

FREN 3040 A Syllabus

Reading and Translation, 3 credits (CRN 93926)

Fall 2026

Instructor Information

Instructor: Andrea Jonsson

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General Course Information

Description

This course will prepare students for the techniques of rapid reading in French, and give them tools to translate and use texts. Taught in French.

Course Learning Outcomes

A. Pre- &/or Co-Requisites

FREN 2001 or equivalent

B. Course Goals and Learning Outcomes

By the end of the course, students will be able to:

- Gain a more developed vocabulary.
- Interpret and imitate literary, scientific, academic, journalistic and other styles of writing.
- Understand historical and socio-political contexts of each text.
- Engage in creative expression with grammar scaffolds.
- Translate from and into French effectively, both orally and in writing.

Required Course Materials

Course materials will be made available on Canvas and via the Kanopy streaming site through GT Library.

Grading Policy:

Course Requirements & Grading

Assignment	Weight (Percentage, points, etc)
Attendance, Participation	15%
Written Reports & Visual Analysis	5%
Debate	10%
Quizzes (in-class writings)	20%
Questions, Discussions, Preparation	20%
Discussion Posts	5%
Final Exam/Project	25%

A. Description of Graded Components

Attendance & Class Participation (15%):

Attendance is required in this course and will be taken at all lectures. Class participation is a very important part of the learning process in this course. You will be evaluated on the QUALITY of your contributions and insights. Quality comments possess one or more of the following properties: 1) Offers a different and unique, but relevant, perspective; 2) Contributes to moving the discussion and analysis forward; 3) Builds on other comments. Assignments may be given for participation & engagement with material/course content.

Midterm Quiz (20%)

You will have a “Mid-term” quiz to evaluate your work during the first half of the course. The “midterm” quiz will assess material covered in lectures, readings, and class discussions. It will assess your understanding and progress during the first half of the course.

Debate (10%)

In teams, students will prepare for a debate on a current topic relating to social identities. Students will prepare opening and closing arguments, gather research to back up their arguments, and extemporaneously respond to the opposing team’s arguments.

Discussion Posts (5%)

React to and discuss posts about readings and with other students in the class throughout the semester.

Final Project/Exam (25%)

This final evaluation is composed of two complementary parts that showcase your understanding of grammar, syntax, and style.

Part 1: Take home creative translation project

Students will choose a text (or film) and perform a translation into another medium.

Part 2: In-Class Translation

Students will complete an in-class written translation (in French and in English) This short writing will allow you to demonstrate your understanding of French grammar, syntax and style.

B. Grading Scale

Your final grade will be assigned as a letter grade according to the following scale:

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	0-59%

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

A	Excellent (4 quality points per credit hour)
B	Good (3 quality points per credit hour)
C	Satisfactory (2 quality points per credit hour)

- D Passing (1 quality point per credit hour)
- F Failure (0 quality points per credit hour)

Course Policies

Attendance and/or Participation

Attendance and/or Participation

Students are allowed up to 3 excused absences for the course. To be considered excused, the student must email the professor ahead of time to request the accommodation. Students may be excused from class for illness, religious observance, or All-Majors Career Fair, university trip, off-campus interview, or other academic or professional event. The student is responsible for following up with any missed work.

Students who are absent because of participation in a particular religious observance will be permitted to make up the work missed during their absence with no late penalty, provided the student informs the course instructor of the upcoming absence, in writing, within the first two weeks of class, and provided the student makes up the missed material within the time frame established by the course instructor. Exercising one's rights under this policy is subject to the Georgia Tech Honor Code. The course instructor is responsible for establishing reasonable deadlines and/or make-up material for the missed work, and for clearly communicating this information to the student. Students may choose to appeal to the Student Academic and Financial Affairs Committee of the Academic Senate for formal approval of this type of absence.

Course Website and Other Classroom Management Tools

Canvas : check Canvas often! Turn your notifications on.

