



FREN 2002, Section A – Intermediate French II

Fall 2026 – Syllabus

Tuesday and Thursday, 2:00pm - 3:15pm, Clough Learning Commons 131

Bienvenue !

Qui parle le français ? Qui l'apprend ?
Quelle est la place de la langue française
dans le monde ? ...



Instructor

Dr. Brigitte Stepanov

Email

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Office Hours & Location

Tuesday and Thursday, 5:00pm-6:30pm in Swann 206D
and by appointment on Zoom or
in person (please contact me in
advance and we will find a
convenient time!)

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

FREN 2002, Intermediate French II, focuses on listening, speaking, reading, and writing skills in French within a cultural context and as an introduction to literature.

General Information

This course 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.

The fourth in the language sequence, this course is designed for students who have completed French 1001, 1002, and 2001 or for freshmen with an extensive background in French

*Prerequisites: FREN 2001 or a placement score of 351-450 points is required. Review the registration information and procedures outlined at modlangs.gatech.edu/students/registration.

* 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.

REQUIRED TEXTBOOK

IMAGINEZ: le français sans frontières, 5th Edition, by Champeny/Vista Higher Learning
Digital course package: Supersite Plus Code (with vText & WebSAM)

5-month code : ISBN 978-1-54338-888-6

12-month code : ISBN 978-1-54338-890-9

Your student access code to *IMAGINEZ* Supersite Plus www.vhlcentral.com includes the vText (= online, interactive, laptop/IPad compatible student edition textbook) & WebSAM (= online workbook/video manual & lab manual & access to Supersite Plus textbook's online resources (assignments, audio, video, reference tools, assessment, gradebook, teacher-student communication, etc.). It can be ordered online at <https://vistahigherlearning.com/store/imaginez-5th-edition.html>
To set up your VHL student account or for assistance with VHL, please follow this link <https://support.vhlcentral.com/hc/en-us/sections/202868007-Getting-Started>

Chrome appears to work best with VHL

Course Objectives

Upon successful completion of this course, students will be able to:

1. Employ French to communicate with peers and the instructor both orally and in writing on a wide array of topics and ideas.
2. Evaluate strategies to comprehend texts (in written, aural, and video form) written by and for French speakers.
3. Understand and express ideas in interpersonal contexts in culturally appropriate ways, including identifying and signaling comprehension breakdown, asking and answering questions, and requesting information.
4. Communicate the basics of Francophone cultures, modes of life, and customs.
5. Develop intercultural awareness through the study of the similarities and differences among languages and cultural systems.
6. Create a shared community experience through linguistic and cultural learning.
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 analyze the human experience.

Grading Policy

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. **For this course, there are two homework due dates per lesson (we cover 5 lessons over the course of the semester). The due dates are set on the VHL Supersite assignment calendar. Homework is due by 11:59pm on the day that is indicated in the calendar. Often, the second homework per lesson is due at 11:59pm the night before the test, but please complete the work little by little before then to make sure you are not cramming the night before a test! Late submissions will be accepted with a 5% penalty per day late.**

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%)

"How will you use your French moving forward?"

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. **There will be no final exam (and, instead, this final project).**

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%

See <http://registrar.gatech.edu/info/grading-system> for more information about the grading system at Georgia Tech.

For grades that are on the cusp, rounding up is at the discretion of the instructor.

Extra-credit opportunities: During the semester, you will have the opportunity to participate in French-related cultural activities and French conversation meetings: 0.5 point on your final grade for attendance at events organized by the French Department. The extra-credit points over the semester will not exceed a total of 2.5 points on your final grade.

Course Expectations & Guidelines

General Course Policies

- Freedom of expression and guidelines for discussion: You are encouraged to share personal experiences and opinions while engaging in critical inquiry with respect to the topics covered in this class. Mutual respect is key to be able to engage in well-rounded and constructive discussion that is beneficial to us all.

- AI: Do not use Chat GPT, Google Translate, or cut + paste quotes without following proper citation guidelines. *Tools like ChatGPT and other AI-based assistance programs are powerful and valuable tools, but your ultimate submission must be your own. As with all other sources, do not copy and paste content you did not create directly.
- Recording class activities: Please do take notes in class; however, in order to preserve class integrity, student privacy, and a safe environment to express opinions, recording of our classes using digital, tape, or audio devices is not allowed. This policy can be waived for students with accommodations upon explicit recommendation from the Office of Disability Services.
- Materials posted on Canvas and shared in class are for the sole purpose of educating the students currently enrolled in the course.
- Please do not hesitate to speak with me; I will make sure any question, concern or suggestion gets the attention it deserves.

