

FREN 1002 – Elementary French II
GT-E Summer 2026 – Syllabus and Homework Assignments
MW 10:25 am – 12:20 pm

Instructor: Sy, S.

Office: TBD

Office hours: MW 12:30 pm – 1:30 pm, and by appt.

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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.

This course is not opened to native speakers. Please review the registration information outlined at <http://modlangs.gatech.edu/students/registration> before enrolling in this course. Only students with a placement test score of 0 -150 points may enroll. **If you have taken French classes in high school or you are a heritage speaker, please take the placement test (<https://modlangs.gatech.edu/students/placement-tests>) and provide a copy of your score the first day of class.**

The best and quickest way to contact me is by e-mail to which I will respond within 24 hours. You are urged to visit my office hours. We can also set up individual appointments through Zoom to discuss your academic progress, or special concerns you may have. To meet students' requirements, needs, and comfort levels, meetings and office hours will be offered in-person, virtually, or outdoors. Office hours are devoted to you!

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

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

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

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)
- **Oral assessment: 12%** (This assignment is collaborative work: you will pair up with one or two classmates to create a skit on one of the topics from a given unit. Clear guidelines with expectations will be shared with students in advance. Grading follows a rubric with the following criteria: adherence to the assignment's requirements, pronunciation, vocabulary and grammatical structures, creativity, and inclusion of relevant cultural elements. You will be graded individually)
- **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.]

- **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. Abide by the due dates set by the instructor on VHL Supersite assignment calendar. Most assignments will have two attempts. True/False activities, multiple choice activities with only 2 choices are limited to 1 attempt. The homework needs to be done on a regular basis to learn about, understand, and practice new features in grammar and vocabulary.
- **There will be 6 tests.** The tests take place at the end of each unit. **All tests will follow the same format** and include the following: a section with **questions in French**, a **grammar** section, a **vocabulary** section, and a section on **culture**.
- **Extra-credit opportunities:** During the semester, you will have the opportunity to participate in French-related cultural activities, off-campus exhibits and conferences, etc... Please note: attending cultural activities will not make up for incurring unexcused absences.
- **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**.

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. 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 perform non-class-related activities during class will not be tolerated in class.***

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

Unexcused absence or asleep or obsessed with laptop performing 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 materials

REQUIRED COURSE PACKAGE: PROMENADES, 5th Edition, by Mitchell-Mitschke-Tano, Vista Higher Learning, Boston 2026. *Digital course package: Supersite Plus Code (w/ 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 Pus & WebSAM): ISBN 978-1-66994-143-9

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.

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/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, & Re-Scheduled/Missed Exams

No late assignments or extensions will be granted. Please plan accordingly. Contact your instructor in 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.

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.

| Date | Objectives | Section in Promenades |
|--------------------------------|---|---|
| 5/20 Unité 7 Leçon A | Introduction au cours – Révision (1-6) Talk about travel and vacations Learn the names of countries and nationalities Understand spoken French through video Read about Tahiti and le musée d'Orsay Use the passé composé with être | Unité 7: En vacances overview, p. 245 Contextes: <i>Bon voyage!</i> , pp. 246–247 Roman-photo: <i>Une invitation</i> , pp. 250–251 Lecture culturelle , pp. 252–253 Structures 7A.1: <i>The passé composé with être</i> , pp. 254–257 |
| 5/22 Unité 7 Leçons A/B | Use direct object pronouns Watch authentic French video Talk about hotels and accommodations Use ordinal numbers Learn expressions for sequencing events Use regular -ir verbs Give commands and make requests | Structures 7A.2: <i>Direct object pronouns</i> , pp. 258–261 Révision , p. 262 Le Zapping : <i>Des auberges de jeunesse nouvelle génération</i> , p. 263 Contextes: <i>À l'hôtel</i> , pp. 264–266 Structures 7B.1: <i>Regular -ir verbs</i> , pp. 272–275 Structures 7B.2: <i>The impératif</i> , pp. 276–279 |
| 5/27 Unité 7 Leçon B | Use the verbs dire , écrire , lire , and décrire Understand spoken French through video Read about how and where the French vacation | Révision , p. 277 Roman-photo: <i>La réservation</i> , pp. 268–269 Lecture culturelle , <i>Les vacances des Français</i> , pp. 270–271 |
| 5/29 Unité 8 Leçon A | Talk about the parts of a house Learn furniture vocabulary Understand spoken French through video Read about housing in France and le château Frontenac Use adverbs Test 1 – Unit 7 | Unité 8: Chez nous overview, p. 287 Contextes: <i>La maison</i> , pp. 288–290 Roman-photo: <i>Chez l'antiquaire</i> , pp. 292–293 Lecture culturelle , pp. 294–295 Structures 8A.1: <i>Adverbs</i> , pp. 296–299 |
| 6/1 Unité 8 Leçons A/B | Use the imparfait to express actions in the past Watch authentic French video Talk about household chores Learn terms for appliances Understand spoken French through video Read about the interiors of French homes | Structures 8A.2: <i>The imparfait</i> , pp. 300–303 Révision , p. 304 Le Zapping: <i>Vivre à la ferme</i> , p. 305 Contextes: <i>Les tâches ménagères</i> , pp. 306–308 Roman-photo: <i>Les tâches ménagères</i> , pp. 310–311 Lecture culturelle , pp. 312–313 |
| 6/3 Unité 8 Leçon B | Learn to distinguish between the passé composé and the imparfait Use savoir and connaître and distinguish them | Structures 8B.1: <i>The passé composé vs. the imparfait</i> , pp. 314–317 |

