

**FREN 2001 – French Culture I**  
**SPRING 2023 – Syllabus and Homework Assignments**

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**No native speakers.** Please review the registration information outlined at <http://modlangs.gatech.edu/students/registration> before enrolling in this class. If this is your entry-level course, you must provide a copy of your placement score (<https://modlangs.gatech.edu/students/placement-tests>) to the instructor on record the first day to demonstrate eligibility for this course.

**REQUIRED COURSE PACKAGE: IMAGINEZ: le français sans frontières, 4<sup>th</sup> Edition, by Champeny Séverine, Vista Higher Learning, Boston 2020. Digital course package: Supersite Plus Code (w/ WebSAM & vText) for IMAGINEZ, 4<sup>th</sup> Edition. ISBN: 978-1-54330-547-0.** Your student access code to IMAGINEZ 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.). It is available at Barnes & noble at Georgia Tech bookstore or can be ordered online at <https://vistahigherlearning.com/imaginez-4th-edition.html> (For ISBN **978-1-54330-699-6**, click on the “Codes and other materials” tab and Add to cart). Once purchased, you will redeem your 12-letter student access code at <https://www.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 IMAGINEZ, 4<sup>th</sup> Edition. Course package ISBN: 978-1-54330-554-8.** This course package available at the Barnes and Noble @ Georgia Tech bookstore or can be ordered online <https://vistahigherlearning.com/imaginez-4th-edition.html> (click on the “Loose-leaf format” tab and Add to cart). 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/>]

If you choose to purchase a used Textbook, you will need to purchase a new separate access code for digital access. 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.

### **COURSE OBJECTIVES**

Upon completion of the course, the students should be able to:

- interpret and discuss literature and film at an intermediate level.
- describe significant cultural and historical events in a francophone country.
- demonstrate oral proficiency at the intermediate level.
- produce essays at the intermediate level

## EVALUATION

- **Online homework** (Supersite): 35%
- **Essay (1):** 10% . Typed, double-spaced, font 12)
- **Tests (5):** 40% (8% each; you will have a 12-hour testing window to complete each one-hour test on VHL)
- **Oral assessment:** 15% (guided conversation, exchanging information / role play)

## **Grading Scale**

According to policy, grades at Georgia Tech are interpreted as follows:

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|---|----------|---|
| 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, virtual chats, and course preparation assignments.
- **Essay:** You will write an essay («Rédaction») this semester (at least  $\frac{3}{4}$  of a page). You may submit the first draft for review at least two days before their due date. **The topic will be discussed in class.** Plagiarism (as defined in the Student Handbook) is banned. Proof-read your work before submitting it! Accents must be typed in. An essay 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](http://www.wordreference.com) or [linguee.fr](http://linguee.fr).
- **There will be 5 tests.** The tests take place at the end of each unit. **All tests will follow the same format** and include the following: a listening comprehension section testing your oral/aural skills, a grammar section, and a vocabulary section.

## 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. **Tests 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 in order to seek make-ups.**

2. **Class attendance: Attendance is expected.** 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 are caught plagiarizing, you will be dealt with according to the GT Academic Honor Code. **You will be asked to put your initials under the Honor Code at the beginning of a test and be expected to abide by it during testing.**

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](http://www.honor.gatech.edu)

#### **5. Health-Related Considerations: *Current USG Language for Cloth Face Coverings***

Effective July 15, 2020, University System of Georgia (USG) institutions will require all faculty, staff, students, and visitors to wear an appropriate face covering while inside campus facilities/buildings where six feet social distancing may not always be possible. All members of the campus community will be provided reusable cloth face coverings.

Face covering use will be in addition to and is **not** a substitute for social distancing. Anyone not using a face covering when required will be asked to wear one or must leave the area. Refusal to comply with the requirement may result in discipline through the applicable conduct code for faculty, staff or students.

There are a few exemptions. Reasonable accommodations may also be made for those who are unable to wear a face covering for documented health reasons.

For more information about face masks and coverings, review the [guidelines from Human Resources](#).

### **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! You are encouraged to attend my discussion hours. The different times will be posted on Canvas. 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).

## 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.
- **Homework.** On the calendar you will see the column labeled “**Devoirs**”. You are responsible for preparing all readings, writing assignments, exercises, etc. **before** coming to class on the designated day.
- Supersite activities are to be done in preparation for the section taught in the next class. This is done in order to consolidate your understanding so you are better prepared to participate in class discussions.
- End-of-lesson **Rédaction** assignments (in the **Littérature** section): You may submit these writing activities ahead of time. You may also submit a draft of your writing assignments for review is due. You are responsible for handing in a final draft (through word doc sent to my email or on the Supersite).