Attendance

You are required to attend class when it convenes, and I will be recording attendance in each class. Exceptions are allowed for Institute-approved absences (for example, those documented by the Registrar) and situations such as hospitalization or family emergencies (documented by the Office of the Dean of Students). You are permitted two unexcused absences per semester without being penalized. If you can, please email me in advance if you know that you will be absent. If you don't email me, I will excuse your two absences (if you have been absent) in Canvas at the end of the semester. For every additional absence or excessive tardiness, your participation grade will be affected (since it is worth a large portion of your final grade, please do attend class!) If you miss a class, it is your responsibility to find out what happened in class that day and to catch up on the work that you missed. ***I record attendance in Canvas (using the "Attendance" feature) right after each class. Please let me know within 48 hours if you observe a discrepancy between what is indicated in Canvas and your actual attendance for that day. Unfortunately, I cannot retroactively change attendance at the end of the semester.

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.

Assignments that contain any percentage of plagiarism will result in a grade of 0.

Collaboration & Group Work & AI

Language learning occurs in a community of people. This semester, you will participate in multiple small group activities in class.

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.

AI is everywhere, but please don’t use it for this class. Doing the work and working through the difficulties of language learning is what learning a language is all about!

Rule of thumb: Submitting any work other than your own is a violation of the Academic Honor Code. **Do not plagiarize!**

Accommodations

Georgia Tech values diversity and inclusion; we are committed to a climate of mutual respect and full participation. Our goal is to create learning environments that are usable, equitable, inclusive and welcoming. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or accurate assessment or achievement, please speak to me as soon as possible.

If you are a student with learning needs that require 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.

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.

Students who are absent because of participation in approved Institute activities (such as field trips, professional conferences, and athletic events) will be permitted to make up the work missed during their absences. Approval of such activities will be granted by the Student Academic and Financial Affairs Committee of the Academic Senate, and statements of the approved absence may be obtained from the Office of the Registrar. Individual students requesting approval from the Student Academic and Financial Affairs Committee are expected to do so at least two weeks before their requested absences. Students are expected to inform their instructors about their approved absence by the end of the class meeting immediately following receipt of their approval notice.

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. See <https://policylibrary.gatech.edu/student-life/academic-honor-code> and <http://www.catalog.gatech.edu/rules/4/> for more information.

Student Use of Mobile Devices in the Classroom

Unless expressly needed for an activity, please do not use cellphones during class.

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.

Modified Operations and Digital Learning Days

In the event of a weather-related event on campus or other emergency situation that requires modified operations, I will contact all students via email about cancelling class or our plans for a digital learning day depending on the situation. When possible, we will pivot to an online format and I will send a Zoom link via email. If there are widespread internet outages, I will post information about the missed class to Canvas once we once have regained online access.

Study Tips

1. Use every opportunity to speak, hear and read French. Keep on trying to keep a conversation going. Be willing to take risks, trying out the new structures and vocabulary you are learning. Students who play it safe (stick to the simple, reliable forms instead of trying new ones) will only hold themselves back. Progress comes from learning from it and doing better next time. As you are beginners, you should not be afraid to make mistakes. They are a necessary part of the learning process.
2. Do not fall behind in your work. Be organized: do your homework on time. 'Catching up' is extremely difficult in a language course. Success depends largely on regular contact with the material. In practicing a skill, four 15 minute-study periods with full concentration may work better for you than one-hour sessions. Don't be satisfied with knowing the material. Be sure to practice enough times to be able to perform it with relative ease and fluency. Tests examine not only what you know, but how well you know it and how quickly you can put it into use.
3. Watch yourself as a learner: try to determine what type of material helps you learn best and what doesn't. When looking for the right word, think about paraphrasing (circumlocution).
4. Design your own learning aids: flashcards, charts, lists, repertoires, website, etc. This will help you memorize and recycle the material. Take advantage of cognates while building your vocabulary. Put tricky points on cards to carry with you and take advantage of those mentally idle moments in your day (walking, standing in line, eating breakfast, etc.) to practice the language. Memorize not only vocabulary, but useful formulas you can rely on to get things done.