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| | Read about the French Quarter in New Orleans | Structures 8B.2: The verbs <i>savoir</i> and <i>connaître</i> , pp. 318–321 Révision , p. 320 |
| 6/8 Unité 9 Leçon A | Talk about food and meals Understand spoken French through video Read about the Guide Michelin 's influence on the restaurant industry Use venir and similar verbs Express the recent past Use time expressions Test 2 – Unit 8 | Panorama: <i>Paris, Les Pays de la Loire, et Le Centre-Val de Loire</i> , pp. 324–327 Unité 9: <i>La nourriture</i> overview, p. 329 Contextes: <i>Quel appétit!</i> , pp. 330–331 Roman-photo: <i>Faire les courses</i> , pp. 334–335 Lecture culturelle , pp. 334–335 Structures 9A.1: The verb <i>venir</i> and the <i>passé récent</i> , pp. 338–341 |
| 6/10 Unité 9 Leçon A/B | Use devoir, vouloir, and pouvoir Watch authentic French video Talk about eating at a restaurant; specialty food shops Understand spoken French through video Read about French meals and eating habits | Structures 9A.2: The verbs <i>devoir, vouloir, pouvoir</i> , pp. 342–344 Révision , p. 346 Le Zapping: <i>Le far breton</i> , p. 347 Contextes: <i>À table!</i> , pp. 348–350 Roman-photo: <i>Un dîner presque raté</i> , pp. 352–353 Lecture culturelle , pp. 354–355 |
| 6/15 Unité 9 Leçon B | Make comparisons of equality and inequality Use two pronouns with the same verb Express and support opinions | Structures 9B.1: Comparatives and superlatives of adjectives and adverbs, pp. 356–359 Structures 9B.2: Double object pronouns, pp. 360–363 Révision , p. 364 Panorama: <i>La Normandie et la Bretagne</i> , pp. 366–367 |
| 6/17 Unité 10 Leçon A | Talk about the parts of the body Discuss your daily routine Understand spoken French through video Read about healthcare in France Use reflexive verbs Test 3 – Unit 9 | Unité 10: <i>La santé</i> overview, p. 369 Contextes: <i>La routine quotidienne</i> , pp. 370–372 Roman-photo: <i>Drôle de surprise</i> , pp. 374–375 Lecture culturelle , pp. 376–377 Structures 10A.2: Reflexives: <i>Sens idiomatique</i> , pp. 382–385 Révision , p. 386 Le Zapping: <i>S'aimer mieux</i> , p. 387 |
| 6/22 Unité 10 Leçons A/B | Learn common idiomatic reflexive verbs Watch authentic French video Describe your health; Talk about illnesses and remedies, medical visits and treatments Understand spoken French through video | Structures 10A.1: Reflexive verbs, pp. 378–381 Contextes: <i>J'ai mal !</i> pp. 388–390 Roman-photo: <i>Aïe !</i> pp. 392–393 |
| 6/24 Unité 10 Leçon B | Express reflexive verbs in the passé composé Use the pronouns y and en Read about the French national healthcare system Read about Marie Curie | Structures 10B.1: The <i>passé composé</i> of reflexive verbs, pp. 396–399 Structures 10B.2: The pronouns <i>y</i> and <i>en</i> , pp. 400–403 Révision , p. 404 Lecture culturelle , pp. 394–395 |
| 6/29 Unité 11 Leçon A | Talk about electronics products Use Internet terms | Panorama: <i>La Nouvelle-Aquitaine, L'Occitanie</i> , pp. 406–407 |

