



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

FREN 1002 – Elementary French II –
SPRING 2027 – Syllabus and Homework Assignments

Instructor: Franck FINDLING

Office: 305

Office hours: Wednesdays 1pm to 2pm or by appointment

Email address: rochester07@sfr.fr

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

COURSE DESCRIPTION

This is a 3 credit-course focusing on continued listening, speaking, reading, and writing in French with further study of the culture of French-speaking regions.

GENERAL INFORMATION

FREN 1002, Elementary French II, aims to build oral and written communication skills in French at the elementary level and improve cultural awareness and literacy of the French-speaking world. FREN 1002 contributes to students' education in the humanities by continuing to introduce both the French language and the humanistic cultures of the French-speaking world.

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 Francophone 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 FREN 2001.

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>.

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.

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: 35%**
- **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). Your papers **will be typed, double-spaced**. 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.** 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.

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

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.

ATTENDANCE AN/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 AND RE-SCHEDULED / LISHED 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.

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

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. All VHL exercises with a due dates will be taken into account for the final grade. 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> Written composition instructions

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>
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> " ORAL ASSESSMENTS	<i>The futur simple</i> The relative pronouns <i>qui</i> , <i>que</i> , <i>dont</i> , <i>où</i> .)
Week 15	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.