



GT-E SUMMER 2026
FREN 1001 – Elementary French I
Syllabus and Homework Assignments

Qui parle le français ? Qui l'apprend ?
Quelle est la place de la langue française
dans le monde ? ...



Instructor: Dr. Brigitte Stepanov

Course description: FREN 1001 – Elementary French I offers an introduction to listening, speaking, reading, and writing in French and to the culture of French-speaking regions.

Course Prerequisites: No prior knowledge of French! This course is not open to native speakers. Please review the registration information outlined at <http://modlangs.gatech.edu/students/registration> before enrolling in this course. If you have taken French classes in high school or are a heritage speaker, you must take the placement test (<https://modlangs.gatech.edu/students/placement-tests>) and provide a copy of your score on the first day of class. Only students with a placement test score of 0-150 points may enroll.

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 FREN 1002.

Required Course Materials

PROMENADES, **5th Edition**, by Mitchell-Mitschke-Tano, Vista Higher Learning, Boston 2026.
We will be using the digital course package, including the Supersite Plus Code (with WebSAM & vText) for *PROMENADES*, 5th Edition.

24-month standalone code (Supersite Plus & WebSAM): ISBN 978-1-66993-425-7

24-month package (Loose leaf w/ Supersite Plus & WebSAM): ISBN 978-1-66994-143-9

To purchase your textbook and set up your VHL student account, please follow this link:

<https://vistahigherlearning.com/store/school/georgiainstituteoftech>

Students will work under the instructor's guidance using the VHL Supersite Plus, which is linked to the textbook *PROMENADES*. Homework submission will be managed online. Students who register for this course should recognize the value of language study, be genuinely interested in learning to communicate in French, and fully understand the level of autonomy and self-motivation required to reach the expected learning outcomes of this course. This course requires internet access and a computer.

Evaluation Criteria

- **Online homework** (Supersite): **30%** (6 units, 5% each; late work will be accepted with a 5% penalty per day late).
- **Tests** (6): **48%** (8% each)
- **Midterm Project "My Summer at GT-E": 12%**
- **Class Participation & course preparation: 10%** You are expected to attend class and participate, making meaningful contributions to the class.

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.]

Description of Assignments and Assessments

- **Online homework** will include grammar and vocabulary activities, cultural readings, and course preparation assignments. Late submissions will be accepted with a 5% penalty per day. Please abide by the due dates set by the instructor on VHL Supersite assignment calendar. The homework should be done on a regular basis to learn about, understand, and practice new features in grammar and vocabulary. Please do not procrastinate!
- **There will be 6 tests.** The tests take place at the end of each unit. All tests will follow the same format. Their dates are indicated in the calendar at the end of this syllabus. **There will be no final exam.**
- The **Midterm Project** allows you to think creatively, practice your French grammar and vocabulary, and create an archive of your time in Europe this summer! You'll be asked to take photos of specific things/places and write a caption (in French) using specific vocabulary and

grammatical forms for each one. **Please submit your project as a Word Doc via Canvas.** The work that you submit must be your own and must respect the limits of what has been learned so far in the course. Plagiarism (as defined in the Student Handbook) is banned. The use of translation software and/or AI is strictly forbidden. You may use online dictionaries such as www.wordreference.com. Proofread your work before submitting it! Accents must be typed in.

- **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 (please see rubric below).
- The success of learning a language is directly proportional to the effort you put in. Repetition is the name of the game when it comes to vocabulary. You need to plan spending at least 45-60 minutes *each day* to keep up with the coursework.

The following rubric sets out the criteria upon which you will be evaluated:

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

You must actively contribute to pair, group, and class discussions by both asking and answering questions during class time. This also means that you will willingly engage in class activities and will use the target language, i.e., 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 (arriving/leaving 15 minutes late/early counts as a missed class). **Before coming to class each day, prepare the section of the lesson. Please turn off your cell phone in the classroom. Sending text messages, surfing the web, checking emails, or otherwise performing non-class-related activities during class is not permitted.**

Attendance is taken at all lectures, and participation in weekly sessions will be graded on the following scale:

- Unexcused absence or asleep or on using laptop/phone for non-class related activities = - **3 points**
- In class, but silent, ill-prepared, or obsessed with laptop = - **2 points**
- In class and making an average contribution = - **1 point**

Course Expectations & 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 Participation

Please remember that your attendance and timely participation is key to your success in this course, as well as that of your classmates. ***I record attendance in Canvas (using the "Attendance" feature) right after each class. Please let me know within 48 hours if you observe a discrepancy between what is indicated in Canvas and your actual attendance for that day. Unfortunately, I cannot retroactively change attendance at the end of the semester.

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 case of extenuating circumstances. **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. You will need to communicate with the Dean of Students office representative at GT-E in order to seek make-ups.**

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.

Course 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 and posted on Canvas. All VHL exercises with a due date will be graded. Other exercises are recommended but not graded. 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.