5. Assume that grammar and syntax do mean something. In Romance languages, among others, place, form and endings of words can make a huge difference in meaning, and have for hundreds of years. Make good use of the Supersite Plus grammar tutorials and PowerPoint presentations.

6. Practice out loud. Read the material and learn the spelling of the words. Use the website's suggestions to improve on your speaking and listening abilities. Students should plan on spending at least 7 hours per week (about 1 hour daily) on this course. This calendar is aimed at making your learning easier. I spread the homework as evenly as possible to ensure a regular learning process. I urge you to do the homework throughout the week rather than waiting for due dates, which would put unnecessary pressure on you. If done on a regular basis, it will seem like very little!

*Some of these suggestions come from the Middlebury College Summer Language School Handbook, 1997, the Wake Forest University Romance Languages Home Page and the following individuals: Kara Rabitt, Joan McRae, and Lucile Duperron. Also see Joan Rubin & Irene Thompson, *How to be a More Successful Language Learner*, Heinle & Heinle, 1982, or H. Douglas Brown, *A Practical Guide to Language Learning*, McGraw Hill, 1989.

Campus Resources for Students (Academic Well-Being and Mental Health Support) *See Canvas for more resources

Please find campus resources, support systems, and study supports below:

Center for Academic Success: <http://success.gatech.edu>

Academic advisors for your major: <http://advising.gatech.edu/>

Academic coaching: <http://success.gatech.edu/coaching>

1-to-1 tutoring: <http://success.gatech.edu/1-1-tutoring>

Peer-Led Undergraduate Study, PLUS: <http://success.gatech.edu/tutoring/plus>

Residence Life's Learning Assistance Program: <https://housing.gatech.edu/learning-assistance-program>

OMED: Educational Services: <http://omed.gatech.edu/programs/academic-support>

The Office of the Dean of Students: <https://studentlife.gatech.edu>; 404-385-8772

Georgia Tech Police: police.gatech.edu; 404-894-2500

Food banks and food security resources, STAR: <https://studentlife.gatech.edu/content/star-services>

LGBTQIA Center: <https://lgbtqia.gatech.edu/>

Mental health resources, CARE: <https://care.gatech.edu/> and the Counseling Center: <https://counseling.gatech.edu/>; 404-894-2575

Office of the Vice President for Student Life and Dean of Students: <https://studentlife.gatech.edu/>

Resources for veterans, service members, and their families: <http://veterans.gatech.edu/>

Stamps Health Services: <https://health.gatech.edu/>; 404-894-1420

Student Center: <https://studentcenter.gatech.edu/>

The Communication Center: <https://commlab.gatech.edu/>

Tutoring and Academic Support: <https://tutoring.gatech.edu/> and <https://omed.gatech.edu/academic-support>

Women's Resource Center: <https://womenscenter.gatech.edu/>

Semester Overview

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.

Homework & Calendar

This syllabus provides a general plan for the course. Deviations may be necessary. The instructor reserves the right to alter this schedule at any time to better accommodate students' learning needs. Any change will be announced ahead of time in class. All VHL exercises with a due date will be graded. Other exercises are highly recommended, but not graded. You can always complete unassigned exercises on VHL for your needs and practice. (I recommend doing this!)

*Should you be absent on any day, it is your responsibility to remain apprised of what was covered in class – please check in with a classmate!