**This syllabus provides a general plan for the course. Deviations may be necessary. The instructor reserves the right to alter this schedule at any time to better accommodate the learning needs of the students. Any change will be announced ahead of time in class.**

| Date  | Objectives  | Section in <u>Imaginez</u>   | Suggested Homework for next class  |
|---|---|--|--|
| <b>Monday,<br/>Leçon 1 – Ressentir et Vivre</b> | Read about the desire to live and survival instinct.<br>Learn and practice terms related to personal relationships.   | Introduction to the course<br><b>Leçon 1:</b> Introduction, pp. 2–3<br><i>Pour commencer</i> , pp. 4–5<br><i>Court métrage:</i> pre-viewing, pp. 6–7 | Supersite: <i>Leçon 1: Pour commencer</i> ; <i>Court métrage:</i> watch <i>Foudroyés</i>   |
| <b>Wednesday,</b>                               | 1. Read about young French couples.<br>Watch and discuss a short film about two people who were destined to fall in love  | <i>Court métrage: Foudroyés</i> , pp. 6–11   | Supersite: <i>Leçon 1: Court métrage</i> and <i>Imaginez: Galerie de créateurs</i> and <i>Qu’avez-vous appris?</i> sections      |
|   | 2. Read about French in the United States.<br>Read about famous French speakers in the United States.<br>Learn about the relationship between France and the United States. | <i>Imaginez</i> , pp. 12–17  | Supersite: <i>Leçon 1: Imaginez: Le Zapping</i> ; <i>Structures 1.1</i>  |
| <b>Monday,</b>                                  | 1. Watch and discuss a news clip about how students at one school fight stress.<br>Communicate using spelling-change verbs in the present.                                  | <i>Le Zapping</i> , p. 15<br><i>Structures 1.1</i> , Spelling-change verbs, pp. 18–21  | Supersite: <i>Leçon 1: Structures 1.2</i><br><i>Fiche de grammaire 1.4</i> , p. 392<br>Supersite: <i>Leçon 1: Structures 1.3</i> |
|   | 2. Describe people and things.  | <i>Structures 1.2</i> , The irregular verbs <b>être</b> , <b>avoir</b> , <b>faire</b> , and <b>aller</b> , pp. 22–25                                 |  |

