

FREN 2001 OL1 – CRN 57978 – Intermediate French I Syllabus

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Instructor: Sy, S.

Office hours: by appt.

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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 rapid 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	40%
Exams	60%

Description of Graded Components

Online Homework (40%)

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.

Exams (60%)

There will be **3 exams** during the semester. They will test the knowledge gained upon the completion of each 2 units.

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 15% penalty.** Abide by the due dates set by the instructor on VHL Supersite assignment calendar. No submission will be accepted after June 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 3 exams. All exams will follow the same format** and may include the following: a vocabulary section, a grammar section, and questions on the short videos.

- **You are expected to turn on your camera anytime you speak one on one with your instructor.**

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

Week 1

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 Bibo Bergeron.

Week 2

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.

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 3

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.

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.

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.

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