Date	Objectifs	Section dans IMAGINEZ	Suggested for next class (Required homework will be assigned through VHL)
Week 1 Tuesday, August 25	Introduction to course + syllabus overview		
Thursday, August 27	Read about family relationships. Learn and practice terms related to families, stages of life, and different generations. Communicate using the subjunctive.	Leçon 6: Introduction, pp. 196–197 <i>Imaginez</i> , pp. 206–211 <i>Court métrage</i> : pre-viewing, pp. 200–201 <i>Court métrage: Le Monde du petit monde</i> , pp. 200–205 <i>Le Zapping</i> , p. 209 <i>Structures 6.1</i> , The subjunctive: impersonal expressions; will, opinion, and emotion, pp. 212–215	Supersite: <i>Leçon 6: Imaginez: Le Zapping; Structures 6.1</i> Supersite: <i>Leçon 6: Structures 6.2</i>
Week 2 Tuesday, September 1	Communicate using relative pronouns. Read about North Africa and Lebanon. Discover artists from North Africa and Lebanon.	<i>Structures 6.2</i> , Relative pronouns, pp. 216–219	Supersite: <i>Leçon 6: Structures 6.3</i> <i>Fiche de grammaire 6.4</i> , p. 412 <i>Fiche de grammaire 6.5</i> , p. 414
Thursday, September 3	Use irregular -re verbs in writing and speaking. Read about the use of henna in North Africa. Read about a North African wedding.	<i>Structures 6.3</i> , Irregular -re verbs, pp. 220–223 <i>Synthèse</i> , p. 224 <i>Culture</i> : pre-reading, p. 225 <i>Culture: Jour de mariage</i> , pp. 225–228 <i>Littérature</i> : pre-reading, p. 229	Read <i>Jour de mariage</i> , pp. 226–227 Supersite: <i>Leçon 6: Culture</i> Read <i>Le Cœur à rire et à pleurer</i> , pp. 230–231 Supersite: <i>Leçon 6: Littérature</i>
Week 3 Tuesday, September 8	Read and understand a memoir. Review the lesson.	<i>Littérature: Le Cœur à rire et à pleurer</i> by Maryse Condé, pp. 230–231 Review <i>Leçon 6</i> Supersite: <i>Leçon 6</i>	Supersite: <i>Leçon 6: Littérature: Production orale; Leçon 7: Pour commencer</i>

	Write about the lack of understanding between generations.		
Thursday, September 10	Test 1 – Leçon 6		
Week 4 Tuesday, September 15	Read about science and technology. Talk about science and technology. Read about the invention of the snow globe and its ties to French history.	<i>Pour commencer</i> , pp. 236–237 <i>Court métrage</i> : pre-viewing, pp. 238–239 Leçon 7 : Introduction, pp. 234–235	Supersite: <i>Leçon 7: Court métrage</i> : watch <i>Strict Eternum</i> Supersite: <i>Leçon 7: Imaginez: Galerie de créateurs</i> and <i>Qu’avez-vous appris?</i> sections
Thursday, September 17	Watch and discuss a short film about a couple living a life of extreme monotony. Read about Belgium, Switzerland, and Luxembourg. Learn about artists from Belgium, Switzerland, and Luxembourg.	<i>Court métrage: Strict Eternum</i> , pp. 238–243 <i>Imaginez</i> , pp. 244–249	Supersite: <i>Leçon 7: Imaginez: Le Zapping, Structures 7.1</i>
Week 5 Tuesday, September 22	Watch and discuss a TV commercial about an electric car. Make comparisons. Talk about the future.	<i>Le Zapping</i> , p. 247 <i>Structures 7.1</i> , The comparative and superlative of adjectives and adverbs, pp. 250–253 <i>Structures 7.2</i> , The futur simple , pp. 254–257	Supersite: <i>Leçon 7: Structures 7.2</i> <i>Fiche de grammaire 7.4</i> , p. 416 Supersite: <i>Leçon 7: Structures 7.3</i>
Thursday, September 24	Communicate using the subjunctive with expressions of doubt and conjunctions and the past subjunctive. Express doubt.	<i>Structures 7.3</i> , The subjunctive with expressions of doubt and conjunctions; the past subjunctive, pp. 258–261 <i>Synthèse</i> , p. 262 <i>Culture</i> : pre-reading, p. 263	Read <i>Cern: À la découverte d’un univers particulier</i> , p. 265 Supersite: <i>Leçon 7: Culture</i>
Week 6 Tuesday, September 29	Read about nuclear research in Europe.	<i>Culture: Cern: À la découverte d’un univers particulier</i> , pp. 263–266 <i>Littérature</i> : pre-reading, p. 267	Read <i>Solitude numérique</i> , pp. 268–269 Supersite: <i>Leçon 7: Littérature</i>

