligibility for this course.**

The best and quickest way to contact me is by e-mail.

Please consult Canvas regularly and allow notifications. (Canvas > Account > Notifications > Announcement).

REQUIRED COURSE PACKAGE: PROMENADES, 4th Edition, by Mitchell-Mitschke-Tano, Vista Higher Learning, Boston 2022. Digital course package: Supersite Plus Code (w/ WebSAM & vText) for PROMENADES, 4th Edition.

ISBN: 978-1-54333-618-4. 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.)). can be ordered online at <https://vistahigherlearning.com/promenades-4th-edition.html>

To set up your VHL student account, please follow this link <https://vistahigherlearning.com/student-startup> or use the Student Startup PDF document posted on Canvas.

[Alternate: **Loose Leaf Student Edition with WebSAM & vText for PROMENADES, 4th Edition. Course package ISBN: 978-1-54333-617-7.** This course package is available at the Barnes and Noble @ Georgia Tech bookstore or can be ordered online at <https://vistahigherlearning.com/promenades-4th-edition.html>; **Paperback Student edition 978-1-54333-889-8**]

If you choose to purchase a used Textbook, you will need to purchase a new separate access code for digital access.

Student Tech Support: (800) 248 2813. Please familiarize yourself with the book by browsing through the digital book and scanning the student user guide under the help tab.

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/Intermediate Low 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, (recent) past, and future tense about a variety of topics related to daily routines, household chores, food and nutrition, health and medical conditions, and remedies, shopping for groceries errands, technology and electronics, nature and the environment 3) to make short statements and ask/answer simple questions in the present, (recent) past and future contexts 4)to give directions offer assistance 5) to describe how they feel physically, explain car trouble and show people around the house 6) to give advice to others 7) to make comparisons 8) to express beliefs and opinions about issues; hypotheses, will, hopes, emotion, doubt and disbelief.
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 and narratives in the past tenses, and combine various writing genres (story, article, essay, review, letter) to write about topics such as food, technology, nature and the environment, business at the Novice High/Intermediate Low 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 basic patterns regarding French mentalities & attitudes towards the environment, nuclear energy, small businesses, car use and technology practices, grocery shopping habits, and the register of socially acceptable attitudes & cultural practices to be used in specific contexts when in France (restaurant etiquettes, table manners...). Students will gain knowledge of significant historical events from the French-speaking world.)
ML Learning Outcome 7: Demonstrate critical reflection on cultural complexity and context	N/A for FREN 1002.

EVALUATION

- **Attendance, Class Participation and online homework** (Supersite): **35%**
- **Written composition: 15%** (typed, double-spaced, font 12; must be submitted by email in word doc; 200 words)
- **Unit tests (5): 35%** (7% each)
- **Oral assessment: 15%** 5-10 minutes. The subjects of the assessments will be discussed and decided in class with the instructor.

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. **Abide by the due dates set by the instructor on VHL Supersite assignment calendar.** The homework needs to be done on a regular basis to learn about, understand, and practice new features in grammar and vocabulary.
- **Attendance and Class participation** is graded based upon your **desire to bring input**, your **completion of the online course preparation assignments** and **knowledge of the material to be studied for that day.**
- **Written composition:** You will write **1 essay** this semester (200 words). The topics and guidelines are on **pages 321** (for composition 1), **and 403** (for composition 2) of your book «Promenades». Your papers **will be typed, double-spaced**, with a **1.25 inches** margin on all sides. 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 in word doc and through email.** No pdf please. 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 or www.linguee.fr . **No exceptions. For due dates, please see homework calendar below.**
- **Unit tests.** There will be a test at the end of each unit.
- **Oral assessment:** The assessment will be a short oral presentation (5-10 min), the topics will be discussed and decided in class. It will take place during the semester.

