

FREN 2002 – Intermediate French II Syllabus

Fall 2026

Clough Learning Commons 131

Instructor: Dr. Brigitte Stepanov

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 course focuses on listening, speaking, reading, and writing skills in French in an introduction to literature and within a cultural context.

General Information

FREN 2002, Intermediate French II, 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 2002 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 3000+ and 4000+ courses, stressing interpretative meaning of French and Francophone cultural production in order to interpret the human experience.

Evaluation Criteria

Participation	10%
Homework	30%
Unit Tests	40% (5 units; 8% per test)
In-Class Presentation	10%
Project	10%

Description of Graded Components

Participation (10%)

You are expected to attend class and participate, making meaningful contributions to the class.

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.

In-Class Presentation (10%)

Students will present, in class and in French, on a topic related to their Major. 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 (especially as it relates to their Major) and grammatical structures, creativity, and inclusion of relevant cultural elements.

Project (10%)

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%

Course Materials

IMAGINEZ: le français sans frontières, 5th Edition – you can purchase access for 5 months or 12 months

Imaginez 5e Supersite Plus(v) + webSAM(5 month code) - 978-1-54338-888-6

Imaginez 5e Supersite Plus(v) + webSAM(12 month code) - 978-1-54338-890-9

Weeks 1-3 - Leçon 6 (Les générations qui bougent)

- Grammar lessons on the **subjunctive** (impersonal expressions, will, opinion, and emotion), **relative pronouns**, **irregular -re verbs**.
- Vocabulary building related to families, stages of life, and different generations.
- Culture Lesson for Unit 6 is on Maghreb festivities (including the cultural significance of henna). We also read an excerpt from *Littérature: Le Cœur à rire et à pleurer* by Maryse Condé and discuss the genre of a memoir.

Weeks 4-6 - Leçon 7 (Les sciences et la technologie)

- Grammar lessons on the **comparative and superlative of adjectives and adverbs** and the **futur simple**.
- Vocabulary building related to research, technology, and science.
- Cultural Lesson for Unit 7 on the European Organization for Nuclear Research.

Week 7-9 – Leçon 8 (S'évader et s'amuser)

- Grammar lessons on **infinitives, prepositions with geographical names, and the conditional**
- Vocabulary building related to sports, hobbies, art, theatre, and fashion.
- Cultural Lesson for Unit 8 on Francophone islands in the Indian Ocean (including French Polynesia, New Caledonia, and La Réunion)

Week 10-12 – Leçon 9 (Perspectives de travail)

- Grammar lessons on **demonstrative pronouns, the present participle, and irregular -oir verbs.**
- Vocabulary building linked to the economy and finance.
- Cultural Lesson for Unit 9 on Central Africa.

Week 13-15 – Leçon 10 (Les richesses naturelles)

- Grammar lessons on the **past conditional, the future perfect, and si clauses.**
- Vocabulary building related to the environment, natural phenomena, animals, and environmental destruction
- Cultural Lesson for Unit 10 on natural resources and the environment, including Ivindo National Park in Gabon, sustainable logging in Gabon, and environmental care more broadly.

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 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