Please consult Canvas regularly and allow notifications. (Canvas > Account > Notifications > Announcements).

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

Date	Objectives	Section in Promenades
5/20 Introduction to the course 1A	Learn the French alphabet and the names of accent marks; Learn the rules of liaisons Express basic greetings and farewells Introduce yourself and others Use courtesy expressions Understand spoken French through video Read about shaking hands and bises Learn about the gender of nouns Use definite and indefinite articles Learn the numbers 0–60 Use the expression il y a Watch authentic French video	Les sons et les lettres: <i>The French Alphabet</i> , p. 5 Unité 1: <i>Salut!</i> overview, p. 1 Contextes: <i>Ça va?</i> , pp. 2–4 Roman-photo: <i>Au café</i> , pp. 6–7 Lecture culturelle , pp. 8–9 Structures 1A.1: <i>Nouns and articles</i> , pp. 10–13 Structures 1A.2: <i>Numbers 0–60</i> , pp. 14–17 Révision , p. 18 Le Zapping: <i>C'est fun de connaître ses voisins</i> , p. 19
5/22 Unité 1 Leçons A/B	Use terms to identify people Use terms for classroom objects Understand spoken French through video Read about France's multicultural society Use subject pronouns Use être in the present tense	Contextes: <i>En classe</i> , pp. 20–22 Roman-photo: <i>Les copains</i> , pp. 24–25 Lecture culturelle , pp. 26–27 Structures 1B.1: <i>Subject pronouns and the verb être</i> , pp. 28–31
5/27 Unité 1 Leçon B	Distinguish between c'est and il/elle est Learn about adjective agreement Use descriptive adjectives Use adjectives of nationality	Structures 1B.2: <i>Adjective agreement</i> , pp. 32–35 Révision , p. 36 Panorama: <i>Le monde francophone</i> , pp. 38–39
5/29 Unité 2 Leçon A	Express terms for courses and places around campus Express likes and dislikes Test 1	Unité 2: <i>À la fac</i> overview, p. 41 Contextes: <i>Les cours</i> , pp. 42–44
6/1 Unité 2 Leçons A/B	Understand spoken French through video Read about the French university system and Immersion française au Canada Learn the present tense of regular -er verbs	Roman-photo: <i>Trop de devoirs!</i> , pp. 46–47 Lecture culturelle , pp. 48–49 Structures 2A.1: <i>Present tense of</i>

	<p>Learn about spelling changes in -cer and -ger verbs Ask questions and express negation Watch authentic French video</p> <p>Talk about schedules and when things happen</p>	<p><i>regular -er verbs</i>, pp. 50–53; 2A.2: Forming questions and expressing negation, pp. 54–57 Révision, p. 58 Le Zapping: Annonce d'E.Leclerc, p. 59 Contextes: Une semaine à la fac, pp. 60–62</p>
6/3 Unité 2 Leçon B	<p>Understand spoken French through video Read about university courses and le bac Use avoir in the present tense Learn expressions with avoir Tell the time Learn to brainstorm before writing Write a personal description</p>	<p>Roman-photo: On trouve une solution, pp. 64–65 Lecture culturelle, pp. 66–67 Structures 2B.1: Present tense of avoir, pp. 68–71 Structures 2B.2: Telling time, pp. 72–75 Révision, p. 76 Panorama: La France, pp. 78–79</p>
6/8 Unité 3 Leçon A	<p>Talk about family members and marital status Talk about pets Test 2</p>	<p>Unité 3: La famille et les copains overview, p. 81 Contextes: La famille de Marie Laval, pp. 82–84</p>
6/10 Unité 3 Leçon A/B	<p>Understand spoken French through video</p> <p>Read about the French family Use descriptive adjectives Understand spoken French through video Read about the French family Use descriptive adjectives</p> <p>Express possession Watch authentic French video Talk about professions and occupations</p>	<p>Roman-photo: L'album de photos, pp. 86–87 Lecture culturelle, pp. 88–89 Structures 3A.1: Descriptive adjectives, pp. 90–93 3A.2: Possessive adjectives, pp. 94–97 Révision, p. 98 Le Zapping: Pages d'Or, p. 99 3A.2: Possessive adjectives, pp. 94–97 Révision, p. 98 Contextes: Comment sont-ils ? pp. 100–102</p>
6/15 Unité 3 Leçon B	<p>Learn other descriptive adjectives Understand spoken French through video Read about different types of friendships and relationships Count from 61 to 100 Express location Use disjunctive pronouns</p>	<p>Roman-photo: On travaille chez moi ! pp. 104–105 Lecture culturelle, pp. 106–107 Structures 3B.1: Numbers 61–100, pp. 108–111 Structures 3B.2: Prepositions of location and disjunctive pronouns, pp. 112–115 Révision, p. 116 Panorama: La Belgique et la Suisse, pp. 118–119</p>
6/17 Unité 4 Leçon A	<p>Talk about places around town Talk about activities around town Understand spoken French through video Use aller in the present tense Express near future actions Test 3</p>	<p>Unité 4: Au café overview, p. 121 Contextes: Où allons-nous?, pp. 122–124 Structures 4A.1: The verb aller, pp. 130–133 Roman-photo: Star du cinéma, pp.</p>