The following rubric sets out the criteria upon which you will be evaluated:

A	B	C	D	F
Actively supports, engages and listens to peers Arrives fully prepared at almost every session Plays an active role in discussions Comments advance the level and depth of the dialogue Group dynamic and level of discussion are often better because of the student's presence	Makes a sincere effort to interact with peers Arrives mostly, if not fully, prepared Participates constructively in discussions Makes relevant comments based on the assigned material Group dynamic and level of discussion are 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 and level of discussion are 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 and level of discussion are 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 and level of discussion are significantly harmed by the student's presence

Each of you really should feel free and confident to both ask and answer questions. This also means that you will willingly engage in class activities and will use the target language, i.e., French as much as possible. 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. ***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 in class.***

Attendance is taken at all lectures.

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 Mme C. Guyot at cguyot@georgiatech-metz.fr, as soon as possible, to make an appointment to discuss your special needs and to obtain an accommodations letter.

CLASS POLICIES AND STATEMENTS

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 basic expectation 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.

We recognize that the Fall 2022 semester might be impacted by the COVID-19 situation and urge students to respect the Institute's policies regarding social distancing and face coverings <https://hr.gatech.edu/face-coverings>

Any successful learning experience requires mutual respect on the part of the student and the instructor.

Instructor responsibilities:

- Start and end class on time;
- Treat all students with courtesy and respect;
- Be open to constructive input from students in the course;
- Ensure that opportunities to participate are enjoyed equally by all students in the course;
- Give enough information to the students to be prepared for the class and their assignments.

Students' responsibilities:

- Arrive on time and prepared for the class;
- Turn off all electronics that might be disruptive to the class;
- Give full attention when the instructor or another student is talking and remain engaged during the class by participating and doing the activities;
- When speaking, remain on topics and use courteous and respectful language;
- Consult Canvas regularly for any message, assignment information or documents;
- If you have questions and want to discuss any matter, please contact me by email. You are always welcomed to discuss any concern. Use your Georgia Tech email address to email me. I will try to respond as soon as possible but expect sometimes a longer wait.
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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** (a medical excuse from GT Stamps Health Services or your personal physician or documented exceptional circumstances). **You will need to communicate with the Dean of Students office in order to seek make-ups.**

2. **Class attendance:** This is a **3 Credit-Hour residential class. Attendance is expected** and lectures won't be recorded. 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). **Feel free to attend a section scheduled before or after the one in which you are regularly enrolled to avoid incurring unexcused absences. 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. EACH additional absence will result in the subtraction of 2 points from your course participation grade (on a 100 scale).**

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 be dealt with according to the GT Academic Honor Code.

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, 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

5. Health-Related Considerations

For more information about Covid-related guidelines, please review <https://health.gatech.edu/tech-moving-forward>

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. There is no disgrace goofing with something you didn't know; but 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. 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. **Schedule appointments with the instructor to discuss honestly your progress and difficulties. Attend office hours and set up practice sessions with your classmates.**

2. Do not fall behind in your work. Be organized: do your homework in 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. 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').

4. 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.

5. 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.

6. 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. **Pair-up with a student or two to practice together online.**

7. If you ever feel uncomfortable, 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 talk to me!** I want to hear from you.

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).

CALENDAR

The VHL Online Homework must be completed and submitted by the designated deadline on the syllabus and the VHL calendar.

This syllabus provides a general plan for the course. Deviations may be necessary. The due dates for assignments are subject to change to accommodate the learning needs of the class. Any change will be announced ahead of time in class and posted on Canvas. All VHL exercises with a due dates will be graded. Other exercises are recommended, but not graded. You can always do unassigned exercises on VHL for your needs and practice. Ask for feedback, should you need help! Any assignments/tests not turned in will be given a 0.

