

FREN 1002 – Elementary French II – MW 10:25 AM-12:20 PM
SUMMER 2025 – GT-Europe (Room TBA)
Syllabus and Homework Assignments

Instructor: **Dr. Chris Ippolito**
Office hours: **MON 2-4 and by appointment**
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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://vistahigherlearning.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.]

FREN 1002 Elementary French II

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

EVALUATION

- **Online homework** (Supersite): 20% (6 units, 3% each + 2% bonus for submitting on time; **due date set by the instructor 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, 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. **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 (being late twice = 1 absence). 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, 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.
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.

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).

HOMEWORK & 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.
- Preparing in advance will also enable you to identify potential problems. Write down any questions that you may have. Either ask them during my office hours or e-mail them to me.
- Study through each Unit. Practice reading the vocabulary and make flash cards for the new active vocabulary presented in the «Contextes» pages. Study the grammar - don't forget the «Boîte à outils» (Toolbox) sidebars, and make flash cards about grammar concepts presented in the «Structures» pages. Review verb conjugations as needed. Read the «Expressions utiles» (Useful expressions) box, then watch the Roman-Photo video episode & repeat the conversations aloud after (this will help you get the gist of the conversations). «Lecture culturelle» (cultural reading): read the cultural information and complete «activités.»
- The VHL Online Homework must be completed and submitted by the designated deadline on the syllabus and the VHL calendar. The grade for VHL assignments is determined by the activities completed and the percentages earned. All Promenades course material is open and available online. It 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.

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 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!

Date	Objectifs	Section dans PROMENADES
WED, May 14	<u>Unité 7 Leçon A</u> Talk about travel and vacations Learn the names of countries and nationalities Understand spoken French through video Use the passé composé with être	Unité 7: <i>En vacances</i> overview, p. 243 Contextes: <i>Bon voyage!</i> , pp. 244–246 Roman-photo: <i>De retour au P'tit Bistrot</i> , pp. 248–249 Structures 7A.1: <i>The passé composé with être</i> , pp. 252–255
FRI, May 16	<u>Unité 7 Leçon A</u> Use direct object pronouns Watch authentic French video	Structures 7A.2: <i>Direct object pronouns</i> , pp. 256–259 Révision , p. 260 Le Zapping : <i>Bruges : une balade figée dans le temps sous des airs printaniers</i> , p. 261
	<u>Unité 7 Leçon B</u> Talk about hotels and accommodations Use ordinal numbers Learn expressions for sequencing events	Contextes: <i>À l'hôtel</i> , pp. 262–264