Course Policies, Expectations, & Guidelines

A. 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. [Review Georgia Tech's Honor Code](#) and the [student Code of Conduct](#).

Any student suspected of cheating or plagiarizing on a quiz, exam, or assignment will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations.

B. Accommodations for Students with Disabilities

If you are a student with learning needs that require special accommodation, [contact the Office of Disability Services](#) (404-894-2563) 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.

C. Attendance and/or Participation

Attendance is required for this course. You are expected to attend all classes, unless you have an excused absence. (Absences are not excused unless they are personally cleared with me by email.) If you miss a class, please ask another student for assistance in catching up on the material: students are responsible for all material covered in their absences, and they are responsible for the academic consequences of their absences.

Additional Syllabus Components

Collaboration & Group Work

Students are responsible for their own work and cannot collaborate on assignments unless specifically asked to do so. Dividing up work on a list of questions and then sharing the answers is not allowed. The only group work that can be prepared and presented together will be indicated in the assignment details.

Additional Syllabus Components

AI-Based Assistance

All work you submit must be your own. You should never include in your assignment anything that was not written directly by you without proper citation (including quotation marks and in-line citation for direct quotes). Including anything you did not write in your assignment without proper citation will be treated as an academic misconduct case.

If you are unsure where the line is between collaborating with AI and copying from AI, I recommend the following heuristics:

Heuristic 1: Never hit “Copy” within your conversation with an AI assistant. You can copy your own work into your conversation, but do not copy anything from the conversation back into your assignment.

Heuristic 2: Do not have your assignment and an AI agent open at the same time. You should avoid using tools that directly add content to your assignment submissions.

Deviating from these heuristics does not automatically qualify as academic misconduct; however, following these heuristics essentially guarantees your collaboration will not cross the line into misconduct.

Extensions, Late Assignments, & Re-Scheduled/Missed Exams

I will grant extensions on a case-by-case basis. If the extension deadline is not met, 5% will be taken off per day late. If a student misses a quiz or an exam, they are responsible for getting in touch with me to reschedule a make-up.

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 expectations 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.

Student Use of Mobile Devices in the Classroom

When we meet face-to-face, please keep your phones and tablets put away, not on your desk or in your lap.

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Core IMPACTS

[Core IMPACTS](#) is the University System of Georgia's General Education curriculum. If you are teaching a course that counts towards Core IMPACTS, you should include a syllabus statement about the Core area and associated [career competencies](#). [This resource](#) developed by the Center for Excellence in Teaching and Learning and Online Education at Georgia State University includes template syllabus statements for each of the Core IMPACTS areas that you may adapt for your course.

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Campus Resources for Students

Undergraduate Student Academic Success Resources:

- Academic Support: Academic Success and Advising (a unit in the Office of Undergraduate Education & Student Success) provides free support for your courses. Students can attend scheduled supplemental review (PLUS) sessions, stop by Drop-In Tutoring, or schedule a one-on-one appointment through Knack. To explore what options work best for you, please visit us online at success.gatech.edu/tutoring, email us at tutoring@gatech.edu, or come see us at Clough Undergraduate Learning Commons, Suite 283.

Graduate Student Academic and Professional Success Resources:

A list of resources for graduate students is given on the [Office of Graduate and Postdoctoral Education](#) website. Specific information for [current graduate students](#) includes

- Academic Resources such as the Communications Center, Language Institute, Library, Catalog, Registrar, resources for conducting research, Advocacy and Conflict Resolution resources, and how to manage unexpected situations that may impact your academic performance;
- Student Resources such as Campus Services, Child Care/Family programs, Health & Wellness, Career Services, and the Student Resource Guide; and
- Professional Development such as the programming from the Career Center and other professional development resources and events”

Student Well-Being:

At Georgia Tech, we are concerned about your overall physical, social, and mental well-being. A comprehensive list of wellness related resources has been compiled and maintained by the Office of the Vice President for Student Engagement and Well-being ([student-resource-guide \(gatech.edu\)](http://student-resource-guide.gatech.edu))