

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

**Instructor: Sy, S.**

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**Course description**

FREN 1002 – Elementary French II 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 151 -250 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, 5<sup>th</sup> Edition, by Mitchell-Mitschke-Tano, Vista Higher Learning, Boston 2026. \*Digital course package: Supersite Plus Code (w/ WebSAM & vText) for PROMENADES, 5<sup>th</sup> 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/](http://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/](http://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
	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 <b>le musée d'Orsay</b> Use the <b>passé composé</b> with <b>être</b>	<b>Unité 7: En vacances</b> overview, p. 245 <b>Contextes: Bon voyage!</b> , pp. 246–247  <b>Roman-photo: Une invitation</b> , pp. 250–251 <b>Lecture culturelle</b> , pp. 252–253 <b>Structures 7A.1: The passé composé with être</b> , pp. 254–257
	Use direct object pronouns Watch authentic French video Talk about hotels and accommodations Use ordinal numbers Learn expressions for sequencing events  Use regular <b>-ir</b> verbs  Give commands and make requests	<b>Structures 7A.2: Direct object pronouns</b> , pp. 258–261 <b>Révision</b> , p. 262 <b>Le Zapping : Des auberges de jeunesse nouvelle génération</b> , p. 263 <b>Contextes: À l'hôtel</b> , pp. 264–266 <b>Structures 7B.1: Regular -ir verbs</b> , pp. 272–275 <b>Structures 7B.2: The impératif</b> , pp. 276–279
	Use the verbs <b>dire, écrire, lire, and décrire</b> Understand spoken French through video Read about how and where the French vacation	<b>Révision</b> , p. 277 <b>Roman-photo: La réservation</b> , pp. 268–269 <b>Lecture culturelle, Les vacances des Français</b> , pp. 270–271
	Talk about the parts of a house Learn furniture vocabulary Understand spoken French through video Read about housing in France and <b>le château Frontenac</b> Use <b>adverbs</b> <b>Test 1 – Unit 7</b>	<b>Unité 8: Chez nous</b> overview, p. 287 <b>Contextes: La maison</b> , pp. 288–290 <b>Roman-photo: Chez l'antiquaire</b> , pp. 292–293 <b>Lecture culturelle</b> , pp. 294–295 <b>Structures 8A.1: Adverbs</b> , pp. 296–299
	Use the <b>imparfait</b> 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	<b>Structures 8A.2: The imparfait</b> , pp. 300–303 <b>Révision</b> , p. 304  <b>Le Zapping: Vivre à la ferme</b> , p. 305 <b>Contextes: Les tâches ménagères</b> , pp. 306–308 <b>Roman-photo: Les tâches ménagères</b> , pp. 310–311 <b>Lecture culturelle</b> , pp. 312–313
	Learn to distinguish between the <b>passé composé</b> and the <b>imparfait</b> Use <b>savoir</b> and <b>connaître</b> and distinguish them Read about the French Quarter in New Orleans	<b>Structures 8B.1: The passé composé vs. the imparfait</b> , pp. 314–317 <b>Structures 8B.2: The verbs savoir and connaître</b> , pp. 318–321 <b>Révision</b> , p. 320
	Talk about food and meals Understand spoken French through video	<b>Panorama: Paris, Les Pays de la Loire, et Le Centre-Val de Loire</b> , pp. 324–327 <b>Unité 9: La nourriture</b> overview, p. 329

	<p>Read about the <b>Guide Michelin</b>'s influence on the restaurant industry Use <b>venir</b> and similar verbs Express the recent past Use time expressions</p> <p><b>Test 2 – Unit 8</b></p>	<p><b>Contextes:</b> <i>Quel appétit!</i>, pp. 330–331 <b>Roman-photo:</b> <i>Faire les courses</i>, pp. 334–335 <b>Lecture culturelle</b>, pp. 334–335 <b>Structures 9A.1:</b> The verb <i>venir</i> and the <i>passé récent</i>, pp. 338–341</p>
	<p>Use <b>devoir</b>, <b>vouloir</b>, and <b>pouvoir</b> Watch authentic French video</p> <p>Talk about eating at a restaurant; specialty food shops Understand spoken French through video Read about French meals and eating habits</p>	<p><b>Structures 9A.2:</b> The verbs <i>devoir</i>, <i>vouloir</i>, <i>pouvoir</i>, pp. 342–344 <b>Révision</b>, p. 346 <b>Le Zapping:</b> <i>Le far breton</i>, p. 347 <b>Contextes:</b> <i>À table!</i>, pp. 348–350</p> <p><b>Roman-photo:</b> <i>Un dîner presque raté</i>, pp. 352–353 <b>Lecture culturelle</b>, pp. 354–355</p>
	<p>Make comparisons of equality and inequality Use two pronouns with the same verb Express and support opinions</p>	<p><b>Structures 9B.1:</b> Comparatives and superlatives of adjectives and adverbs, pp. 356–359 <b>Structures 9B.2:</b> Double object pronouns, pp. 360–363 <b>Révision</b>, p. 364 <b>Panorama:</b> <i>La Normandie et la Bretagne</i>, pp. 366–367</p>
	<p>Talk about the parts of the body Discuss your daily routine Understand spoken French through video Read about healthcare in France</p> <p>Use reflexive verbs</p> <p><b>Test 3 – Unit 9</b></p>	<p><b>Unité 10:</b> <i>La santé</i> overview, p. 369 <b>Contextes:</b> <i>La routine quotidienne</i>, pp. 370–372 <b>Roman-photo:</b> <i>Drôle de surprise</i>, pp. 374–375 <b>Lecture culturelle</b>, pp. 376–377 <b>Structures 10A.2:</b> Reflexives: <i>Sens idiomatique</i>, pp. 382–385 <b>Révision</b>, p. 386 <b>Le Zapping:</b> <i>S'aimer mieux</i>, p. 387</p>
	<p>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</p>	<p><b>Structures 10A.1:</b> Reflexive verbs, pp. 378–381 <b>Contextes:</b> <i>J'ai mal !</i> pp. 388–390 <b>Roman-photo:</b> <i>Aie !</i> pp. 392–393</p>
	<p>Express reflexive verbs in the <b>passé composé</b> Use the pronouns <b>y</b> and <b>en</b></p> <p>Read about the French national healthcare system Read about Marie Curie</p>	<p><b>Structures 10B.1:</b> The <i>passé composé</i> of reflexive verbs, pp. 396–399 <b>Structures 10B.2:</b> The pronouns <i>y</i> and <i>en</i>, pp. 400–403 <b>Révision</b>, p. 404 <b>Lecture culturelle</b>, pp. 394–395</p>
	<p>Talk about electronics products Use Internet terms</p> <p>Understand spoken French through video Read about technology in France and the Ariane rocket</p> <p><b>Test 4 – Unit 10</b></p>	<p><b>Panorama:</b> <i>La Nouvelle-Aquitaine, L'Occitanie</i>, pp. 406–407 <b>Unité 11:</b> <i>La technologie</i> overview, p. 409 <b>Contextes:</b> <i>Le son et l'image</i>, pp. 410–412 <b>Roman-photo:</b> <i>C'est qui, Cyberhomme?</i>, pp. 414–415 <b>Lecture culturelle</b>, pp. 416–417</p>

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

Best wishes in your final exams!

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

**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>**