<p>WED, May 19</p>	<p><u>Unité 7 Leçon B</u> Use regular -ir verbs Give commands and make requests Use the verbs dire, écrire, lire, and décrire</p> <p>Understand spoken French through video Read about how and where the French vacation</p>	<p>Structures 7B.1: <i>Regular -ir verbs</i>, pp. 270–273 Structures 7B.2: <i>The impératif</i>, pp. 274–277 Révision, p. 278</p> <p>Roman-photo: <i>La réservation d'hôtel</i>, pp. 266–267 Lecture culturelle, pp. 268–269</p>
<p>FRI, May 21</p>	<p><u>Unité 8 Leçon A</u> Talk about the parts of a house Learn furniture vocabulary Understand spoken French through video Read about housing in France Use adverbs</p>	<p>Unité 8: <i>Chez nous</i> overview, p. 285 Contextes: <i>La maison</i>, pp. 286–288</p> <p>Roman-photo: <i>La visite surprise</i>, pp. 290–291</p> <p>Lecture culturelle, pp. 292–293 Structures 8A.1: <i>Adverbs</i>, pp. 294–297</p>
<p>MON, May 26</p>	<p><u>Unité 8 Leçon A</u> Use the imparfait to express actions in the past Watch authentic French video</p>	<p>Structures 8A.2: <i>The imparfait</i>, pp. 298–301 Révision, p. 302</p> <p>Le Zapping: <i>Vivre à la ferme</i>, p. 303</p>
<p>WED, May 28</p>	<p><u>Unité 8 Leçon B</u> Talk about household chores Learn terms for appliances Understand spoken French through video Learn to distinguish between the passé composé and the imparfait</p>	<p>Contextes: <i>Les tâches ménagères</i>, pp. 304–306</p> <p>Roman-photo: <i>La vie sans Pascal</i>, pp. 308–309</p> <p>Structures 8B.1: <i>The passé composé vs. the imparfait</i>, pp. 312–315</p>
<p>MON, June 2</p>	<p><u>Unité 8 Leçon B</u> Read about the interiors of French homes Use savoir and connaître and distinguish them Submit your online homework for this class session before exam 1 for units 7 & 8 (Due date: June 3 by midnight) REVIEW</p>	<p>Lecture culturelle, pp. 310–311</p> <p>Structures 8B.2: <i>The verbs savoir and connaître</i>, pp. 316–319 Révision, p. 320</p>
<p>WED, June 4</p>	<p>Examen 1 – Unités 7 et 8</p>	
<p>WED, June 11</p>	<p><u>Unité 9 Leçon A</u> Talk about food and meals Understand spoken French through video Use venir and similar verbs Express the recent past Use time expressions</p>	<p>Unité 9: <i>La nourriture</i> overview, p. 327 Contextes: <i>Quel appétit!</i>, pp. 328–330 Roman-photo: <i>Au supermarché</i>, pp. 332–333</p> <p>Structures 9A.1: <i>The verb venir and the passé récent</i>, pp. 336–339</p>
<p>FRI, June 13</p>	<p><u>Unité 9 Leçon A</u> Use devoir, vouloir, and pouvoir</p> <p>Watch authentic French video</p>	<p>Structures 9A.2: <i>The verbs devoir, vouloir, pouvoir</i>, pp. 340–343 Révision, p. 344 Le Zapping: <i>Le far breton</i>, p. 345</p>

	<p><u>Unité 9 Leçon B</u> Talk about eating at a restaurant Talk about specialty food shops Understand spoken French through video</p>	<p>Contextes: <i>À table!</i>, pp. 346–348 Roman-photo: <i>Le dîner</i>, pp. 350–351</p>
MON, June 16	<p><u>Unité 9 Leçon B</u> Read about French meals and eating habits Make comparisons of equality and inequality Use two pronouns with the same verb Express and support opinions</p>	<p>Lecture culturelle, pp. 352–353 Structures 9B.1: Comparatives and superlatives of adjectives and adverbs, pp. 354–357 Structures 9B.2: Double object pronouns, pp. 358–361 Révision, p. 362</p>
MON, June 16 (cont'd)	<p><u>Unité 10 Leçon A</u> Talk about the parts of the body Discuss your daily routine Understand spoken French through video Read about healthcare in France Use reflexive verbs</p>	<p>Unité 10: <i>La santé</i> overview, p. 367 Contextes: <i>La routine quotidienne</i>, pp. 368–370 Roman-photo: <i>Drôle de surprise</i>, pp. 372–373 Lecture culturelle, pp. 374–375 Structures 10A.1: Reflexive verbs, pp. 376–379</p>
WED, June 18	<p><u>Unité 10 Leçon A</u> Learn common idiomatic reflexive verbs COMPOSITION # 1 due</p>	<p>Structures 10A.2: Reflexives: <i>Sens idiomatique</i>, pp. 380–383 Révision, p. 384</p>
	<p><u>Unité 10 Leçon B</u> Describe your health; Talk about illnesses and remedies; Talk about medical visits and treatments</p>	<p>Contextes: <i>J'ai mal!</i>, pp. 386–388</p>
MON, June 23	<p><u>Unité 10 Leçon B</u> Understand spoken French through video Read about the French national healthcare system Read about Marie Curie Express reflexive verbs in the passé composé</p>	<p>Roman-photo: <i>L'accident</i>, pp. 390–391 Lecture culturelle, pp. 392–393 Structures 10B.1: The <i>passé composé</i> of reflexive verbs, pp. 394–397</p>
MON, June 23 (cont'd)	<p>Use the pronouns y and en Submit your online homework for this class session before exam 2 for units 9 & 10 (Due date: June 24 by midnight) REVIEW</p>	<p>Structures 10B.2: The pronouns y and en, pp. 398–401 Révision, p. 402</p>
WED, June 25 TBA	<p>Examen 2 – Unités 9 et 10 -Withdrawal Deadline - Last day to withdraw from a single course or from school with “W” grades. Deadline: 4:00 pm Eastern Time. -Please take an appointment with your instructor in July, before the end of classes.</p>	<p>Grade Mode Deadline - Deadline to change grade mode from Letter/Grade to Pass/Fail (and vice versa). No changes to Audit mode permitted after the last day of registration.</p>