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| <b>Wednesday,</b>   | 1. Ask questions.<br>Form questions.   | <i>Structures 1.3</i> , Forming questions, pp. 26–29<br><i>Synthèse</i> , p. 30<br><i>Culture</i> : pre-reading, p. 31  | Read <i>Les Francophones d'Amérique</i> , p. 33<br><i>Rédaction</i><br>Supersite: <i>Leçon 1: Culture</i>  |
|   | 2. Read about French speakers in the United States.  | <i>Culture: Les Francophones d'Amérique</i> , pp. 31–34<br><i>Littérature</i> : pre-reading, p. 35<br>Go over ideas for <i>Rédaction</i> , p. 38                                  | Read “Le pont Mirabeau”, p. 37<br>Write rough draft for <i>Rédaction</i> , p. 38<br>Lab Manual: <i>Leçon</i><br>Supersite: <i>Leçon 1: Littérature</i> |
| <b>Monday,</b>  | Read and understand a poem.<br>Review the lesson.<br>Write a letter.   | <i>Littérature</i> : “Le pont Mirabeau” by Guillaume Apollinaire, pp. 35–38<br>Review <i>Leçon 1</i><br>Supersite: <i>Leçon 1</i>   | Write final draft for <i>Rédaction</i> , p. 38<br>Supersite: <i>Leçon 1: Littérature: Production orale; Leçon 2: Pour commencer</i>                    |
| <b>Wednesday,</b>   | <b>TEST 1 – Lesson 1</b><br><b>Reminder: online Supersite assignments for Lesson 1 are due by midnight</b>             |   |  |
| <b>Friday,</b><br><b>Leçon 2 – Habiter en ville</b><br><b>Essay 1 (p. 38) DUE</b> | Read about cities in the French-speaking world.<br>Talk about city life.   | Turn in final draft of <i>Rédaction</i> , p. 38<br><b>Leçon 2</b> : Introduction, pp. 40–41<br><i>Pour commencer</i> , pp. 42–43<br><i>Court métrage</i> : pre-viewing, pp. 44–45 | Supersite: <i>Leçon 2: Court métrage</i> : watch <i>J'attendrai le suivant...</i>  |
| <b>Monday,</b>  | <b>Labor Day Holiday</b>   |   |  |
| <b>Wednesday,</b>   | 1. Read about pan handling in the subway.<br>Watch and discuss a short film about finding love in the subway.          | <i>Court métrage: J'attendrai le suivant...</i> , pp. 44–49   | Supersite: <i>Leçon 2: Imaginez: Galerie de créateurs</i> and <i>Qu'avez-vous appris?</i> sections   |
|   | 2. Read about France.<br>Learn about the cities of Lyon and Marseille.<br>Read about French artists and famous people. | <i>Imaginez</i> , pp. 50–55   | Supersite: <i>Leçon 2: Imaginez: Le Zapping; Structures 2.1</i>  |
| <b>Monday,</b>  | Watch and discuss a video report about a bicycle sharing program in French cities.<br>Describe everyday actions.       | <i>Le Zapping</i> , p. 53<br><i>Structures 2.1</i> , Reflexive and reciprocal verbs, pp. 56–59  | Supersite: <i>Leçon 2: Structures 2.2</i>  |
| <b>Wednesday,</b>   | Describe people and things.  | <i>Structures 2.2</i> , Descriptive adjectives and adjective agreement, pp. 60–63   | Supersite: <i>Leçon 2: Structures 2.3</i><br><i>Fiche de grammaire 2.4</i> , p. 396<br><i>Fiche de grammaire 2.5</i> , p. 398                          |
| <b>Monday,</b>  | 1. Describe people, things, and actions.   | <i>Structure 2.3</i> , Adverbs, pp. 64–67<br><i>Synthèse</i> , p. 68<br><i>Culture</i> : pre-reading, p. 69   | Read <i>Rythme dans la rue: La fête de la Musique</i> , p. 71<br><i>Leçon 2: Rédaction</i><br>Supersite: <i>Leçon 2: Culture</i>                       |
|   | 2. Read about a musical event in France.   | <i>Culture: Rythme dans la rue: La fête de la Musique</i> , pp. 69–72<br><i>Littérature</i> : pre-reading, p. 73<br>Go over ideas for <i>Rédaction</i> , p. 78                    | Read <i>Le Chocolat partagé</i> , pp. 74–77<br>Write rough draft for <i>Rédaction</i> , p. 78<br>Supersite: <i>Leçon 2: Littérature</i>                |

