Georgia Tech | School of Modern Languages
Ivan Allen College of Liberal Arts

FREN 1002 – Elementary French II – MW 10:25 AM-12:20 PM – CRN 52477
SUMMER 2024 – GT-Europe (Brown Room)
Syllabus and Homework Assignments

Instructor: **Dr. Chris Ippolito**
Office hours: **MON 2-4 and by appointment**
Email address: **cippolito6@gatech.edu**

No native speakers. Please review the registration information outlined at
http://modlangs.gatech.edu/students/registration before enrolling in this course. Only students with placement test score of 0 -150 points may enroll. **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.**

Students will work under the guidance of the instructor and use the VHL Supersite linked w/ the textbook *Promenades*. Homework submission will (mostly) 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, actively participate in all sessions, and fully understand the level of autonomy and self-motivation required to reach the expected learning outcome.

Communication will be via Announcements. Please enable the notification preferences on your Canvas account if you have turned it off (Canvas > Account > Notifications > Announcement). This course requires internet access and a computer.

The best and quickest way to contact me is by e-mail to which I will respond within 24 hours. I will also be available during my office hours (see above) if you have any question. We can set up individual appointments to discuss your academic progress, or special concerns you may have. Office hours are devoted to you!

REQUIRED COURSE PACKAGE: PROMENADES, 4th Edition, by Mitchell-Mitschke-Tano, Vista Higher Learning. Digital course package: Supersite Plus Code (w/ WebSAM & vText) for PROMENADES, 4th Edition.**
Your student access code to PROMENADES **Supersite Plus** vhlcentral.com includes the **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, etc.). Go to
http://vistahigherlarning.com/store/school/georgiainstituteoftech or order at
 https://vistahigherlearning.com/promenades-4th-edition.html
Once purchased, you will redeem your 12-letter student access code at http://vhlcentral.com
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 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. 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 offerassistance5) to describe how they feel physically, explain car trouble and show people around the house6) 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 *specific* 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)	N/A for FREN 1002 (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	N/A for FREN 1002.

EVALUATION

- **Online homework** (Supersite): 20% (6 units, 3% each + 2% bonus for submitting on time; **due date set by the insttructor on VHL Supersite assignment calendar**; **has to be submitted three times**: submit your online homework for the class session before exam 1 for units 1 & 2; for the class session before exam 2 for units 3 & 4; for the class session before exam 3 for units 5 & 6; late work accepted with a 1% penalty/day till the last session before exam 3).
- **Compositions** (2): 10% (5% each; typed/double-spaced/font size 12; submitted on Canvas as a word doc; 150-200 words)
- **Exams** (3): 60% (20% each). Please, refer to the last page of this syllabus for the date and time.
- **Attendance and Active Participation** (10%)
  [**Optional, Extra-Credit (5%): short PowerPoint Presentation on your travels in French individually or in groups (5 slides max, 2-3 mns, by July 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	<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, virtual chats, and course preparation assignments. **Late submissions will be accepted with a 5% penalty per day**. **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. Read the corresponding textbook section first. The grade for VHL assignments is determined by the activities completed and the percentages earned. The *Promenades* course material 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 (150 words – 200 words). The topics and guidelines are on **pages 281 (**for composition 1**) and 323** (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 12. 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**. **They must be submitted on CANVAS (Discussions/Compositions) by the date indicated in the schedule below.**
- **There will be 3 exams.** Each exam will take place at the end of 2 units (7-8, 9-10, 11-12). **There will be no final exam.**
- 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, lease 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.**Exams 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 representative at GT-E in order to seek make-ups.**

2. **Class attendance: Attendance is required (it is essential for your learning). Be on time as well as attendance will be taken at the beginning of each session. You may have 2 unexcused absences maximum. I take attendance in class.** 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).

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 you 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 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

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. 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**.

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, repertories, 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.

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! They will allow additional opportunity for practice speaking.** I want to hear from you.

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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.