

FREN 2001 OL1 – Intermediate French I Syllabus

FALL 2026

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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

A 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.

Evaluation Criteria

Homework	30%
Unit Tests	40%
Conversation	15%
Project	15%

Description of Graded Components

Online Homework (30%)

VHL Online homework will include grammar & vocabulary tutorials and activities, cultural readings and Flash culture videos, lab activities. The homework needs to be done on a regular basis to help you understand new features in vocabulary and grammar (VHL preview activities) as well as to help consolidate your knowledge of vocabulary and grammar (VHL repetition activities) through additional practice. Cultural readings and videos will provide insights into French and Francophone ways of life, which will allow students to interpret the human experience in different cultural settings.

Unit tests (40%)

There will be 5 unit tests during the semester. They will test the knowledge gained upon the completion of each unit. All tests will follow the same format and include sections such as listening, writing, grammar, vocabulary, and culture.

Conversation with a classmate (15%)

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.

Project (15%)

Students will complete a project, in French, based on a topic of their choice as they relate to the topics of the class. 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, writing, pronunciation, vocabulary and grammatical structures, creativity, and inclusion of relevant cultural elements.

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%

- **Online homework** will include grammar and vocabulary activities, cultural readings, virtual chats, and course preparation assignments. **Late submissions will be accepted with a 20% penalty.** **Abide by the due dates set by the instructor on VHL Supersite assignment calendar. No submission will be accepted after December 6, 2026.** The following are always limited to 1 attempt: True/false activities, Other multiple-choice activities with only 2 choices, Open ended activities, Recording activities, Assessments.
- **There will be 5 tests.** The tests take place at the end of each unit. There is no scheduled final exam. **All tests will follow the same format** and may include the following: a vocabulary section, a grammar section, a reading comprehension section, and questions on the short videos discussed in class.
- **Extra-credit opportunities:** During the semester, you will have the opportunity to participate in French-related cultural activities (1.5 points on the upcoming test), French Club meetings, on-campus and off-campus exhibits and conferences, etc... Please note : attending cultural activities will not make up for incurring unexcused absences; a PowerPoint presentation at the end of the semester.
- **You are expected to turn on your camera anytime you speak one on one with your instructor.**
- **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 always 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. You are allowed three unexcused absences. 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 ½ of 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 will not be tolerated in class.***

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

Unexcused absence or asleep or obsessed with laptop or phone **performing non-class related activities** = - 3 points

In class, but silent, ill-prepared, or obsessed with laptop or phone = - 2 points

In class and making an average contribution = - 1 point

Course Materials

No 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 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 to demonstrate eligibility for this course.**

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).

Required Course Package:

IMAGINEZ Le Français sans Frontières, 5th Edition, by Champeny Séverine, Vista Higher Learning, 2023.

Digital course package for **Imaginez 5th** : Supersite Plus Code (w/ WebSAM & vText) :

- 5-month code : ISBN 978-1-54338-888-6
- 12-month code : ISBN 978-1-54338-890-9

Weeks 1-3 - Leçon 1 (Ressentir et vivre)

- Grammar review of spelling-change verbs, the irregular verbs **être, avoir, faire, aller**, forming questions.
- Vocabulary building related to **personal relationships** (civil status, character, relationships and feelings).
- Culture Lessons on **Les États-Unis, Les Francophones d'Amérique, Le Pont Mirabeau**, a poem by Guillaume Apollinaire, **Foudroyés**, a short movie from Bibio Bergeron.

Weeks 4-6 - Leçon 2 (Habiter en ville)

- Grammar review of reflexive and reciprocal verbs, descriptive adjectives and their agreement, adverbs. Vocabulary building related to the house and life in a house.
- Vocabulary building related to **life in the city** (activities, people, places etc...)
- Cultural Lesson on **la France, Rythme dans la rue: La Fête de la Musique, Le chocolat partagé**, a short story by Martine Mangeon, **J'attendrai le suivant**, a short film by Philippe Orreindy.

Week 7-9 – Leçon 3 (L'influence des médias)

- Grammar review of **passé-composé** with **avoir** and **être, passé-composé** vs the **imparfait**.
- Vocabulary building related to **the Media**: cinema, television, press, internet and creators of media content.
- Cultural Lesson on **Le Québec, Le Paysage musical au Québec, 99 Francs**, an excerpt from the novel by Frédéric Beigbeder, **Merci, Monsieur Imada**, a short film by Sylvain Chomet.

Week 10-12 – Leçon 4 (La valeur des idées)

- Grammar review of the **plus-que-parfait**, negation and indefinite adjectives and pronouns, irregular **-ir** verbs.
- Vocabulary building on **justice and politics** (people, laws and rights, security and danger).
- Cultural Lesson on **Les Antilles, Haïti, soif de liberté, Détruire la misère**, the iconic speech from Victor Hugo, **Le courrier du parc**, a short film by Agnès Caffin.

Week 13-15 – Leçon 5 (La société en évolution)

- Grammar review on partitives, the pronouns **y** and **en**, the order of pronouns in the sentence.
- Vocabulary building related to **crisis and horizons** (immigration, problems and solutions, changes).
- Cultural Lesson on **L'Afrique de l'Ouest, Les Griots, maîtres de la tradition orale, Le Marché de l'espoir**, a novella from the Congolese poet and writer Ghislaine Sathoud, **Samb et le commissaire**, a Swiss short film from Olivier Sillig.

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.

Accommodation 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 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