



FRENCH 2001
– Intermediate French I –
SPRING 2026 – Syllabus and Homework Assignments

Instructor of record: Franck FINDLING

Teacher for the semester: Anne BONNET

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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

COURSE DESCRIPTION

This is a 3 credit-course designed to introduce students to a rapid review of grammar with continued use of listening, speaking, reading, and writing skills in French, all with a cultural emphasis.

GENERAL INFORMATION

FREN 2001, Intermediate French I, aims to build oral and written communication skills in French at the intermediate level and improve cultural awareness and literacy of the French-speaking world. FREN 2001 contributes to students' education in the humanities by teaching 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 2002.

REQUIRED COURSE PACKAGE:

- IMAGINEZ, 4th edition, Vista Higher Learning (<https://vistahigherlearning.com>)

Digital course package: Supersite Plus (vText) + WebSAM (18-month access)

ISBN: 978-1-54330-538-8

ASSESSMENT:

The assessment for this course will include written and oral reports, presentations and proficiency guided conversations teacher-student will be held during the semester.

Detail of assessment:

30 % Attendance, active participation and homework.
20 % Oral presentations and role plays.
30 % Unit tests (grammar, vocabulary and writing tasks).
20 % Final exam.

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 **creative writings** this semester. 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.
- **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 are listed in the program below.

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.

ACCOMODATIONS 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 / LISSED 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

PROGRAM:

Introducing oneself / getting to know someone:

- Vocabulary: Les relations personnelles p.4
- Grammar: Spelling-change verbs p.18-19
- Grammar: The irregular verbs être, avoir, faire and aller p.22-23
- Grammar : Forming questions p. 26-27
- Culture : Les Francophones d'Amérique p.32-33
- Oral presentations on Louisiane (its inhabitants, geography, traditions) and région Lorraine (its history, geography and traditions)
- Role plays: entertaining a conversation at dinner in a French host family

Welcome to France and Europe

- Vocabulary: En ville p.42
- Grammar: Reflexive and reciprocal verbs p.56-57
- Grammar: Descriptive adjectives and adjective agreement p.60-61
- Grammar: Adverbs p. 64-65
- Culture: Marseille et Lyon p.50-51
- Oral presentations on a European city or town
- Role plays: ordering food in a restaurant

Creation of an identity: French language and culture today

- Vocabulary: l'univers médiatique p. 82
- Grammar: The passé composé with avoir p.96-97
- Grammar: the passé composé with être p.100-101
- Grammar : The passé composé vs the imparfait p. 104-105
- Culture : Le Québec p.90-91
- Oral presentations on French singers,actors, newspapers, TV programs, songs
- Role plays: interviewing contemporary French icons (chefs, designers, artists ...)

French identity overseas

- Vocabulary: La justice et la politique p.120
- Grammar : The plus-que-parfait p. 134
- Grammar : Negation and indefinite adjectives and pronouns p. 138-139
- Grammar: Irregular -ir verbs p. 142-143
- Culture: les Antilles p. 128-129
- Oral presentations on overseas territories or countries where French is an official language
- Role plays: collecting information at the tourist information office

Societies in motion

- Vocabulary: Crises et horizons p. 158-159
- Grammar : Partitives p. 172-173
- Grammar : The pronouns y and en p. 176-177
- Grammar: Order of pronouns p. 180-181
- Culture: la fête de la musique p. 70-71

The instructor reserves the right to alter the following schedule at any time to better accommodate the learning needs of the students.