Week 1	Introduction to the course review of main 1001 grammatical items	
Week 2	UNIT 7 “ <i>En vacances</i> ” Lesson A “ <i>Bon voyage</i> ”	Vocabulary, cultural readings, oral practice The <i>passé composé</i> with <i>être</i> The direct object pronouns
Week 3	UNIT 7 “ <i>En vacances</i> ” Lesson B “ <i>A l’hôtel</i> ” Test on unit 7	Vocabulary, cultural readings, oral practice Regular <i>-ir</i> verbs The <i>impératif</i>
Week 4	UNIT 8 “ <i>Chez nous</i> ” Lesson A “ <i>La maison</i> ”	Vocabulary, cultural readings, oral practice Adverbs The <i>imparfait</i>
Week 5	UNIT 8 “ <i>Chez nous</i> ” Lesson B “ <i>Les tâches ménagères</i> ”	Vocabulary, cultural readings, oral practice

Week 6	Test on unit 8	The <i>passé composé</i> vs the <i>imparfait</i> The verbs <i>savoir</i> and <i>connaître</i>
Week 7	UNIT 9 “ <i>La nourriture</i> ” Lesson A “ <i>Quel appétit!</i> ”	Vocabulary, cultural readings, oral practice The verb <i>venir</i> and the <i>passé récent</i> The verbs <i>devoir</i> , <i>vouloir</i> and <i>pouvoir</i> Written composition instructions
Week 8	UNIT 9 “ <i>La nourriture</i> ” Lesson B “ <i>A table!</i> ” Test on unit 9	Vocabulary, cultural readings, oral practice Comparatives and superlatives Double object pronouns
Week 9	UNIT 10 “ <i>la santé</i> ” Lesson A “ <i>la routine quotidienne</i> ”	Vocabulary, cultural readings, oral practice Reflexive verbs Reflexives: <i>sens idiomatique</i> Collect written composition
Week 10	UNIT 10 “ <i>la santé</i> ” Lesson B “ <i>j’ai mal!</i> ” Test on unit 10	Vocabulary, cultural readings, oral practice The <i>passé composé</i> of reflexive verbs The pronouns <i>y</i> and <i>en</i> Oral presentation instructions

Week 11	UNIT 11 “ <i>La technologie</i> ” Lesson A “ <i>Le son et l’image</i> ”	Vocabulary, cultural readings, oral practice Prepositions with the infinitive Reciprocal reflexives
Week 12	UNIT 11 ” <i>La technologie</i> ” Lesson B “ <i>En voiture</i> ” Test on unit 11	Vocabulary, cultural readings, oral practice <i>le conditionnel</i> Uses of <i>le conditionnel</i> and <i>si</i> clauses
Week 13	UNIT 12 “ <i>En ville</i> ” Lesson A “ <i>Les courses</i> ”	Vocabulary, cultural readings, oral practice The verbs <i>voir</i> , <i>recevoir</i> and <i>apercevoir</i> Negative/affirmative expressions
Week 14	UNIT 12 “ <i>En ville</i> ” Lesson B “ <i>Où se trouve?</i> ”	The <i>futur simple</i> The relative pronouns <i>qui</i> , <i>que</i> , <i>dont</i> , <i>où</i> .
Week 15	Oral assessments	
Week 16	FINAL MAKE UP TEST	

The instructor reserves the right to alter this schedule at any time to better accommodate the learning needs of the students.

Your constructive assessment of this course plays an indispensable role in shaping education at GATECH. Upon completing the course, please take the time to fill out the anonymous online course (CIOS) evaluation available at <http://gatech.smartevals.com>

Helpful links:

ACTFL Guidelines - samples

<https://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012/french/expression-orale>
https://www.youtube.com/watch?v=k_HLZ06FI7o

DELF A2

<https://www.youtube.com/watch?v=r8bmCM7PqjM>

Modern Languages website

<https://modlangs.gatech.edu/languages/french>

Language for Business and Technology Programs (Summers in Senegal or/and France) and **Metz-SLS program**

<https://modlangs.gatech.edu/lbat/senegal>

<https://modlangs.gatech.edu/lbat/france>

<https://sfs-france.gatech.edu/>

Information of French minor

<http://catalog.gatech.edu/programs/minor-french/#requirementstext>

French Grammar Review

<http://www.laits.utexas.edu/tex/gr/index.html#v>

Online Dictionary

<http://www.wordreference.com>

Additional links

<http://www.tv5monde.com>

<http://www.filmfra.com> (French movies with French subtitles)

<https://afatl.com> (“Alliance française” in Atlanta).