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| <b>Wednesday,</b><br><b>TEST 2</b>  | Read and understand a text about the special bond between a man and his dog. Review the lesson. Write about the pros and cons of owning a pet. | <i>Littérature: Le Chocolat partagé</i> by Martine Mangeon, pp. 73–78<br>Review <i>Leçon 2</i><br>Supersite: <i>Leçon 2</i>   | Write final draft for <i>Rédaction</i> , p. 78<br>Workbook and Lab Manual: <i>Leçon 3: Pour commencer</i><br>Supersite: <i>Leçon 2: Littérature: Production orale; Leçon 3: Pour commencer</i> |
|   | <b>TEST 2 – Lesson 2</b><br><b>Reminder: online Supersite assignments for Lesson 2 are due by midnight</b>                                     |   |  |
| <b>Monday,</b><br><b>Leçon 3 – L’influence des médias</b><br><br><b>Essay 2 (p. 78) DUE</b> | Read about the media. Talk about film, television, the press, jobs in the media, and other media-related topics.                               | Turn in final draft of <i>Rédaction</i> , p. 78<br><b>Leçon 3:</b> Introduction, pp. 80–81<br><i>Pour commencer</i> , pp. 82–83<br><i>Court métrage:</i> pre-viewing, pp. 84–85 | Supersite: <i>Leçon 3: Court métrage:</i> watch <i>Merci Monsieur Imada</i>  |
| <b>Wednesday,</b>   | 1. Read about the French film industry. View and discuss a short film about a famous director who pushes actors perhaps a bit too far.         | <i>Court métrage: Merci Monsieur Imada</i> , pp. 84–89  | Workbook: <i>Leçon 3: Imaginez</i><br>Supersite: <i>Leçon 3: Imaginez: Galerie de créateurs</i> and <i>Qu’avez-vous appris?</i> sections   |
|   | 2. Read about Quebec. Read about artists from Quebec.  | <i>Imaginez</i> , pp. 90–95   | Supersite: <i>Leçon 3: Imaginez: Le Zapping; Structures 3.1</i>  |
| <b>Monday,</b>  | 1. Watch and discuss a TV commercial about the evolution of TV sets. Discuss past events.  | <i>Le Zapping</i> , p. 93<br><i>Structures 3.1, The passé composé</i> with <b>avoir</b> , pp. 96–99   | Supersite: <i>Leçon 3: Structures 3.2</i>  |
|   | 2. Use the <b>passé composé</b> with <b>être</b> in speaking and writing.  | <i>Structures 3.2, The passé composé</i> with <b>être</b> , pp. 100–103   | Supersite: <i>Leçon 3: Structures 3.3</i>  |
| <b>Wednesday,</b>   | Talk about the past using the <b>passé composé</b> and the <b>imparfait</b> .  | <i>Structure 3.3, The passé composé</i> vs. the <b>imparfait</b> , pp. 104–107<br><i>Synthèse</i> , p. 108<br><i>Culture:</i> pre-reading, p. 109                               | Read <i>Le Paysage musical au Québec</i> , p. 111<br><i>Leçon 3: Rédaction</i><br>Supersite: <i>Leçon 3: Culture Fiche de grammaire 3.5</i> , p. 402   |
| <b>Monday,</b>  | Read about the music scene in Quebec.  | <i>Culture: Le Paysage Musical au Québec</i> , pp. 109–112<br><i>Littérature:</i> pre-reading, p. 113   | Read <i>99 francs</i> , pp. 114–115<br><i>Leçon 3: Littérature</i><br>Supersite: <i>Leçon 3: Littérature</i>   |
| <b>Wednesday,</b><br><b>TEST 3</b>  | Read and understand a literary excerpt about the advertising industry. Review the lesson.  | <i>Littérature: 99 francs</i> , by Frédéric Beigbeder, pp. 113–116<br>Review <i>Leçon 3</i><br>Supersite: <i>Leçon 3</i>  | Supersite: <i>Leçon 3: Littérature: Production orale; Leçon 4: Pour commencer</i>  |
|   | <b>TEST 3 – Lesson 3</b><br><b>Reminder: online Supersite assignments for Lesson 3 are due by midnight</b>                                     |   |  |
| <b>Monday,</b><br><b>Leçon 4 – La valeur des idées</b>                                      | Read about the value of ideas. Talk about justice, politics, and the value of ideas  | <b>Leçon 4:</b> Introduction, pp. 118–119<br><i>Pour commencer</i> , pp. 120–121<br><i>Court métrage:</i> pre-viewing, pp. 122–123  | Supersite: <i>Leçon 4: Court métrage:</i> watch <i>Le Courrier du parc</i>   |