	Read and understand a short story. Review the lesson. Write an article about technology.	<i>Littérature: Solitude numérique</i> by Didier Daeninckx, pp. 267–270 Review <i>Leçon 7</i>	Supersite: <i>Leçon 7: Littérature: Production orale; Leçon 8: Pour commencer</i>
Thursday, October 1	Test 2 – Leçon 7		
Week 7 Tuesday, October 6	NO CLASS - FALL BREAK		
Thursday, October 8	Read about traveling and leisure activities. Learn terms related to vacation and leisure activities. Read about French public housing. View and discuss a short film about a young woman who teaches her neighbors to swim.	Leçon 8: Introduction, pp. 272–273 <i>Pour commencer</i> , pp. 274–275 <i>Court métrage:</i> pre-viewing, pp. 276–277 <i>Court métrage: Le Grand Bain</i> , pp. 276–281	Supersite: <i>Leçon 8: Court métrage:</i> watch <i>Le Grand Bain</i> Supersite: <i>Leçon 8: Imaginez: Galerie de créateurs</i> and <i>Qu’avez-vous appris?</i> sections
Week 8 Tuesday, October 13	Read about francophone islands in the Indian Ocean. Discover artists from francophone islands in the Indian Ocean.	<i>Imaginez</i> , pp. 282–287	Supersite: <i>Leçon 8: Imaginez: Le Zapping; Structures 8.1</i>
Thursday, October 15 If Need: In-class presentations	Watch and discuss an ad for an all-women’s motor sports rally. Use infinitives. Use prepositions with geographical names.	<i>Le Zapping</i> , p. 285 <i>Structures 8.1</i> , Infinitives, pp. 288–291 <i>Structures 8.2</i> , Prepositions with geographical names, pp. 292–295	Supersite: <i>Leçon 8: Structures 8.2</i> <i>Fiche de grammaire 8.4</i> , p. 420 Supersite: <i>Leçon 8: Structures 8.3</i>
Week 9 Tuesday, October 20 In-class presentations	Communicate using the conditional. Read about la Réunion.	<i>Structures 8.3</i> , The conditionnel, pp. 296–299 <i>Synthèse</i> , p. 300 <i>Culture:</i> pre-reading, p. 301 <i>Culture: La Réunion, île intense</i> , pp. 301–304	Read <i>La Réunion, île intense</i> , p. 303 Supersite: <i>Leçon 8: Culture</i> Read <i>Le football</i> , pp. 307–309 Supersite: <i>Leçon 8: Littérature</i>

		<i>Littérature</i> : pre-reading, p. 305	
Thursday, October 22 In-class presentations	Read and understand a short story. Review the lesson. Write a childhood story.	<i>Littérature: Le Football</i> by Sempé and Goscinny, pp. 305–310 Review <i>Leçon 8</i>	Supersite: <i>Leçon 8</i> : <i>Littérature: Production orale; Leçon 9: Pour commencer</i> Supersite: <i>Leçon 9: Court métrage</i> : watch <i>Bonbon au poivre</i>
Week 10 Tuesday, October 27	Test 3 - Leçon 8		
Thursday, October 29	Read about career planning. Talk about work and the economy. Read about American culture in France. View and discuss a short film about professional relationships.	Leçon 9 Introduction, pp. 312–313 <i>Pour commencer</i> , pp. 314–315 <i>Court métrage</i> : pre-viewing, pp. 316–317 <i>Court métrage: Bonbon au poivre</i> , pp. 316–321	Supersite: <i>Leçon 9: Imaginez: Galerie de créateurs</i> and <i>Qu'avez-vous appris?</i> sections
Week 11 Tuesday, November 3	Read about Central Africa. Learn about artists from Central Africa.	<i>Imaginez</i> , pp. 322–327	Supersite: <i>Leçon 9: Imaginez: Le Zapping: Structures 9.1</i>
Thursday, November 5 **French Day!**	View and discuss a news report about a puppet maker. Use demonstrative pronouns in speaking and writing.	<i>Le Zapping</i> , p. 325 <i>Structures 9.1</i> , Demonstrative pronouns, pp. 328–331	Supersite: <i>Leçon 9: Structures 9.2</i>
Week 12 Tuesday, November 10 **Upper-level French Class Visit**	Use the past participle in speaking and writing. Use irregular -oir verbs	<i>Structures 9.2</i> , The present participle, pp. 332–335 <i>Structures 9.3</i> , Irregular -oir verbs, pp. 336–339 <i>Synthèse</i> , p. 340	Supersite: <i>Leçon 9: Structures 9.3</i> Read <i>Des Africaines entrepreneuses</i> , p. 343 Supersite: <i>Leçon 9: Culture</i>