		126–127
6/22 Unité 4 Leçons A/B	Read about the pastimes of young Francophones Use the preposition à in contractions Use interrogative words Watch authentic French video	Lecture culturelle , pp. 128–129 Structures 4A.2: Interrogative words , pp. 134–137 Révision , p. 138 Le Zapping: Clip de BFMTV , p. 139
6/24 Unité 4 Leçon B	Talk about food items at a café Express quantity Understand spoken French through video Read about the role of the café in France Read about the cafés of North Africa Use prendre and boire in the present tense Use partitive articles	Contextes: J'ai faim! , pp. 140–142 Roman-photo: L'heure du déjeuner , pp. 144–145 Lecture culturelle , pp. 146–147 Structures 4B.1: The verbs prendre and boire , pp. 148–151 Structures 4B.2: Partitives , pp. 152–155 Révision , p. 156 Panorama: Le Québec , pp. 158–159
6/29 Unité 5 Leçon A	Talk about sports and leisure activities Express frequency Understand spoken French through video Use faire in the present tense Test 4	Unité 5: Les loisirs overview, p. 161 Contextes: Le temps libre , pp. 162–164 Structures 5A.1: The verb faire , pp. 170–173 Roman-photo: Au parc , pp. 166–167
7/1 Unité 5 Leçon A/B	Read about le football Use il faut to express necessity Learn irregular -ir verbs Watch authentic French video	Lecture culturelle , pp. 168–169 Structures 5A.2: Irregular -ir verbs , pp. 174–177 Révision , p. 178 Le Zapping: Les Français et le sport , p. 179
7/6 Unité 5 Leçon B	Talk about seasons and months Use weather expressions Tell the date	Contextes: Quel temps fait-il ? pp. 180–182
7/8 Unité 5 Leçon B	Understand spoken French through video Read about public gardens and parks in the francophone world Learn the numbers 101 and higher Use -er verbs with spelling changes	Roman-photo: Quel temps! , pp. 184–185 Lecture culturelle , pp. 186–187 Structures 5B.1: Numbers 101 and higher , pp. 188–191 Structures 5B.2: Spelling-change -er verbs , pp. 192–195 Révision , p. 196 Panorama: L'Afrique du Nord , pp. 198–199
7/10 Unité 6 Leçon A	Understand spoken French through video Use demonstrative adjectives Use the passé composé with avoir Read about carnival and France's Bastille Day Talk about parties and celebrations Talk about the stages of life Test 5	Roman-photo: Les cadeaux , pp. 206–207 Structures 6A.1: Demonstrative adjectives , pp. 210–213 Structures 6A.2: The passé composé with avoir , pp. 214–217 Lecture culturelle , pp. 208–209 Unité 6: Les fêtes overview, p. 201 Contextes: Surprise! , pp. 202–204

7/15 Unité 6 Leçon A	Learn the colors in French Understand spoken French through video Read about the fashion industry in France Use indirect object pronouns Learn some irregular past participles Watch authentic French video	Roman-photo: <i>L'anniversaire</i> , pp. 226–227 Lecture culturelle , pp. 228–229 Structures 6B.1: <i>Indirect object pronouns</i> , pp. 230–233 Révision , p. 218 Le Zapping: <i>Extrait L'annonce</i> , p. 219–221
7/17 Unité 6 Leçon B	Talk about clothes and shopping Learn more uses of disjunctive pronouns	Contextes: <i>Très chic!</i> , pp. 222–224
6/20 Unité 6 Leçon B	Use regular and irregular -re verbs Read about arts in West Africa Review / Unit 6	Structures 6B.2: <i>Regular and irregular -re verbs</i> , pp. 234–237 Révision , p. 238 Panorama: <i>L'Afrique de l'Ouest et l'Afrique centrale</i> , pp. 240–241
7/22	Test 6	
July 27	Final instructional day	
Best wishes on your final exams!		

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

Helpful links

Modern Languages website

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

Language for Business and Technology Programs (Summers in Senegal or/and France) and Metz-SLS program

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

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

<https://sls-france.gatech.edu/>

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> (French movies with French subtitles)

<https://afatl.com> (“Alliance française” in Atlanta).

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 simple, reliable forms instead of trying new ones) will only hold themselves back. 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. Often, the same thing that puzzles you is confusing others, too.
2. Do not fall behind in your work. Be organized: do your homework on time. “Catching up” is extremely difficult in a beginner’s 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. Design your own learning aids: flashcards, charts, lists, 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. 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. 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 **VHL Supersite** resources!
5. 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. Consider pairing up with a student or two to practice together.

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).