

FREN 1001 – ELEMENTARY FRENCH I
SPRING 2027 - Syllabus

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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
- Global Competence

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

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

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>

To set up your VHL student account, please follow this link <https://vistahigherlearning.com/student-startup>.

COURSE DESCRIPTION

Introduction to listening, speaking, reading, and writing in French and to the culture of French-speaking regions.

LEARNING OBJECTIVES

Upon successful completion of this course, students will be able to:

1. Use French to communicate with peers and the instructor both orally and in writing to create a shared community experience.
2. Employ strategies to comprehend texts (in written, aural, and video form) written by and for French speakers.
3. Employ strategies to express ideas orally and in writing related to familiar topics in presentational contexts.
4. Employ strategies to express ideas in interpersonal contexts in culturally appropriate ways, including identifying and signaling comprehension breakdown, asking and answering questions, and requesting information.
5. Understand and communicate the basics of French-speaking cultures, modes of life, and customs.
6. Develop intercultural awareness through the study of the similarities and differences among and the relationships between language and culture systems.
7. Be prepared to continue developing French language skills and cultural understanding in FREN1002.

COURSE 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

COURSE EXPECTATIONS AND GUIDELINES

Academic Integrity

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. For information on Georgia Tech's Academic Honor Code, please visit <http://www.catalog.gatech.edu/policies/honor-code/> or <http://www.catalog.gatech.edu/rules/18/>.

Any student suspected of cheating or plagiarizing on an assignment, project or exam will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations.

Accommodations for Students with Disabilities

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.

Attendance and/or Participation

Please remember that your attendance and timely participation is key to your success in this course, as well as that of your classmates.

Collaboration and Group Work

Language learning occurs in a community of people. This semester, you will participate in multiple small group activities both oral and written.

However, the following forms of assistance are not allowed for doing any of the work in this course: copying (from someone else's assignments or from another source [a reading in a textbook, the Internet, etc.]) without clear attribution of the source; having another student, a tutor, or a friend suggest changes or correct the work you are to turn in; completing assignments in consultation with other students ("working together") unless specified by your instructor; translating directly from another source; and especially **using electronic translation programs**. These restrictions apply to any work turned in for this course, even daily homework assignments. The issue of digital plagiarism has raised concerns about ethics, student writing experiences, and academic integrity. GT subscribes to a digital plagiarism detection program called Turnitin, which may be used to check assignments submitted in this course.

Extensions, Late Assignments, & Re-Scheduled/Missed Exams

No late assignments or extensions will be granted. Please plan accordingly. Contact your instructor in the case of extenuating circumstances.

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.

Campus Resources for Students

The Center for Academic Success (success.gatech.edu/) offers a variety of academic support services to help students succeed academically at Georgia Tech (e.g. tutoring, peer-led study groups, study skills, etc.).

The Office of Disability Services (disabilityservices.gatech.edu/) ensures that students with disabilities have equal access to all programs and activities offered at Georgia Tech. They provide documentation and officially sanctioned requests for accommodation for students, and serve as a resource for instructors as they build learning environments to meet the needs of all students.

OMED: Educational Services (omed.gatech.edu/) is the unit charged by Georgia Tech with the retention, development, and performance of the complete student learner who is traditionally underrepresented: African American, Hispanic, and Native American. OMED's programming and academic support services are aimed at equipping all students with strategies to navigate the Georgia Tech environment.

Georgia tech campus in Metz, France

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.

Support for Students in Distress

Counseling Center counseling.gatech.edu/ 404-894-2575

Dean of Students (Student Life) studentlife.gatech.edu/ 404-385-8772

GT Police police.gatech.edu/ 404-894-2500

Stamps Health Services health.gatech.edu/ 404-894-1420

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 and on VHL Supersite.