SUPPORT at Georgia Tech

Georgia Tech offers a lot of resources for students both academic and personal. Do not hesitate to use them.

The [CARE Center](#) and the [Counseling Center](#), Stamps Health Services, and the Dean of Students Office will offer both in-person and virtual appointments. Student Center services and operations are available on the [Student Center](#) website. For more information on these and other student services, contact the Dean of Students or the [Division of Student Life](#).

Academic Support

- Center for Academic Success [http://success.gatech.edu/\(\)](http://success.gatech.edu/)
 - 1-to-1 tutoring [http://success.gatech.edu/1-1-tutoring/\(\)](http://success.gatech.edu/1-1-tutoring/)
 - Peer-Led Undergraduate Study (PLUS) [http://success.gatech.edu/tutoring/plus/\(\)](http://success.gatech.edu/tutoring/plus/)
 - Academic coaching [http://success.gatech.edu/coaching/\(\)](http://success.gatech.edu/coaching/)
- Residence Life’s Learning Assistance Program : [https://housing.gatech.edu/learning-assistance-program/\(\)](https://housing.gatech.edu/learning-assistance-program/)
- Drop-in tutoring for many 1000 level courses
- OMED: Educational Services ([http://omed.gatech.edu/programs/academic-support/\(\)](http://omed.gatech.edu/programs/academic-support/))
 - Group study sessions and tutoring programs
- Communication Center ([http://www.communicationcenter.gatech.edu/\(\)](http://www.communicationcenter.gatech.edu/))
- Individualized help with writing and multimedia projects
- Academic advisors for your major [http://advising.gatech.edu/\(\)](http://advising.gatech.edu/)

Personal Support

- The Office of the Dean of Students: [http://studentlife.gatech.edu/content/services/\(\)](http://studentlife.gatech.edu/content/services/); 404-894-6367; Smithgall Student Services Building 2nd floor

- You also may request assistance at [https://gatechadvocate.symplicity.com/care_report/index.php/pid383662? \(\)](https://gatechadvocate.symplicity.com/care_report/index.php/pid383662? ())
- Counseling Center: [http://counseling.gatech.edu \(\)](http://counseling.gatech.edu ()); **404-894-2575**; Smithgall Student Services Building 2nd floor
 - Services include short-term individual counseling, group counseling, couples counseling, testing and assessment, referral services, and crisis intervention. Their website also includes links to state and national resources.
 - *Students in crisis may walk in during business hours (8am-5pm, Monday through Friday) or contact the counselor on call after hours at 404-894-2204.*
- Students' Temporary Assistance and Resources (STAR): [http://studentlife.gatech.edu/content/need-help \(\)](http://studentlife.gatech.edu/content/need-help ())
 - Can assist with interview clothing, food, and housing needs.
- Stamps Health Services: [https://health.gatech.edu\(Links to an external site. \(\)\)](https://health.gatech.edu(Links to an external site. ())); **404-894-1420**
 - Primary care, pharmacy, women's health, psychiatry, immunization and allergy, health promotion, and nutrition
- OMED: Educational Services: [http://www.omed.gatech.edu \(\)](http://www.omed.gatech.edu ())
- Women's Resource Center: [http://www.womenscenter.gatech.edu \)](http://www.womenscenter.gatech.edu)); 404-385-0230
- LGBTQIA Resource Center: [http://lgbtqia.gatech.edu/ \)](http://lgbtqia.gatech.edu/)); 404-385-2679
- Veteran's Resource Center: [http://veterans.gatech.edu/ \)](http://veterans.gatech.edu/)); 404-385-2067
- Georgia Tech Police: 404-894-25

Acknowledgment:

Please note that this syllabus was developed using various sources, including:

- Georgia Tech's guidelines (<https://ctl.gatech.edu/resources/syllabus>)
- FREN 1002 – S. Sy, B. Stepanov, S. Serafin