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| <b>Wednesday,</b>                             | 1. Read about a common type of slang known as <b>le verlan</b> . View and discuss a short film about a teenager who helps reunite a couple after a misunderstanding. | <i>Court métrage: Le Courrier du parc</i> , pp. 122–127   | Supersite: <i>Leçon 4: Imaginez: Galerie de créateurs</i> and <i>Qu'avez-vous appris?</i> sections  |
|   | 2. Read about <b>les Antilles</b> . Learn about artists from <b>les Antilles</b> .   | <i>Imaginez</i> , pp. 128–133   | Supersite: <i>Leçon 4: Imaginez: Le Zapping; Structures 4.1</i>   |
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| <b>Monday,</b>                                | View and discuss a video report about the opinions of young voters in Belgium. Discuss past events.  | <i>Le Zapping</i> , p. 131<br><i>Structures 4.1, The plus-que-parfait</i> , pp. 134–137   | Supersite: <i>Leçon 4: Structures 4.2</i><br><i>Fiche de grammaire 4.4</i> , p. 404   |
| <b>Wednesday,</b>                             | 1. Use negation and indefinite adjectives and pronouns in speaking and writing.  | <i>Structures 4.2, Negation and indefinite pronouns and adjectives</i> , pp. 138–141  | Supersite: <i>Leçon 4: Structures 4.3</i><br><i>Fiche de grammaire 4.5</i> , p. 406   |
|   | 2. Use irregular <b>-ir</b> verbs.   | <i>Structures 4.3, Irregular -ir verbs</i> , pp. 142–145<br><i>Synthèse</i> , p. 146<br><i>Culture: pre-reading</i> , p. 147  | Read <i>Haïti soif de liberté</i> , p. 149<br>Supersite: <i>Leçon 4: Culture</i>  |
| <b>Monday,</b>                                | Read about Haiti.<br><br>Read and understand a speech. Review the lesson. Write a speech to politicians where you live.  | <i>Culture: Haïti soif de liberté</i> , pp. 147–150<br><i>Littérature: pre-reading</i> , p. 151<br>Go over ideas for <i>Rédaction</i> , p. 154<br><i>Littérature: Discours sur la misère</i> by Victor Hugo, pp. 151–154<br>Review <i>Leçon 4</i> | Read <i>Discours sur la misère</i> , p. 153<br>Write rough draft for <i>Rédaction</i> , p. 154<br>Supersite: <i>Leçon 4: Littérature</i><br>Write final draft for <i>Rédaction</i> , p. 154<br>Supersite: <i>Leçon 4: Littérature: Production orale</i> |
| <b>Wednesday,</b><br><b>TEST 4</b>            | <b>TEST 4 – Lesson 4</b><br><b>Reminder: online Supersite assignments for Lesson 4 are due by midnight</b>   |   |   |
| <b>Leçon 5 – La société en évolution</b>      | Talk about current social issues.  | <b>Leçon 5:</b> Introduction, pp. 156–157<br><i>Pour commencer</i> , pp. 158–159<br><i>Court métrage: pre-viewing</i> , pp. 160–161   | Supersite: <i>Leçon 5: Pour commencer</i><br><br>Supersite: <i>Leçon 5: Court métrage: watch Samb et le commissaire</i>   |
| <b>Monday,</b><br><b>Essay 3 (p. 154) DUE</b> | Read about the national holiday in Switzerland. Watch and discuss a short film about a young thief being questioned by a police officer                              | <i>Court métrage: Samb et le commissaire</i> , pp. 160–165  | Supersite: <i>Leçon 5: Imaginez: Galerie de créateurs</i> and <i>Qu'avez-vous appris?</i> sections  |
| <b>Wednesday,</b>                             | 1. Learn about West Africa. Learn about artists from West Africa.  | <i>Imaginez</i> , pp. 166–171   | Supersite: <i>Leçon 5: Imaginez: Le Zapping; Structures 5.1</i>   |
|   | 2. View and discuss a public service announcement about racism. Use <i>partitives</i>  | <i>Le Zapping</i> , p. 169<br><i>Structures 5.1, Partitives</i> , pp. 172–175   | Supersite: <i>Leçon 5: Structures 5.2</i>   |
|   | 3. Use the pronouns <b>y</b> and <b>en</b>   | <i>Structures 5.2, The pronouns y and en</i> , pp. 176–179  | Supersite: <i>Leçon 5: Structures 5.3</i>   |

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|---|--|--|--|
| <b>Monday,</b>                                | Use multiple pronouns in speaking and writing.   | <i>Structures</i> 5.3, Order of pronouns, pp. 180–183<br><i>Synthèse</i> , p. 184<br><i>Culture</i> : pre-reading, p. 185  | Read <i>Les Griots, maîtres de la tradition orale</i> , pp. 186–187<br><i>Leçon 5: Rédaction</i><br>Supersite: <i>Leçon 5: Culture</i><br><i>Fiche de grammaire 5.4</i> , p. 408<br><i>Fiche de grammaire 5.5</i> , p. 410 |
| <b>Wednesday,</b>                             | 1. Read about West African storytellers.   | <i>Culture: Les Griots, maîtres de la tradition orale</i> , pp. 185–188<br><i>Littérature</i> : pre-reading, p. 189<br>Go over ideas for <i>Rédaction</i> , p. 194 | Read <i>Le Marché de l'espoir</i> , pp. 190–193<br>Write rough draft for <i>Rédaction</i> , p. 194<br>Supersite: <i>Leçon 5: Littérature</i>   |
|   | 2. Read and understand a short story.<br>Review the lesson.<br>Write an article about an act of violence.  | <i>Littérature: Le Marché de l'espoir</i> by Ghislaine Sathoud, pp. 189–194<br>Review <i>Leçon 5</i>   | Write final draft for <i>Rédaction</i> , p. 194<br>Supersite: <i>Leçon 5: Littérature: Production orale</i>  |
| <b>Monday,</b><br><b>Essay 4 (p. 194) DUE</b> | <b>Final instructional day – Review</b>  |  |  |
|   | <b>Break</b>   |  |  |
| <b>Wednesday,</b><br><b>TEST 5</b>            | <b>TEST 5 – Lesson 5</b><br><b>Reminder: online Supersite assignments for Lesson 5 are due by midnight</b> |  |  |

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 evaluation available at <http://gatech.smartevals.com>

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**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=VB9ZrPqVYAs>
- <https://www.youtube.com/watch?v=BhAp-ICze3k>

**Modern Languages website**

<https://modlangs.gatech.edu/languages/french>

**Language for Business and Technology Programs** (Summer programs in Senegal and/or France)

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

**Information of 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>