

## FREN 1001 – ELEMENTARY FRENCH I Syllabus

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This course is in residential mode.

**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.** We can set up individual appointments through to discuss your academic progress, or special concerns you may have.

**REQUIRED COURSE PACKAGE: PROMENADES, 5<sup>th</sup> Edition, by Mitchell-Mitschke-Tano, Vista Higher Learning, Boston 2025. Digital course package: Supersite Plus Code (w/ WebSAM & vText) for PROMENADES, 5<sup>th</sup> Edition (24 month access).**

**ISBN: 978-1-66993-425-7.**

Your student access code to PROMENADES Supersite Plus [vhlcentral.com](http://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>

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.

### 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 written texts in the target language	FREN 1001: N/A for FREN 1001. (Students will demonstrate their comprehension of numerous learner contextualized texts.)
<b>ML PERFORMANCE GOAL #2: INTERCULTURAL SKILLS AND KNOWLEDGE</b>	
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 & Homework : 35%
- Test 1: 20 %
- Midterm : 20 %
- 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
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Actively supports, engages and listens to peers (ongoing)	Actively supports, engages and listens to peers (ongoing)	Makes a sincere effort to interact with peers (ongoing)	Limited interaction with peers	Virtually no interaction with peers	No interaction with peers
Arrives fully prepared at every session	Arrives fully prepared at almost every session	Arrives mostly, if not fully, prepared (ongoing)	Preparation, and therefore level of participation, are both inconsistent	Rarely prepared	Never prepared
Plays an active role in discussions (ongoing)	Plays an active role in discussions (ongoing)	Participates constructively in discussions (ongoing)	When prepared, participates constructively in discussions and makes relevant comments based on the assigned material	Rarely participates	Never participates
Comments advance the level and depth of the dialogue (consistently)	Comments occasionally advance the level and depth of the dialogue	Makes relevant comments based on the assigned material (ongoing)	When prepared, participates constructively in discussions and makes relevant comments based on the assigned material	Comments are generally vague or drawn from outside of the assigned material	Demonstrates a noticeable lack of interest in the material (ongoing)
Group dynamic is consistently better because of the student's presence	Group dynamic is often better because of the student's presence	Group dynamic Is occasionally better (never worse) because of the student's presence	Group dynamic is not affected by the student's presence	Demonstrates a noticeable lack of interest (on occasion)	Group dynamic is significantly harmed by the student's presence

We will cover 6 chapters : 1 to 6

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.

### ACCOMMODATIONS

Students with disabilities should contact me and the ADAPTS office for classroom and academic accommodations.

### REMINDER OF SOME IMPORTANT RULES

1. Use of mobile devices: *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). **No make up.**

### 3. Class attendance: Class attendance is **Mandatory**.

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](http://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.

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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).

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

### 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. 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 or email me. I want to hear from you.

## LEARNING OBJECTIVES

### UNITÉ 1 – LEARNING OBJECTIVES

- Oral communication: basic greetings and farewells, introducing yourself and others, common courtesy expressions, formal vs. informal settings.
- Grammar: the gender of French nouns; the use of definite and indefinite articles; numbers 0–60; the expression *il y a*; subject pronouns, the verb être in the present tense; *c'est & ce sont* vs. *il/elle est & ils/elles sont*; descriptive adjectives, adjectives of nationality & adjective-noun agreements.
- Listening comprehension: watching & understanding authentic French videos (Roman-Photo); French cognates.
- Vocabulary: terms to identify people & classroom objects.
- The French alphabet and the names of accent marks and the main characteristics of French phonetics: *Silent letters, Liaisons, The letter r, L'accent (aigu, grave, circonflexe), la cédille, and le tréma*

#### First 4 classes

Introduction to the course. Supersite set up. Silent letters. The apostrophe. Liaisons. Alphabet. Basic oral courtesy expressions. Introducing yourself. Gender. Articles. Numbers. Il y a. Le verbe être. Adjectives. Agreement of adjectives. Adjectives of nationalities. Days of the week. Months. Sounds

Homework will be assigned in class, Canvas or Supersite

### UNITÉ 2 – LEARNING OBJECTIVES

- The main characteristics of French phonetics: *Oral vowels; Nasal sounds; Intonation.*
- Oral communication: expressing likes, dislikes and preferences, talking about schedules and when things happen.
- Grammar: the present tense of regular -er verbs; spelling changes in -cer and -ger verbs; the verb avoir in the present tense & idiomatic expressions with avoir; forming questions; expressing negation.
- Vocabulary acquisition: terms to talk about your courses & classroom objects.
- Culture & intercultural skills: the French university system and l'Université; university courses and le bac; the French grading system (comparison with the US grading system); la France.

#### Next classes :

Present tense of verbs in ER. Apostrophe again. Questions and negations Le verbe Avoir and idiomatic expressions. Time.

Homework will be assigned in class, Canvas or Supersite

### UNITÉ 3 – LEARNING OBJECTIVES

- Oral communication: telling time; talking about one's family, family members, pets and marital status, names professions and occupations; expressing locations; talking about places and activities around town
- Grammar: expressing possession, possessive adjectives; numbers 61-100; use of descriptive adjectives (for physical and psychological descriptions); use of disjunctive pronouns.
- Listening comprehension: watching & understanding authentic French videos (Roman-Photo).
- Vocabulary acquisition: terms to talk about one's family and describe oneself and others physically and psychologically
- Writing a personal description

#### **Next classes :**

Family vocabulary. Descriptive adjectives and important exceptions. Position of adjectives in the sentence. Possessive adjectives. Exceptions. Possession with de or d'. Numbers 61-100. Prepositions of places. Disjunctive pronouns.

Homework will be assigned in class, Canvas or Supersite

### UNITÉ 4 – LEARNING OBJECTIVES

- Grammar: the verb aller in the present tense, expressing future actions with the near future with aller.
- The preposition à in contractions with the definite articles le and les; interrogative words; expressions of quantity; the
- Verbes prendre and boire in the present tense;
- Partitive articles

#### **Next classes :**

Le verbe aller and its use in the future tense. Interrogative words and adjectives. Food vocabulary. The use of partitive articles

Homework will be assigned in class, Canvas or Supersite

### UNITÉ 5 – LEARNING OBJECTIVES

- Oral communication: talking about sports and leisure activities; describing and talking about the weather; telling the date.
- Grammar: expressions of frequency, the verb faire in the present tense, use il faut to express necessity/obligation; irregular -ir verbs numbers 101 and higher; -er verbs with spelling changes
- Vocabulary acquisition: sports and leisure activities; weather expressions; months of the year.

#### **Next classes :**

This is a fairly easy chapter despite a lot of verbs to memorize. Le verbe faire et the expression il faut. Verbs ending in IR of the third group. How to talk about the weather. Verbs of the first group (er) with spelling changes.

Homework will be assigned in class, Canvas or Supersite

## UNITÉ 6 – LEARNING OBJECTIVES

- Oral communication: talking about parties, celebrations and the stages of life; talking about clothes and shopping.
- Grammar: uses of demonstrative adjective; expressing past actions: the passé composé with avoir; regular and some irregular past participles; indirect object pronouns; more uses of disjunctive pronouns; regular and irregular -re verbs.
- Listening comprehension: watching & understanding authentic French videos (Roman-Photo).
- Vocabulary acquisition: terms to describe parties and celebrations; shopping and clothes; colors.
- Culture & intercultural skills : the fashion industry in France ; *L'Afrique de l'Ouest et l'Afrique centrale*.

Homework will be assigned in class, Canvas or Supersite