	Read about African female entrepreneurs.	<i>Culture</i> : pre-reading, p. 341 <i>Culture: Des Africaines entrepreneuses</i> , pp. 341–344 <i>Littérature</i> : pre-reading, p. 345	Read <i>L'Heure des comptes</i> , pp. 346–347 Supersite: <i>Leçon 9: Littérature</i>
Thursday, November 12	Read and understand a text about an unusual job interview. Review the lesson.	<i>Littérature</i> : <i>L'Heure des comptes</i> by Louise Long, pp. 345–348 Review <i>Leçon 9</i>	Supersite : <i>Leçon 9: Littérature: Production orale</i> :
Week 13 Tuesday, November 17	Test 4 - Leçon 9		
Thursday, November 19 If Need: Final Project Overview Presentation (in-class)	Read about natural resources and the environment. Talk about natural resources and the environment. Read about Ivindo National Park in Gabon. Watch and discuss a documentary about sustainable logging in Gabon.	Leçon 10 : Introduction, pp. 350–351 <i>Pour commencer</i> , pp. 352–353 <i>Court métrage</i> : pre-viewing, pp. 354–355 <i>Court métrage: Un héros de la nature gabonaise</i> , pp. 354–359	Supersite: <i>Leçon 10: Court métrage</i> : watch <i>Un héros de la nature gabonaise</i> Supersite: <i>Leçon 10: Imaginez: Galerie de créateurs</i> and <i>Qu'avez-vous appris?</i> Sections
Week 14 Tuesday, November 24 Final Project Overview Presentation (in-class)	Read about French Polynesia, New Caledonia, and Asia. Learn about artists from French Polynesia, New Caledonia, and Asia. View and discuss an ad about the urgency of caring for the environment.	<i>Imaginez</i> , pp. 360–365 <i>Le Zapping</i> , p. 363 <i>Structures 10.1</i> , The past conditional, pp. 366–369	Supersite: <i>Leçon 10: Imaginez: Le Zapping; Structures 10.1</i> Supersite: <i>Leçon 10: Structures 10.2</i> <i>Fiche de grammaire 10.4</i> , p. 428

	Speak and write using the past conditional.		
Thursday, November 26	NO CLASS - THANKSGIVING		
Week 15 Tuesday, December 1 Final Project Overview Presentation (in-class)	Speak and write using the future perfect. Communicate using si clauses. Review the lesson.	Structures 10.2, The future perfect, pp. 370–373 Structures 10.3, Si clauses, pp. 374–377 Synthèse, p. 378 Culture: pre-reading, p. 379	Supersite: Leçon 10: Structures 10.3 Read Les Richesses du Pacifique, p. 381 Supersite: Leçon 10: Culture
Week 16 Thursday, December 3	Test 5 - Leçon 10		
Tuesday, December 8	Final Instructional Class Day, Conclusion of course		
Your constructive assessment of this course plays an indispensable role in shaping education at GT! Upon completing the course, please fill out the anonymous online course (CIOS) evaluation available at http://gatech.smartevals.com			
Consider filling out a Thank-A-Teacher note at the end of the semester for the professors that you appreciate! Find more info here: https://ctl.gatech.edu/content/thank-teacher			

Helpful links

Modern Languages website (Placement test, Registration questions, Student Resources)

<https://modlangs.gatech.edu/languages/french>

Language for Business and Technology Programs (Summer programs in Senegal or/and France), SLS-French in Metz, French Internships

<https://modlangs.gatech.edu/lbat/senegal>

<https://modlangs.gatech.edu/lbat/france>

Information of French minor

<http://catalog.gatech.edu/programs/minor-french/#requirements> Minor declaration form:

<http://www.registrar.gatech.edu/docs/pdf/MINORCHANGE.pdf>

French Grammar Review

<http://www.laits.utexas.edu/tex/gr/index.html#v>

Online Dictionary

<http://www.wordreference.com>

“Alliance française” in Atlanta

<https://afatl.com/>

Other links to practice French

<http://www.tv5monde.com>

<http://www.filmfra.com> (French movies with French subtitles for listening practice)

