FREN 1001 – ELEMENTARY FRENCH I

Syllabus

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COURSE OBJECTIVES

<table>
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<tr>
<th>ML PERFORMANCE GOAL #1: PROFESSIONAL COMMUNICATION</th>
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<tbody>
<tr>
<td><strong>ML Learning Outcome 1</strong>: Demonstrate oral and aural proficiency in the target language</td>
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<td><strong>ML Learning Outcome 2</strong>: Demonstrate effective presentation skills in the target language</td>
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<tr>
<td><strong>ML Learning Outcome 3</strong>: Demonstrate writing proficiency in the target language</td>
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<tr>
<td><strong>ML Learning Outcome 4</strong>: Demonstrate proficiency in comprehension of authentic</td>
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written texts in the target language

**ML PERFORMANCE GOAL #2: INTERCULTURAL SKILLS AND KNOWLEDGE**

| ML Learning Outcome 5: Demonstrate in-depth knowledge of a specific 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 & course preparation : 20%
- Quizzes 1 : 10% (5% each)
- Exam 1 : 20%
- Midterm : 25%
- 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:

<table>
<thead>
<tr>
<th>A+</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
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<tbody>
<tr>
<td>Actively supports, engages and listens to peers (ongoing)</td>
<td>Actively supports, engages and listens to peers (ongoing)</td>
<td>Makes a sincere effort to interact with peers (ongoing)</td>
<td>Limited interaction with peers</td>
<td>Virtually no interaction with peers</td>
<td>No interaction with peers</td>
</tr>
<tr>
<td>Arrives fully prepared at every session</td>
<td>Arrives fully prepared at almost every session</td>
<td>Arrives mostly, if not fully, prepared (ongoing)</td>
<td>Preparation, and therefore level of participation, are both inconsistent</td>
<td>Rarely prepared</td>
<td>Never prepared</td>
</tr>
<tr>
<td>Plays an active role in discussions (ongoing)</td>
<td>Plays an active role in discussions (ongoing)</td>
<td>Participates constructively in discussions (ongoing)</td>
<td>When prepared, participates constructively in discussions and makes relevant comments based on the assigned material</td>
<td>Rarely participates</td>
<td>Never participates</td>
</tr>
<tr>
<td>Comments advance the level and depth of the dialogue (consistently)</td>
<td>Comments occasionally advance the level and depth of the dialogue</td>
<td>Makes relevant comments based on the assigned material (ongoing)</td>
<td>Demonstrates a noticeable lack of interest in the material (ongoing)</td>
<td>Comments are generally vague or drawn from outside of the assigned material</td>
<td>Demonstrates a noticeable lack of interest (on occasion)</td>
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<td>Group dynamic is consistently better because of the student's presence</td>
<td>Group dynamic is often better because of the student's presence</td>
<td>Group dynamic is occasionally better (never worse)</td>
<td>Group dynamic is not affected by the student's presence</td>
<td>Group dynamic is significantly harmed by the student's presence</td>
<td>Group dynamic is harmed by the student's presence</td>
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</table>

We will cover 6 chapters.

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.
- **All quizzes and exams will follow the same format**: one listening comprehension section testing your oral/aural skills (20-25%), one grammar section (35-40%), and one vocabulary section (35-40%).
ACCOMMODATIONS
Students with disabilities should contact me and the ADAPTS office for classroom and academic accommodations. If you need an accommodation, please contact Tameeka Hunter, Disabilities Services Specialist and Program Coordinator, at tameeka.hunter@vpss.gatech.edu or (404) 894–2564.

REMINDER OF SOME IMPORTANT RULES
1. Use of mobile devices: Please turn off your cell phone in the classroom. 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). Students must notify me at least 48 hours in advance to request permission for making up the quiz or examination.

3. Class attendance: Daily class attendance is expected. You are allowed 3 unexcused absences (scheduled flights or trips, picking up relatives at the airport, chauffeuring a friend somewhere, going to a wedding/reunion) without penalty. 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

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, repertories, 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.


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. I want to hear from you.

*The dates for quiz#1 and mid-term will be decided to accommodate the learning needs of the class and the evolving pandemic situation.*

*Promenades* program / Specific outcomes for units 1-7 are the following:

- Introducing yourself
- Greeting and saying goodbye
- Learning courtesy expressions
- Talking about yourself and others
- Spelling your name
- Asking and telling time and date
- Describing your university and classroom
- Exchanging information about courses of study
- Asking and responding to simple questions
- Talking about your family and friends
- Describing yourself, other people, and things
- Saying how old you and others are
- Talking about things that belong to you and others
- Ordering food and beverage at a café
- Talking about places and activities around town
- Expressing actions in the near future
- Expressing quantity
- Talking about pastimes, weekend activities, and sports
- Talking about the seasons and weather
- Planning activities
- Talking about and describing clothing preferences in a store
- Talking about how much things cost
- Negotiating and paying for items you buy
- Saying and describing what you bought
- Talking about your vacation plans
- Describing a hotel
- Talking to hotel personnel
- Telling where you went
- Talking about people and places you are familiar with