<p>MON, June 30</p>	<p><u>Unité 11 Leçon A</u> Talk about electronics products Use Internet terms Understand spoken French through video Read about technology in France Use prepositions followed by infinitives</p> <p><u>Unité 11 Leçon A</u> Use reciprocal reflexives Watch authentic French video</p>	<p>Unité 11: <i>La technologie</i> overview, p. 407 Contextes: <i>Le son et l'image</i>, pp. 408–410 Roman-photo: <i>C'est qui, Cyberhomme?</i>, pp. 412–413 Lecture culturelle, pp. 414–415 Structures 11A.1: Prepositions with the infinitive, pp. 416–419</p> <p>Structures 11A.2: Reciprocal reflexives, pp. 420–423 Révision, p. 424 Le Zapping: <i>Le smartphone musical</i>, p. 425</p>
<p>MON, June 30 (cont'd)</p>	<p><u>Unité 11 Leçon B</u> Talk about cars and driving Talk about car maintenance and repair</p>	<p>Contextes: <i>En voiture!</i>, pp. 426–428</p>
<p>WED, July 2</p>	<p><u>Unité 11 Leçon B</u> Use the verbs ouvrir and offrir Understand spoken French through video Read about cars and driving in France Use the conditional Express hypothetical situations COMPOSITION # 2 due</p>	<p>Roman-photo: <i>La panne</i>, pp. 430–431</p> <p>Lecture culturelle, pp. 432–433 Structures 11B.1: <i>Le conditionnel</i>, pp. 434–437 Structures 11B.2: Uses of <i>le conditionnel</i>; <i>Si</i> clauses, pp. 438–441 Révision, p. 442</p>
<p>MON, July 7</p>	<p><u>Unité 12 Leçon A</u> Talk about banking, shops and businesses, mail and the post office Understand spoken French through video Read about small neighborhood businesses Use voir, recevoir, and apercevoir</p>	<p>Unité 12: <i>En ville</i> overview, p. 447 Contextes: <i>Les courses</i>, pp. 448–450 Roman-photo: <i>On fait des courses</i>, pp. 452–453 Lecture culturelle, pp. 454–455 Structures 12A.1: <i>Voir</i>, <i>recevoir</i>, and <i>apercevoir</i>, pp. 456–459</p>
<p>WED, July 9</p>	<p><u>Unité 12 Leçon A</u> Learn negative and affirmative expressions Watch authentic French video</p> <p><u>Unité 12 Leçon B</u> Ask for and give directions Understand spoken French through video</p>	<p>Structures 12A.2: Negative/affirmative expressions, pp. 460–463 Révision, p. 464 Le Zapping: <i>Qui de nous deux</i>, pp. 465–467</p> <p>Contextes: <i>Où se trouve... ?</i>, pp. 468–470</p> <p>Roman-photo: <i>Chercher son chemin</i>, pp. 472–473</p>
<p>WED, July 16</p>	<p><u>Unité 12 Leçon B</u> Express the future Use relative pronouns to speak with greater precision Submit your online homework for this class session before exam 3 for units 11 & 12 (Due date: July 15 by midnight)</p> <p>GENERAL REVIEW including review for exam 3</p>	<p>Structures 12B.1: <i>Le futur simple</i>, pp. 476–479 Structures 12B.2: Relative pronouns <i>qui</i>, <i>que</i>, <i>dont</i>, <i>où</i>, pp. 480–483 Révision, p. 484</p>
<p>FRI, July 18</p>	<p>Examen 2 – Unités 11 et 12</p>	
<p>MON, July 21</p>	<p>Final Instructional Class Day Read about the centers of cities and towns Lecture culturelle, pp. 474–475</p>	

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 (Summer programs in Senegal or/and France)

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

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

Information on 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 for listening practice)