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| | <p>Understand spoken French through video Read about technology in France and the Ariane rocket</p> <p>Test 4 – Unit 10</p> | <p>Unité 11: <i>La technologie</i> overview, p. 409 Contextes: <i>Le son et l'image</i>, pp. 410–412 Roman-photo: <i>C'est qui, Cyberhomme?</i>, pp. 414–415 Lecture culturelle, pp. 416–417</p> |
| 7/1 Unité 11 Leçon A | <p>Use prepositions followed by infinitives Use reciprocal reflexives</p> <p>Watch authentic French video</p> | <p>Structures 11A.1: Prepositions with the infinitive, pp. 418–421 Structures 11A.2: Reciprocal reflexives, pp. 422–425 Révision, p. 426 Le Zapping: <i>Le smartphone musical</i>, p. 427</p> |
| 7/6 Unité 11 Leçon B | <p>Talk about cars and driving, maintenance and repair Use the verbs ouvrir and offrir Understand spoken French through video</p> | <p>Contextes: <i>En voiture !</i> pp. 428–430 Roman-photo : <i>Une voiture de collection</i>, pp. 432–433</p> |
| 7/8 Unité 11 Leçon B | <p>Read about cars and driving in France; the car manufacturer Citroën</p> <p>Use the conditional Express hypothetical situations</p> | <p>Lecture culturelle, pp. 434–435 Structures 11B.1: <i>Le conditionnel</i>, pp. 436–439 Structures 11B.2: Uses of <i>le conditionnel</i>; <i>Si</i> clauses, pp. 440–443 Révision, p. 444 Panorama: <i>Provence-Alpes-Côte d'Azur et La Corse</i>, pp. 446–447</p> |
| 7/10 Unité 12 Leçon A | <p>Talk about banking, shops and businesses Talk about mail and the post office Understand spoken French through video Read about small neighborhood businesses Test 5 – Unit 11</p> | <p>Unité 12: <i>En ville</i> overview, p. 449 Contextes: <i>Les courses</i>, pp. 450–452 Roman-photo: <i>On fait des courses</i>, pp. 454–455</p> |
| 7/15 Unité 12 Leçon A | <p>Use voir, recevoir, and apercevoir</p> <p>Learn negative and affirmative expressions</p> <p>Watch authentic French video</p> | <p>Lecture culturelle, pp. 456–457 Structures 12A.1: <i>Voir, recevoir</i>, and <i>apercevoir</i>, pp. 458–461 Structures 12A.2 : Negative/affirmative expressions, pp. 462–465 Révision, p. 466 Le Zapping : <i>Qui de nous deux</i>, pp. 467–469</p> |
| 7/17 Unité 12 Leçon B | <p>Ask for and give directions</p> <p>Understand spoken French through video</p> <p>Express the future</p> | <p>Contextes : <i>Où se trouve... ?</i> pp. 470–472 Roman-photo : <i>La bonne direction ?</i> pp. 474–475 Structures 12B.1: <i>Le futur simple</i>, pp. 478–481</p> |
| 6/20 Unité 12 Leçon B | <p>Read about the centers of cities and towns Read about Baron Haussmann's transformation of Paris Use relative pronouns to speak with greater precision</p> <p>Read an authentic French text Review for the final test</p> | <p>Lecture culturelle, pp. 476–477 Structures 12B.2: Relative pronouns <i>qui, que, dont, où</i>, pp. 482–485 Révision, p. 486 Panorama: <i>La Bourgogne-Franche-Comté</i>, pp. 488–489 Lecture: <i>Le voyage de Yao</i>, pp. 490–491</p> |

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| 7/22 | Test 6 – Unit 12 | |
| July 27 | Final instructional day | |
| Best wishes in your final exams! | | |
| <p>**The instructor reserves the right to alter this schedule at any time to better accommodate the learning needs of the students.</p> <p>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</p> | | |

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/>

<https://modlangs.gatech.edu/study-abroad/french/leaf>

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).